

English Language Arts- Grade 4

Unit # 1

Title: Reaching Out

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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) stories in the same genre (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.

Reading Informational

- 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.

Reading Informational Continued

- RI.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.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.

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

Speaking & Listening continued

- 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.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> Summarizing and flashback aid in the understanding of story. Readers talk about the character in the story and how they contribute to the plot of a fiction story. Readers can compare and contrast characters within the text. Readers need to use vocabulary strategies to solve unknown words. Writers use dialogue, action, narration, and character thoughts to reveal personality. Writers use sensory details to enhance details in a story. Writers understand the importance of the writing process. Writing with detailed description adds to the enjoyment of the reader. 	<ul style="list-style-type: none"> How do friends help each other? What might lead a person to try to change the world? How are books and libraries important to people and communities? Why might people raise money for a cause? Why do people pass down stories over the years? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> Characters play an important role in changing the events of the story. The plot of the story includes the main events. The theme can be determined through details. Evidence is needed to prove my thinking. Stories can have a central message, theme, or moral. Vocabulary strategies will help determine the meaning of unknown words. Narrative writing is descriptive and there are many ways to elaborate to add detail. 	<p>Setting</p> <p>Sentence</p> <p>Visuals</p> <p>Direct Speech</p> <p>Allusion</p> <p>Third Person</p>	<p>Character</p> <p>Cause</p> <p>Context</p> <p>Quotation</p> <p>Point of View</p> <p>Hyperbole</p>	<p>Plot</p> <p>Effect</p> <p>Dialogue</p> <p>Theme</p> <p>First Person</p>	<p>Text Evidence</p> <p>Author's Purpose</p> <p>Historical Event</p> <p>Drama</p> <p>Second Person</p>
<p align="center">Skills <i>Students will be able to...</i></p>				
<p>As a reader:</p> <ul style="list-style-type: none"> analyze the characters, setting and plot of the story retell and summarize a story analyze a story's narrative point of view identify and understand an author's use of flashback. learn more about the topic of helping others. Analyze informational graphs. understand how graphs can enhance the meaning of texts. Analyze the author's purpose Learn about and explain historical events Identify and understand author's use of idioms Learn how Langston Hughes used poetry to strive for civil rights Identify a poet's main message Analyze cause-and-effect- relationships Interpret information provided by visuals that accompany a text. 				

Skills Continued

Students will be able to...

As a reader continued:

- Use context to determine the meaning of domain specific vocabulary.
- Learn more about the topic of media.
- Analyze information in a flow chart and understand how a flow chart contributes to a procedural text.
- Identify characters, stage directions, scenes, acts, and other elements of drama
- Analyze a play's theme
- Identify and understand an author's use of allusion.
- Learn more about the topic of money
- Analyze information in charts and understand how charts contribute to a text.
- Identify and understand a character's traits, feelings, and motivations
- Analyze a story's narrative point of view
- Identify and understand an author's use of hyperbole
- learn more about the topic of traditional tales
- Identify and understand scenes and settings in a play

As a writer:

- Write a descriptive narrative paragraph with a focus on elaboration
- Write a fictional narrative story with a clear purpose
- Write fictional narrative composition using descriptive paragraphs, dialogue, elaboration, organization.
- Follow the writing process: brainstorming, drafting, revising, editing, and publishing for a fictional narrative.
- Express voice
- Write to express ideas
- Enhance stories through word choice, dialogue, and conventions

In Language Development and Foundational Skills:

- Use vocabulary strategies of context clues, dictionary, glossary, antonyms,
- Apply grade appropriate grammar skills: simple sentences, kinds of sentences, compound sentences, common and proper nouns, plural nouns with -s and -es
- Apply VCV Syllable Pattern
- Apply prefixes re-, un-, dis-, in-, im-, il-, ir-, non-, mis-,
- Use homophones
- Follow short and long a sounds

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy
Civic Literacy
Environmental Literacy
Health Literacy

21st Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy
Critical Thinking & Problem Solving
Information Literacy

