

Introduction:

Students in 4th Grade ELA will complete six units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of literary genres; phonics skills, word study, vocabulary, and grammar. Teachers help students delve into complex texts and see significance in details. Students study the complexity of characters and explore themes while developing skills such as inference and interpretation, study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific word and practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading. Students will write a variety of genres (narrative, descriptive, informative, explanatory, persuasive, poetry, research, thesis-driven persuasive essays, literary essays, research reports and constructed response). Students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell, the value of organization and form as they gather evidence to support and express an opinion on topics they know well, tackle historical research in which they collect evidence and use details to vividly describe people and events long ago/far away and brings the series full circle as students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction. Each of the units begins where children are and then provides a progression of instruction that brings students step by step toward increasing proficiency. All ELA units follow the NJ Student Learning Objectives and meet grade 4 expectations. Student progress will be measured in a variety of methods.

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Beach Haven School District English Language Arts Curriculum Pacing Guide

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: 4

Instructional Materials: "Reading Workshop," "Writing Workshop"

<p>UNIT 1:</p> <p>Reading: Interpreting Characters: The Heart of Story (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: The Arc of Story: Writing Realistic Fiction (Book 1) OR *Up the Ladder: Narrative Writing (Book), Narrative, Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>UNIT 2:</p> <p>Reading: Reading the Weather, Reading the World (Book2) OR *Up the Ladder Reading: Nonfiction (Forthcoming Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Boxes and Bullets: Personal and Persuasive Essays (Book 2) OR *Up the Ladder: Information Writing (Book) , Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>UNIT 3:</p> <p>Reading: Details and Synthesis: Close Reading of Fiction, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: The Literary Essay: Writing about Fiction (Book 4), Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>UNIT 4:</p> <p>Reading: Reading History: The American Revolution (Book 3) OR Reading for Life , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Bringing History to Life (Book 3) OR Notebooks to Projects , Shared Writing, Interactive Writing</p>	<p>35 Days-ongoing</p>
<p>UNIT 5:</p> <p>Reading: Reading Test Prep (or design your own unit), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing Test Prep (or design your own unit), Shared Writing, Interactive Writing</p>	<p>15 Days-ongoing</p>
<p>UNIT 6:</p> <p>Reading: Historical Fiction Book Clubs (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Historical Fiction Writing (If.. Then..), Shared Writing, Interactive Writing</p>	<p>40 Days-ongoing</p>

Unit 1 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit 1

Reading: Interpreting Characters: The Heart of Story (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: The Arc of Story: Writing Realistic Fiction (Book 1) OR *Up the Ladder: Narrative Writing (Book), Narrative, Shared Writing, Interactive Writing

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow

- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

- 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.**
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.**
- 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).**
- 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.**
- 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.**
- 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.**
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.**
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.**

Writing:

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.**
- 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.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences**

Phonics:

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.**

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

Speaking & Listening

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

Language:

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education</p>

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key 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.3: Describe how digital tools and technology may be used to solve problems.

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)

Computer Science and Design Thinking

8.1 Computer Science

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

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

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

Interdisciplinary Connections

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

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

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

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine

how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work

Unit Essential Questions Reading: <ul style="list-style-type: none">• How do readers think in complex ways about characters?• How do readers build a reading life, and why is that important?• How do readers use partnerships to interpret text in sophisticated ways? Writing: <ul style="list-style-type: none">• Why do authors write about their personal experiences?• How do authors decide what stories from their life are worth sharing?• Why is revision important?•• story elements• Plot (i.e. events,• climax/turning point, resolution• Conflict• Characters and character roles• Setting (time and place)• there are different parts of literary text• synthesize background knowledge• similarities and differences between literature and informational texts• identify main idea and details• analyze literary grade level text• how to develop ideas and organize their writing• apply writing traits needed for descriptive and narrative writing• when to apply transitional words in writing• how to analyze and respond to an open ended question.	Unit Enduring Understandings <i>Students will understand that...</i> Reading: <ul style="list-style-type: none">• Readers walk in a character's shoes by predicting, envisioning and reading with fluency.• Readers build theories about characters by thinking about a character's personality, habits, motivations, and beliefs.• Readers analyze relationships between the main character and secondary character(s).• Readers build complex theories across multiple texts, noticing how characters change and stay the same across texts. Writing: <ul style="list-style-type: none">• Authors not only use their notebooks to write stories, but to collect, plan, and organize their ideas.• Authors make thematic connections between the important moments in their lives.• Authors plan/rehearse their stories multiple times before putting pen to paper.• Authors maintain a balance between planning/drafting and revising/editing.
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Establish a reading life.