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Anecdotal records ● Homework ● Class work ● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension) ● Teacher observation ● Comprehension assessments ● Graphic Organizers ● Conferencing 	<ul style="list-style-type: none"> ● Writer’s Notebook revisions and checklists ● Reading response journals ● Student reflections on learning scale, exit tickets, or rubric 	<ul style="list-style-type: none"> ● <i>Reading Inventory</i> ● Writing piece: Fictional Narrative ● Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Trade Books
- Paired Selections
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer’s Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Literature Circles/ Novel Study

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student notebook

Teacher Resources:

- Journeys Unit 1 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storyworks

Technology Resources

- Reading Inventory
- Newsela
- Laptops
- Kahoot!
- YouTube
- ReadWorks Digital
- Brain Pop
- Google Apps
- Chromebooks
- Study Island
- Scholastic News
- United Streaming
- Spell City
- Thinkcentral
- No Red Ink

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.

English Language Arts- Grade 4

Unit # 2

Title: Tell Me More

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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) stories in the same genre (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.

Reading Informational

- 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.

Reading Informational Continued

- RI.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.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
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- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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- 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.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.

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

Speaking & Listening continued

- 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.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> ● Writers brainstorm and outline a plan for their writing pieces. ● Writers include evidence to support ideas when writing information pieces. ● Writers write stories about their own lives and experiences. ● Writers elaborate on their stories to include dialogue, descriptive sentences, thoughts, and feeling. ● Writers apply grammar, usage, and mechanics to help readers understand their writing. ● Readers need to use vocabulary strategies to solve unknown words. ● Readers identify differences between narrative and informational writing. 	<ul style="list-style-type: none"> ● How are performances similar to and different from written stories? ● How are movies a form of communication? ● How do an artist's experiences affect his or her art? ● What are some different ways to do research? ● What does it take to be a great performer? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> ● Difference between fact and opinion. ● Elements of a biography. ● Theme can be determined through details. ● Authors write for many purposes. ● Stories can have a central message, theme, or moral. ● Vocabulary strategies will help determine the meaning of unknown words. ● Poetry has a theme. ● Information writing pieces provide evidence and a purpose. ● Stories are written in different points of view. 	<p>Narrator</p> <p>Fact</p> <p>Theme</p> <p>Point of View</p> <p>Biography</p>	<p>Dialogue</p> <p>Opinion</p> <p>Jargon</p> <p>Conclusion</p> <p>Simile</p>	<p>State Directions</p> <p>Present Tense</p> <p>Future Tense</p> <p>Generalization</p> <p>Metaphor</p>	<p>Formal Language</p> <p>Past Tense</p> <p>Realistic Fiction</p> <p>Humor</p> <p>Figurative Language</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<p>As a reader:</p> <ul style="list-style-type: none"> ● Identify characters, setting, and plot ● Identify and understand elements of a drama ● Analyze an author's use of formal and informal language ● Learn more about radio as a form of media ● Analyze historical text ● Understand how to distinguish facts from opinions ● Understand and explain concepts and ideas about movies ● Use context to determine meaning of domain-specific vocabulary ● Learn more about the topic of media and movies ● Analyze information in photos and captions and understand how photos and captions contribute to a text ● Analyze character's traits, feelings, and motivations ● Analyze a story's narrative point of view ● Identify and understand a story's theme ● Learn more about the topic of visual art 				

Skills Continued

Students will be able to...

As a reader continued:

- Analyze ways to read and understand step by step directions
- Understand how to draw conclusions and make generalizations
- Identify and understand characters' traits and motivations
- Analyze an author's use of humor
- analyze research about snake species
- Analyze information in charts and understand how charts contribute to a text
- Analyze an author's purpose
- Identify and understand elements of a biography
- Identify and understand an author's use of similes and metaphors
- Analyze poems that have similar topics
- Identify various structures in poetry
- Identify and understand themes in poetry

As a writer:

- Write an informative news report focusing on organization
- Write informational paragraph providing evidence
- Write an information book report with a clear purpose
- Write an explanatory essay citing evidence
- Write an explanatory essay including elaboration

In Language Development and Foundational Skills:

- Apply suffixes -y and -ous
- Use correct use of verb tenses
- Decode common consonant patterns - digraphs
- Apply Greek and Latin word parts: phon, photo, graph, auto, tele
- Decode clusters
- Apply proper punctuation
- Utilize figurative language
- Use compound and complex sentences
- Identify antonyms
- Identify pronouns

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21ST Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none">● Anecdotal records● Homework● Class work● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)● Teacher observation● Comprehension assessments● Graphic Organizers● Conferencing	<ul style="list-style-type: none">● Writer's Notebook revisions and checklists● Reading response journals● Student reflections on learning scale, exit tickets, or rubric	<ul style="list-style-type: none">● <i>Reading Inventory</i>● Writing piece: Explanatory Essay● Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Trade Books
- Paired Selections
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer's Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Literature Circles/ Novel Study

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student notebook

Teacher Resources:

- Journeys Unit 2 – Teacher's Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storyworks

Technology Resources

- Reading Inventory
- Newsela
- Laptops
- Kahoot!
- YouTube
- ReadWorks Digital
- Brain Pop
- Google Apps
- Chromebooks
- Study Island
- Scholastic News
- United Streaming
- Spell City
- Thinkcentral
- No Red Ink

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.

English Language Arts- Grade 4

Unit # 3

Title: Inside Nature

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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) stories in the same genre (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.

Reading Informational

- 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.

Reading Informational Continued

- RI.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.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.

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

Speaking & Listening continued

- 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.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> ● Writers write to express their opinions. ● Writers use evidence to support their opinions ● Writers research to support their opinions with evidence. ● Writers brainstorm and plan for their writing piece. ● Writers apply grammar, usage, and mechanics to help readers better understand their writing ● Readers identify their purpose for reading ● Readers identify how information is organized depending on the type of text, including features such as captions. graphs, photographs, etc. ● Readers identify main ideas of nonfiction pieces, as well as supporting evidence. 	<ul style="list-style-type: none"> ● What are the benefits of studying weather? ● How do natural disasters affect people? ● How are the different parts of an ecosystem connected? ● How do living things each have an important role in the world? ● Why is it important to be informed about what is happening in our world? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> ● Vocabulary strategies will help determine the meaning of unknown words. ● Information can be gained through text features ● Inferencing, predicting, summarizing, and visualizing can improve comprehension. ● Author’s word choice creates a stronger interest as a reader ● Fiction and informational text have events that follow a sequence. ● Text and graphic features help to aid in the understanding of the story ● Opinion writing is filled with reasons and evidence. ● Domain specific vocabulary improves comprehension ● Similes and metaphors add details to a story. ● When authors write, they have a reason or purpose for doing so. ● Questioning strategies improve comprehension. 	<p>Text Features</p> <p>Sequence</p> <p>Word Choice</p> <p>Simile</p> <p>Auxiliary</p> <p>Author’s Purpose</p>	<p>Graphic Features</p> <p>Opinion</p> <p>Synonyms</p> <p>Metaphor</p> <p>Persuasive</p> <p>Supporting Details</p>	<p>Text Structure</p> <p>Conclusion</p> <p>Problem</p> <p>Root</p> <p>Voice</p> <p>Context Clues</p>	<p>Persuade</p> <p>Generalization</p> <p>Solution</p> <p>Modal</p> <p>Main Idea</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<p>As a Reader:</p> <ul style="list-style-type: none"> ● Analyze visuals ● Understand and explain scientific ideas ● Identify cause and effect ● Learn about people’s efforts to recover following Hurricane Katrina ● Sequence and study events in a historical text ● Identify and understand sequence ● Draw conclusions and make generalizations about characters, setting, and plot ● Analyze an author’s word choice ● Learn more about tornados 				

Skills Continued

Students will be able to...