Make inferences and build theories about characters.

Develop ideas about characters' traits, motivations, problems, transformations, and lessons learned.

Develop complex theories about characters.

Utilize partnerships to enhance their understanding of books.

Writing:

In the area of writing, the student will:

Write with volume and stamina throughout the writing process.

Choose realistic fiction topics that are rooted in everyday experiences.

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com

- <https://www.softschools.com/>

Various Levels of Text:

The Tiger Rising* by Kate DiCamillo

Big Red Lollipop by Rukhsana Khan

The Other Side by Jacqueline Woodson

Some favorite authors to study include Jacqueline Woodson, Rick Riordan, Grace Lin, Louise Erdrich, Walter Dean Myers, Pam Muñoz Ryan, James Howe, Kwame Alexander, Lisa Graff, Wendy Mass, Raina Telgemeier, Jeff Kinney, and Jason Reynolds

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

Amistad: The Story of a Slave Ship McKissack, Patricia C.

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Assessments/Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Anecdotal Notes • Student/Teacher Observations • Reading Conferences • Writing Conferences • Guided Reading Lessons • Strategy Groups • Reader's Notebooks • Writer's Notebooks • Class Discussions • Think-Pair-Share • Peer/Self Assessment • Cooperative Learning Groups • Whiteboard Assessments • Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) • Graphic Organizers • Exit Slips 	Summative Assessments <ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments
Alternative Assessments <ul style="list-style-type: none"> • Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) • My Reading Log and Reflections • Foundations Fluency Kit Assessments 	Benchmark Assessments <ul style="list-style-type: none"> • DRA • Beginning of the year SGO assessments • Mid-Year SGO assessments • End-of-Year SGO assessments • Pre and post-unit writing prompt

<ul style="list-style-type: none">• Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)	
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Unit 2 Overview

Content Area: English Language Arts

Unit Title: Unit 2

Reading: Reading the Weather, Reading the World (Book2) OR *Up the Ladder Reading: Nonfiction (Forthcoming Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Boxes and Bullets: Personal and Persuasive Essays (Book 2) OR *Up the Ladder: Information Writing (Book , Shared Writing, Interactive Writing

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
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- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core

K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
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- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books

- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

- 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.
- RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- 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.
- 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.
- RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.
- RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10.** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

- W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.4.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Phonics:

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

Speaking & Listening

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

Language:

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p>

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key 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.3: Describe how digital tools and technology may be used to solve problems.

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)

Computer Science and Design Thinking

8.1 Computer Science

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

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

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

Interdisciplinary Connections

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

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

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

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine

global issues, including climate change and propose possible solutions.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.

Unit Essential Questions

Reading:

- In what ways do researchers closely read text to learn as much as possible about the topic?
- How do researchers plan, develop, reflect, and set goals throughout the research process?

Writing:

- How do writers live their lives like an essayist?
- Why is essay writing important?
- What is the difference between an essay and narrative writing?
- How do authors use partnerships when writing essays?

Unit Enduring Understandings

Students will understand that...

Reading:

- Readers pay attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions.
- Readers synthesize nonfiction by being alert to the visual features of these texts and anticipating what content they will encounter.
- Nonfiction readers make connections between details within a text and across multiple texts.
- Nonfiction researchers adopt the technical jargon of the subject they're exploring when teaching others about their topic.
- Nonfiction is densely packed with important information. Readers must keep track of ideas as they read.

Writing:

Students will understand that...