As a Reader continued:

- Analyze and understand diagrams
- Identify and understand sequence
- Use context to figure out domain-specific vocabulary
- Identify and understand the use of simile and metaphor
- Learn more about the the Antarctic ecosystem
- Compare and contrast firsthand and secondhand accounts
- Use text and graphic features to aid in comprehension
- Understand and explain scientific concepts and ideas
- Identify author's purpose
- Identify author's purpose
- Determine a fable's theme and moral
- Identify main ideas and details
- Analyze an author's purpose
- Evaluate an author's word choice
- Analyze different structural elements of poems
- Identify and appreciate rhyme and rhythm in poems

As a Writer:

- Write a persuasive paragraph included in an opinion piece
- Utilize author's purpose
- Produce a problem-solution composition in an opinion writing piece
- Write a persuasive opinion letter including evidence
- Include focused ideas to organize writing
- Produce a persuasive opinion essay
- Focus on elaboration and author's purpose in writing

In Language Development and Foundational Skills:

- Identify confused words
- Use suffixes -ful, -less, -ness, -ment
- Decode compound words and three syllable words
- Identify base words and endings
- Identify synonyms
- Use Greek and Latin word parts spect, struct, tele, vis
- Recognize suffixes -able, -ible

21 ST Century/ Interdisciplinary Themes	21 st Century Skills
<p><u>Global Awareness</u> Financial, Business, & Entrepreneurial Literacy</p> <p><u>Civic Literacy</u></p> <p><u>Environmental Literacy</u> Health Literacy</p>	<p><u>Creativity & Innovation</u></p> <p><u>Communication & Collaboration</u></p> <p><u>Media Literacy</u></p> <p><u>Critical Thinking & Problem Solving</u></p> <p><u>Information Literacy</u></p> <p><u>Information, Communication, & Technology</u> Life & Career Skills</p>

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Anecdotal records ● Homework ● Class work ● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension) ● Teacher observation ● Comprehension assessments ● Graphic Organizers ● Conferencing 	<ul style="list-style-type: none"> ● Writer’s Notebook revisions and checklists ● Reading response journals ● Student reflections on learning scale, exit tickets, or rubric 	<ul style="list-style-type: none"> ● <i>Reading Inventory</i> ● Writing Piece: Persuasive/Opinion Writing ● Summative Assessment: Unit Test

Stage 3- Learning Plan

<i>Suggested Learning Activities</i>
<ul style="list-style-type: none"> ● Trade Books ● Paired Selections ● Scholastic News Magazine (whole class or small group) ● Literacy centers ● Small group work ● Word study with word patterns ● Close reader utilized for the supporting text ● Guided readers and/or vocabulary readers to tie in each story ● Writer’s Workshop: Writing techniques (mixture of whole, small group, and individual conferences) ● Whole class instruction using I do, We do, You do model ● Utilize you-tube videos to give children prior knowledge to some of the stories. ● Literature Circles/ Novel Study

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student notebook

Teacher Resources:

- Journeys Unit 3 – Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storyworks

Technology Resources

- | | | | | |
|---------------------|--------------------|---------------|----------------|----------------|
| ● Reading Inventory | ● Newsela | ● Laptops | ● Kahoot! | ● YouTube |
| ● ReadWorks Digital | ● Brain Pop | ● Google Apps | ● Chromebooks | ● Study Island |
| ● Scholastic News | ● United Streaming | ● Spell City | ● Thinkcentral | ● No Red Ink |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Provide math manipulatives as necessary ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Expanding time for free reading ● Chunking Content | <ul style="list-style-type: none"> ● Use mnemonic devices ● Provide a cueing system ● Untimed and/or extended test taking time ● Shorten assignments to focus on mastery concept ● Leveled Reading Materials ● Acronyms ● Graphic Organizers ● Notes Provided ● Check agenda book for parent(s) communication ● Read directions aloud | <ul style="list-style-type: none"> ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Speech to Text/Text to Speech Features in Google Apps ● Technology assisted instruction ● Preferential seating utilized ● Redirect student(s) as necessary ● Student choice for project or approach to assignment ● Inquiry-Based Learning ● Genius Hour |
|---|---|--|

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.

English Language Arts- Grade 4

Unit # 4

Title: Unbreakable Spirit

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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) stories in the same genre (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.

Reading Informational

- 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.

Reading Informational Continued

- RI.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.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.

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

Speaking & Listening continued

- 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.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>			
<ul style="list-style-type: none"> • Writers share information about themselves through writing. • Writers write with a clear purpose in mind. • Writers tell stories in a sequential order. • Writer’s elaborate details to enhance stories. • Readers understand identify that a myth is a is a traditional story concerning the history and highlighting a specific event and will have a theme. • Readers recognize that is the traditional beliefs, customs, and stories passed through generations by mouth. • Readers use inference to help them identify the theme of a story. 	<ul style="list-style-type: none"> • What traits do successful people have? • How do people and animals benefit each other? • What makes a character memorable? • Why is farming important? • How do people from different cultures contribute to American history? 			
Knowledge <i>Students will know...</i>	Academic Vocabulary			
<ul style="list-style-type: none"> • Fluent reading with expression can convey understanding of text. • Figurative language increases the interest level of a story • Knowledge of domain specific vocabulary increases comprehension • Main ideas and details create an organized writing piece • Theme can be found through comprehension strategies • Detailed problems, events, and solutions will help the reader visualize the the action and increase the reader’s enjoyment of the story • Text structure helps an author to organize ideas 	Metaphor Proverbs Describe Detail Story Dictionary Onomatopoeia	Personification Adage Vivid Detail Theme Synonym Pronunciation Abbreviation	Setting Adjective Struction Allusion Conclusion Supporting Detail Personal Relative	Simile Noun Main Ideal Preposition Idiom Text Structure Elaboration
Skills <i>Students will be able to...</i>				
As a Reader: <ul style="list-style-type: none"> • Compare and contrast characters, settings, and story events • Identify elements of historical fiction • Identify author’s use of pronunciation • Learn about individuals who made historical contributions • Use digital media to research historical topics • Understand the sequence of events • Identify main idea and supporting details • Use context to determine the meaning of domain-specific vocabulary • Learn about search and rescue dogs • Use headings to help understand informational writing • Identify characters, setting, and plot • Determine the theme of myth • Identify and understand an author’s use of allusions 				

Skills Continued

Students will be able to...

As a Reader continued:

- Identify elements of a folktale
- Identify and understand adages and proverbs
- Draw conclusions and make generalizations about biological subjects
- Identify and understand problems and solutions in a text
- Identify and understand an author's use of idioms
- Learn about unique school programs
- Read pie charts to help enhance understanding
- Identify main ideas and details
- Identify and understand sequence
- Appreciate and understand the author's use of onomatopoeia
- Learn about Native American history and culture
- Determine themes in a variety of poems

As a Writer:

- Create a Narrative Writing descriptive paragraph.
- Compose a friendly letter with a purpose in mind.
- Utilize elaboration in a narrative writing piece.
- Organize a personal narrative.
- Utilize conventions in a personal narrative

In Language Development and Foundational Skills:

- Identify adjectives, adverbs, adages, proverbs, pronouns, prepositions and prepositional phrases..
- Utilize figurative language
- Practice rate, fluency, intonation, stress, and punctuation.
- Monitor self correction and accuracy .
- Apply Suffixes -ion, -ation, -ition
- Identify abbreviations
- Decode VCCV patterns in word parts
- Utilize shades of meaning.

21ST Century/ Interdisciplinary Themes

Global Awareness

Financial, Business, & Entrepreneurial Literacy

Civic Literacy

Environmental Literacy

Health Literacy

21ST Century Skills

Creativity & Innovation

Communication & Collaboration

Media Literacy

Critical Thinking & Problem Solving

Information Literacy

Information, Communication, & Technology

Life & Career Skills

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none">● Anecdotal records● Homework● Class work● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)● Teacher observation● Comprehension assessments● Graphic Organizers● Conferencing	<ul style="list-style-type: none">● Writer’s Notebook revisions and checklists● Reading response journals● Student reflections on learning scale, exit tickets, or rubric	<ul style="list-style-type: none">● <i>Reading Inventory</i>● Writing Piece: Narrative● Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Trade Books
- Paired Selections
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer’s Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Literature Circles/ Novel Study

Resources/Instructional Materials *(articles, novels, websites, books, magazines, art, media)*

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student notebook

Teacher Resources:

- Journeys Unit 4– Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storyworks

Technology Resources

- Reading Inventory
- Newsela
- Laptops
- Kahoot!
- YouTube
- ReadWorks Digital
- Brain Pop
- Google Apps
- Chromebooks
- Study Island
- Scholastic News
- United Streaming
- Spell City
- Thinkcentral
- No Red Ink

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.