- Writers grow ideas that are central to the story (grounded in close reading), with text evidence, and reflection to support the claim.
- Essayists mindfully and deliberately organize their writing to
- communicate their intended message to an audience.
- Essay writers read, reread, and rethink a text in increasingly sophisticated ways.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Utilize text structures in order to determine importance in a nonfiction text.

Discern the difference between narrative and expository nonfiction and ascertain the different ways to approach texts.

Plan for a research project.

Notice patterns across a topic, especially repeated information, to determine the most important concepts.

Writing:

In the area of writing, the student will:

Essayists develop quality thesis statements.

Essayists decide strategically how they will structure their essay with their audience in mind.

Essayists use transitional words to guide their readers through the content of their essay

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com

- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Everything Weather by Kathy Furgang

National Geographic Kids series

DK Eyewitness: Hurricane and Tornado by Jack Challoner

Hurricanes by Seymour Simon

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

Amistad: The Story of a Slave Ship McKissack, Patricia C.

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Assessments/Evidence of Learning			
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> • Anecdotal Notes • Student/Teacher Observations • Reading Conferences • Writing Conferences • Guided Reading Lessons • Strategy Groups • Reader's Notebooks • Writer's Notebooks • Class Discussions • Think-Pair-Share • Peer/Self Assessment • Cooperative Learning Groups • Whiteboard Assessments • Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) • Graphic Organizers • Exit Slips 		<ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments 	
Alternative Assessments		Benchmark Assessments	
<ul style="list-style-type: none"> • Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) • My Reading Log and Reflections • Foundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 		<ul style="list-style-type: none"> • DRA • Beginning of the year SGO assessments • Mid-Year SGO assessments • End-of-Year SGO assessments • Pre and post-unit writing prompt 	

Unit 3 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit 3

Reading: Details and Synthesis: Close Reading of Fiction, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: The Literary Essay: Writing about Fiction (Book 4), Shared Writing, Interactive Writing

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow

- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

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.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

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.

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.

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.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Writing:

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Phonics:

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

Speaking & Listening

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

Language:

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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).

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

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possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

Interdisciplinary Connections

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

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

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1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.

Unit Essential Questions

Reading:

- What is a theme and how can it be identified?
- How can we make claims about a character or text?
- What are different ways to find evidence to support a claim about a text?
- How can we compare and contrast different texts about a similar theme or issue?

Writing:

- How do essayists generate ideas for writing?
- How do essayists read closely to make connections within and across texts?

Unit Enduring Understandings

Students will understand that...

Reading:

- Readers identify and analyze the theme of a story.
- Readers analyze the choices authors make in the setting, objects, word choices, metaphor, and characters they put into their texts.

Writing:

- Identify possible structures of a literary essay
- Construct sophisticated opinions about text(s)
- Support opinions with highly relevant and carefully selected examples/evidence
- Synthesize opinions and text evidence to engage in analytical thinking/interpretation

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Identify themes in a text.

Locate evidence within a text to support a claim.

Writing:

In the area of writing, the student will:

Identify possible structures of a literary essay

Construct sophisticated opinions about text(s)

Support opinions with highly relevant and carefully selected examples/evidence

Synthesize opinions and text evidence to engage in analytical thinking/interpretation

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com

- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Tiger Rising* by Kate DiCamillo

Big Red Lollipop by Rukhsana Khan

The Other Side by Jacqueline Woodson

Everything Weather by Kathy Furgang

National Geographic Kids series

DK Eyewitness: Hurricane and Tornado by Jack Challoner

Hurricanes by Seymour Simon

Liberty! How the Revolutionary War Began by Lucille Recht Penner

The Revolutionary War by Josh Gregory

George vs. George by Rosalyn Schanzer

Bud, Not Buddy* by Christopher Paul

Curtis and On the Blue Comet by Rosemary Wells

Some favorite authors to study include Jacqueline Woodson, Rick Riordan, Grace Lin, Louise Erdrich, Walter Dean Myers, Pam Muñoz Ryan, James Howe, Kwame Alexander, Lisa Graff, Wendy Mass, Raina Telgemeier, Jeff Kinney, and Jason Reynolds

Realistic Fiction

- Alcott, Louisa May Jo's Boys, Little Men, and Little Women
- Anderson, C.W. Billy and Blaze and the Blaze series
- Burnett Frances Hodgson The Secret Garden
- Canfield, Dorothy Understood
- Betsy Ceary, Beverly Henry Huggins Cleary, Beverly Ribs

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

Amistad: The Story of a Slave Ship McKissack, Patricia C.