English Language Arts- Grade 4

Unit # 5

Title: Change It Up

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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) stories in the same genre (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.

Reading Informational

- 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.

Reading Informational Continued

- RI.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.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.

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

Speaking & Listening continued

- 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.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> ● Writers include evidence to support their ideas when writing information pieces. ● Writers create information pieces that are constructed in order. ● Writers understand the difference between narrative and informational writing. ● Writers apply grammar, usage, and mechanics to help readers understand their writing. ● Readers identify how information is organized depending on the type of text. ● Readers understand reading fluently, and with expression, can convey their understanding of the text. ● Readers utilize special features such as captions, graphs, photographs, etc. to better understand information. 	<ul style="list-style-type: none"> ● How can media be a distraction? ● What causes change in a community? ● How do forests and trees show change? ● How can animal behavior be like human behavior? ● How do inventions change the way we do things? 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> ● Theme can be found through comprehension strategies ● Text structure helps an author to organize ideas ● Fluent reading with expression can convey understanding of text. ● Figurative language increases the interest level of a story ● Knowledge of domain specific vocabulary increases comprehension ● Text structure helps an author to organize ideas ● Elaboration provides vivid details and enhances a writing piece. ● Authors write with a purpose ● Evidence must be provided to support an idea 	<p>Fantasy</p> <p>Comparative</p> <p>Signal Words</p> <p>Adages</p> <p>Explanation</p> <p>Text Structure</p> <p>Punctuation</p>	<p>Character</p> <p>Superlative</p> <p>Generalization</p> <p>Proverbs</p> <p>Transition</p> <p>Chronological</p> <p>Quotation Marks</p>	<p>Theme</p> <p>Summary</p> <p>Conclusion</p> <p>Negative</p> <p>Text Features</p> <p>Simile</p> <p>Procedure</p>	<p>Context Clues</p> <p>Detail</p> <p>Domain</p> <p>Double Negative</p> <p>Graphic Features</p> <p>Prefix</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<p>As a Reader:</p> <ul style="list-style-type: none"> ● Determine a story’s theme ● Analyze a story’s point of view ● Identify an author’s use of idioms ● Learn about media usage ● Analyze persuasive techniques ● Analyze cause and effect relationships ● Draw conclusions and make generalizations about United States history ● Use context clues to determine meaning ● Learn about national and state governments ● Use graphs and tables to understand informational writing 				

Skills Continued

Students will be able to...

As a Reader continued:

- Use text and graphic features to understand scientific text
- Identify and understand sequence
- Recognize and understand similes
- Learn about the life cycle of trees
- Analyze poetic structure, such as lines and stanzas
- Compare and contrast animal behavior
- Distinguish between facts and opinions
- Recognize and appreciate the author's word choice
- Learn about the behavior of marine animals
- Analyze maps and diagrams to aid in understanding
- Determine the author's purpose
- Identify elements of science fiction
- Identify the author's use of formal and informal language
- Learn about automaton inventors and their creations
- Use diagrams to help understand informational writing

As a Writer:

- Write an informative summary with a focus on citing evidence
- Incorporate elaboration in an informative explanation
- Create an organized informational procedural composition
- Research an information report with a clear focus
- Research an information report including elaboration of details

In Language Development and Foundational Skills:

- Apply comparative and superlative adjectives and adverbs
- Use context clue to determine word meaning
- Decode VCV patterns and word parts
- Monitor accuracy, pauses, stress, intonation, and adjust rate to increase fluency
- Decode syllable patterns and word parts
- Identify adages and proverbs
- Recognize negatives in a sentence
- Decode difficult VCCV patterns
- Use punctuation in a sentence
- Identify prefixes pre-, inter-, ex-
- Identify suffixes -ed, -ly
- Decode VV patterns
- Apply proper mechanics in sentences
- Analyze Greek and Latin words parts meter, therm, aud, fac

21 ST Century/ Interdisciplinary Themes	21 st Century Skills
Global Awareness Financial, Business, & Entrepreneurial Literacy Civic Literacy <u>Environmental Literacy</u> Health Literacy	<u>Creativity & Innovation</u> <u>Communication & Collaboration</u> <u>Media Literacy</u> <u>Critical Thinking & Problem Solving</u> <u>Information Literacy</u> <u>Information, Communication, & Technology</u> Life & Career Skills

Stage 2- Assessment Evidence

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Anecdotal records ● Homework ● Class work ● Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension) ● Teacher observation ● Comprehension assessments ● Graphic Organizers ● Conferencing 	<ul style="list-style-type: none"> ● Writer’s Notebook revisions and checklists ● Reading response journals ● Student reflections on learning scale, exit tickets, or rubric 	<ul style="list-style-type: none"> ● <i>Reading Inventory</i> ● Writing Piece: Informative Writing ● Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- PARCC review of all 3 types of writing as well as finish the story pieces.
- PARCC review of literary terms
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer’s Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
- Whole class instruction using I do, We do, You do model
- Utilize you-tube videos to give children prior knowledge to some of the stories.
- Literature Circles

Resources/Instructional Materials
(articles, novels, websites, books, magazines, art, media)

Student Resources:

- Student Book
- Practice Book
- Decodable Readers
- Leveled Readers
- Vocabulary Readers
- Student notebook

Teacher Resources:

- Journeys Unit 5– Teacher’s Edition
- Vocabulary in Context Cards
- Instructional Cards Kit
- Grab and Go Kit
- Scholastic News
- Storyworks

Technology Resources

- | | | | | |
|---------------------|--------------------|---------------|----------------|----------------|
| ● Reading Inventory | ● Newsela | ● Laptops | ● Kahoot! | ● YouTube |
| ● ReadWorks Digital | ● Brain Pop | ● Google Apps | ● Chromebooks | ● Study Island |
| ● Scholastic News | ● United Streaming | ● Spell City | ● Thinkcentral | ● No Red Ink |

Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students

- | | | |
|---|---|--|
| ● Allow oral responses | ● Use mnemonic devices | ● Assignment, Project, and Assessment Modification Based on Individual Student Needs |
| ● Allow verbalization before writing | ● Provide a cueing system | ● Speech to Text/Text to Speech Features in Google Apps |
| ● Use audio materials when necessary | ● Untimed and/or extended test taking time | ● Technology assisted instruction |
| ● Modify homework assignments | ● Shorten assignments to focus on mastery concept | ● Preferential seating utilized |
| ● Read tests aloud | ● Leveled Reading Materials | ● Redirect student(s) as necessary |
| ● Provide math manipulatives as necessary | ● Acronyms | ● Student choice for project or approach to assignment |
| ● Restate, reword, clarify directions | ● Graphic Organizers | ● Inquiry-Based Learning |
| ● Re-teach concepts using small groups | ● Notes Provided | ● Genius Hour |
| ● Provide educational “breaks” as necessary | ● Check agenda book for parent(s) communication | |
| ● Expanding time for free reading | ● Read directions aloud | |
| ● Chunking Content | | |

English Language Arts- Grade 4

Unit # 6

Title: Paths to Discovery

Pacing: 6 weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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) stories in the same genre (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.

Reading Informational

- 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.

Reading Informational Continued

- RI.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.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
 - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 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.