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Assessments/Evidence of Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Anecdotal Notes • Student/Teacher Observations • Reading Conferences • Writing Conferences • Guided Reading Lessons • Strategy Groups • Reader's Notebooks • Writer's Notebooks • Class Discussions • Think-Pair-Share 	<ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments

<ul style="list-style-type: none"> ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 4 Overview

Content Area: English Language Arts Literacy
<p>Unit Title: Unit 4</p> <p>Reading: Reading History: The American Revolution (Book 3) OR Reading for Life , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Bringing History to Life (Book 3) OR Notebooks to Projects (Curricular Calendar), Shared Writing, Interactive Writing</p>

<p style="text-align: center;">Integrated Accommodations and Modifications</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> ● choral reading ● chants, songs ● use charts, posters, videos ● use a highlighter for key ideas, vocabulary ● write helpful hints in margins of copied materials ● provide copy of all notes ● preferential seating ● use manipulatives ● use graphic organizers ● reinforce vocabulary within the content ● assign a picture or movement to vocabulary words ● small group instruction ● use print, not cursive ● use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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Economically Disadvantaged:

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- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student

- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

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.

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

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.

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.

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.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.

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

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

Writing:

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

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.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Phonics:

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

Speaking & Listening

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

Language:

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key 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.3: Describe how digital tools and technology may be used to solve problems.

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)

Computer Science and Design Thinking

8.1 Computer Science

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

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

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

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

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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

factors that influenced the changes.

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

Interdisciplinary Connections

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

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

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

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.

Unit Essential Questions

Reading:

- How can I use all that I know about nonfiction reading and research to learn more about my topic?
- How does a text's structure impact our understanding of a topic?
- How does engaging in research across multiple texts on the same topic impact our learning?
- How can I build theories by studying multiple perspectives on a topic?

Writing:

- How does text structure help writers teach about a topic?
- Why is important for writers to synthesize multiple sources?

Unit Enduring Understandings

Students will understand that...

Reading:

- Readers read to gather information about a topic.
- Readers synthesize information as they read.
- Readers read from various nonfiction text formats, paying attention to the text structure.
- Reading across multiple texts will give multiple perspectives on the same topic.

Writing:

- Writers use their writing notebooks to research important topics.
- Writers use that research to compose informational books.
- Writers write in specific structures to support what they are trying to teach.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Determine importance and synthesize information in nonfiction text

Read from various nonfiction text structures

Read contrasting texts to determine new complexities within them

Apply knowledge about nonfiction reading to inquiry

Writing:

In the area of writing, the student will:

Writers synthesize research to write about a topic.

Informational books are written in a clear, organized structure.

Writers incorporate text evidence and multiple perspectives in their informational books

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com

- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Liberty! How the Revolutionary War Began by Lucille Recht Penner

The Revolutionary War by Josh Gregory

George vs. George by Rosalyn Schanzer

Historical Fiction

- Estes, Eleanor The Moffats Series
- Nesbit Edith The Railway Children
- Nesbit, Edith The Story of the Treasure Seekers
- Nesbit, Edith The WouldBeGoods
- Speare, Elizabeth The Sign of the Beaver

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

Amistad: The Story of a Slave Ship McKissack, Patricia C.

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Assessments/Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Anecdotal Notes • Student/Teacher Observations • Reading Conferences • Writing Conferences • Guided Reading Lessons • Strategy Groups • Reader's Notebooks • Writer's Notebooks • Class Discussions • Think-Pair-Share • Peer/Self Assessment • Cooperative Learning Groups • Whiteboard Assessments • Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) • Graphic Organizers • Exit Slips 	Summative Assessments <ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment • Pre-Unit on demand writing prompt • Post-unit on demand writing prompts • Foundations Unit Assessments
Alternative Assessments <ul style="list-style-type: none"> • Reflective/response journals 	Benchmark Assessments <ul style="list-style-type: none"> • DRA

<ul style="list-style-type: none"> ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<ul style="list-style-type: none"> ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt
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Unit 5 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit 5

Reading: Reading Test Prep (or design your own unit), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Writing Test Prep (or design your own unit), Shared Writing, Interactive Writing

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow

- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

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.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

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.

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.

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.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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.

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

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.

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.

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.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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.

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

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

Writing:

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

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

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Phonics:

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

Speaking & Listening

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

Language:

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- 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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
- 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).**

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This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

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9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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)

Computer Science and Design Thinking

8.1 Computer Science

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

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8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

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

Interdisciplinary Connections

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

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

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

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.

Unit Essential Questions	Unit Enduring Understandings
<p>Reading:</p> <ul style="list-style-type: none"> What reading skills, strategies, and habits will help me on standardized tests? <p>Writing:</p> <ul style="list-style-type: none"> How are developed essays generated in one writing session? How is test-situation essay writing similar to and different from other essay writing? Why is a strong thesis statement important in essay writing? 	<p>Students will understand that...</p> <p>Reading:</p> <ul style="list-style-type: none"> Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies Standardized tests have a specific format and language Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts. <p>Writing:</p> <ul style="list-style-type: none"> Writers express ideas about texts. Writers develop ideas about texts through repetition and practice. Test takers plan strategies in advance for how they will react when they encounter trouble.

Unit Learning Targets- Objectives
<p><u>Reading:</u></p> <p><i>In the area of reading, the student will:</i></p> <p><i>become familiar with the format of the NJSLA assessment</i></p> <p><i>identify the most impactful reading skills, strategies, and habits needed for the NJSLA assessment</i></p> <p><u>Writing:</u></p> <p><i>In the area of writing, the student will:</i></p> <p><i>write an essay in a timed writing session</i></p> <p><i>develop theories about text, supported by text evidence</i></p> <p><i>revise literary essays in strategic ways</i></p>

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
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- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

*The Tiger Rising** by Kate DiCamillo

Big Red Lollipop by Rukhsana Khan

The Other Side by Jacqueline Woodson

Everything Weather by Kathy Furgang

National Geographic Kids series

DK Eyewitness: Hurricane and Tornado by Jack Challoner

Hurricanes by Seymour Simon

Liberty! How the Revolutionary War Began by Lucille Recht Penner

The Revolutionary War by Josh Gregory

George vs. George by Rosalyn Schanzer

*Bud, Not Buddy** by Christopher Paul

Curtis and On the Blue Comet by Rosemary Wells

Some favorite authors to study include Jacqueline Woodson, Rick Riordan, Grace Lin, Louise Erdrich, Walter Dean Myers, Pam Muñoz Ryan, James Howe, Kwame Alexander, Lisa Graff, Wendy Mass, Raina Telgemeier, Jeff Kinney, and Jason Reynolds

Suggested Literature:

Historical Fiction

- Estes, Eleanor *The Moffats Series*
- Nesbit Edith *The Railway Children*
- Nesbit, Edith *The Story of the Treasure Seekers*
- Nesbit, Edith *The WouldBeGoods*
- Speare, Elizabeth *The Sign of the Beaver*

Realistic Fiction

- Alcott, Louisa May Jo's Boys, Little Men, and Little Women
- Anderson, C.W. Billy and Blaze and the Blaze series
- Burnett Frances Hodgson The Secret Garden
- Canfield, Dorothy Understood
- Betsy Ceary, Beverly Henry Huggins Cleary, Beverly Ribsby

Fantasy

- Barrie, James Peter Pan
- Bond, Michael A Bear Called Paddington; the Paddington series
- Bulla, Clyde Shoeshine Girl
- Bulla, Clyde John Billington Friend of Squanto
- Collodi, Carlo The Pinocchio
- C. Collodi Dahl, Roald Charlie and the Chocolate Factory
- Fleischman, Sid The Whipping Boy
- Kipling, Rudyard The Jungle Book
- Lawson, Robert Rabbit Hill

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

Amistad: The Story of a Slave Ship McKissack, Patricia C.

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Assessments/Evidence of Learning	
Formative Assessments <ul style="list-style-type: none">• Anecdotal Notes• Student/Teacher Observations• Reading Conferences• Writing Conferences• Guided Reading Lessons• Strategy Groups• Reader's Notebooks• Writer's Notebooks• Class Discussions• Think-Pair-Share• Peer/Self Assessment• Cooperative Learning Groups• Whiteboard Assessments• Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)• Graphic Organizers• Exit Slips	Summative Assessments <ul style="list-style-type: none">• Unit Test• Report Card Assessments• Running Records/DRA• Exit Slips• Performance Assessment• Pre-Unit on demand writing prompt• Post-unit on demand writing prompts• Foundations Unit Assessments
Alternative Assessments <ul style="list-style-type: none">• Reflective/response journals• Reading A-Z Guided Level Assessments• Kahoot	Benchmark Assessments <ul style="list-style-type: none">• DRA• Beginning of the year SGO assessments• Mid-Year SGO assessments

<ul style="list-style-type: none"> • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) • My Reading Log and Reflections • Foundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<ul style="list-style-type: none"> • End-of-Year SGO assessments • Pre and post-unit writing prompt
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Unit 6 Overview

Content Area: English Language Arts Literacy
Unit Title: Unit 6 Reading: Historical Fiction Book Clubs (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening Writing: Historical Fiction Writing (If.. Then..), Shared Writing, Interactive Writing

Integrated Accommodations and Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
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- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

NJSLS: Content Standards:

Reading:

- 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.
- RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- 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.
- 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.
- RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 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.
- RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10.** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing:

- W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.4.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Phonics:

- RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

- 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.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., 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.

Language:

- L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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).

Career Readiness, Life Literacies and Key Skills
<p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>https://www.nj.gov/education/standards/clicks/index.shtml</p> <p>9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness</p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.3 Career and Technical Education</p> <p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>9.4 Life Literacies and Key Skills</p> <p>This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness,</p>

and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key 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.3: Describe how digital tools and technology may be used to solve problems.

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)

Computer Science and Design Thinking

8.1 Computer Science

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

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

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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

Interdisciplinary Connections

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

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

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

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theater work.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theater work.

Unit Essential Questions	Unit Enduring Understandings
<p>Reading:</p> <ul style="list-style-type: none"> • How do readers tackle complex texts? • Why is it important to read about history? • How does studying historical events help us understand current events? • How does a reader approach historical fiction similarly/differently than other genres? <p>Writing:</p> <ul style="list-style-type: none"> • How do historical fiction authors generate ideas for their writing? • How is historical fiction different from other genres? • Why is the process of revision important to the writing process? 	<p>Reading:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Readers know that as books become more sophisticated, the setting becomes significant. It may function as part of the problem that a character has to overcome, it can be an emotional space that creates the tone or mood of a place, or the setting can operate at a symbolic level. • Readers pay attention to the beginning of the story where a tremendous amount of crucial information will reveal the kind of place the story is set and also the kind of people who occupy the story. • Readers of historical fiction know that as their books get harder, they have to use tools such as timelines, graphic organizers, and lists of characters to track the events and/or narrative of the story. <p>Writing:</p> <ul style="list-style-type: none"> • Quality writing traits can be utilized across genres. • Historical fiction writing uses structures and craft from fiction and informational writing.

Unit Learning Targets- Objectives
<p><u>Reading:</u></p> <p><i>In the area of reading, the student will:</i></p> <p><i>Students will compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of ideas events, concepts, or information in two or more texts.</i></p> <p><i>Students will analyze several accounts of the same event or topic across multiple texts.</i></p> <p><i>Students will determine the theme of a story from details in the text, including how characters respond to challenges.</i></p> <p><u>Writing:</u></p> <p><i>In the area of writing, the student will:</i></p> <p><i>How do historical fiction authors generate ideas for their writing?</i></p> <p><i>How is historical fiction different from other genres?</i></p>

Why is the process of revision important to the writing process

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

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- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
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