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

Speaking & Listening continued

- 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.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>			
<ul style="list-style-type: none"> ● Writers write to express their opinion ● Writers use evidence to support their opinions ● Writers express their ideas in many different styles of writing and formats ● Writers respond to different types of writing prompts ● Readers need to use vocabulary strategies to solve unknown words. ● Readers evaluate reasons that support an opinion and assist in persuasion ● Readers use text features and graphics and story elements to aid in comprehension 	<ul style="list-style-type: none"> ● How does exploring nature help our understanding of the world? ● Why is it important to learn about amphibians? ● How do museums teach us about our world? ● What can people learn by working for a cause? ● What can we do to protect the environment 			
<p>Knowledge <i>Students will know...</i></p>	<p>Academic Vocabulary</p>			
<ul style="list-style-type: none"> ● Character traits and motivations can assist inferencing about a character ● Vocabulary strategies will help determine the meaning of unknown words. ● Authors provide both facts and opinions in their writing ● Authors writes for many purposes. ● Stories can have a central message, theme, or moral. ● Vocabulary strategies will help determine the meaning of unknown words ● All stories have a main idea and details to support it. ● Stories have problems and solutions ● Opinions and conclusions can be made as you read a story 	<p>Story Elements</p> <p>Problem</p> <p>Adjectives</p> <p>Supporting Details</p> <p>Negatives</p> <p>Distinguish</p> <p>Quotations</p> <p>Behavior</p> <p>Subject Pronoun</p> <p>Summarize</p>	<p>Setting</p> <p>Conflict</p> <p>Compare</p> <p>Question</p> <p>Journal</p> <p>Analyze</p> <p>PSA</p> <p>Traits</p> <p>Objective Pronoun</p> <p>Suffix</p>	<p>Characters</p> <p>Resolution</p> <p>Topic</p> <p>Analogy</p> <p>Fact</p> <p>Prefix</p> <p>Announcement</p> <p>Infer</p> <p>Conclusions</p> <p>Contraction</p>	<p>Plot</p> <p>Visualize</p> <p>Main Idea</p> <p>Adverb</p> <p>Opinion</p> <p>Possessive Pronouns</p> <p>Characters</p> <p>Predict</p> <p>Generalization</p> <p>Homophones</p>
<p style="text-align: center;">Skills <i>Students will be able to...</i></p>				
<p>As a Reader:</p> <ul style="list-style-type: none"> ● Identify story structure in a narrative text. ● Analyze characters ● Learn scientific information about spiders ● Determine main ideas and details. ● Analyze text structure. ● Identify main ideas and details 				

Skills Continued

Students will be able to...

As a Reader continued:

- Analyze cause and effect relationships in a text.
- Explore an informational text about amphibians
- Identify the moral taught by a fable
- Analyze illustrations
- Examine the characteristics of fables
- Distinguish between fact and opinions
- Evaluate reasons and support for facts and opinions
- Learn information about museums and their function
- Analyze the relationship between photographs and text.
- Appreciate features in a photo essay
- Learn about reusing, reducing, and recycling
- Understand character traits and motivations
- Make inferences about characters
- Appreciate characteristics of a readers' theater
- Identify key features of a persuasive text
- Evaluate persuasive techniques
- Learn about the life of John Muir
- Use details to draw conclusions
- Examine the characteristics of a mystery
- Learn scientific information about human impact on the environment
- Learn information about pythons
- Understand problems and solutions
- Use text details to make inferences

As a Writer:

- Respond to fictional opinion writing with a focus on details
- Create an opinion based journal entry with a focus on elaboration
- Create an organized public service announcement based on opinion
- Write an organized opinion essay
- Write an opinion essay with appropriate writing conventions

In Language Development and Foundational Skills:

- Decode common final syllables
- Make grammatical comparisons
- Apply Greek and Latin word parts and word origins
- Utilize expression, punctuation phrasing, rate, pauses, accuracy, and self-correction for greater fluency
- Use analogies
- Apply prefixes con-, com-, in-, im-
- Decode stress in multisyllable words

Skills Continued

Students will be able to...

In Language Development and Foundational Skills continued:

- Identify pronouns, possessive pronouns, and pronouns contractions
- Decode words with silent consonants
- Apply suffixes -er, -or, -ist
- Decode unusual spellings

21ST Century/ Interdisciplinary Themes

21st Century Skills

Global Awareness
Financial, Business, & Entrepreneurial Literacy
Civic Literacy
Environmental Literacy
Health Literacy

Creativity & Innovation
Communication & Collaboration
Media Literacy
Critical Thinking & Problem Solving
Information Literacy
Information, Communication, & Technology
Life & Career Skills

Stage 2- Assessment Evidence

Formative Assessments

Student Self-Assessment

Common Assessments

- Anecdotal records
- Homework
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- Skill-assessments (vocabulary, phonics/decoding, spelling, comprehension)
- Teacher observation
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- Conferencing

- Writer’s Notebook revisions and checklists
- Reading response journals
- Student reflections on learning scale, exit tickets, or rubric

- *Reading Inventory*
- Writing Piece: Opinion Writing
- Summative Assessment: Unit Test

Stage 3- Learning Plan

Suggested Learning Activities

- Trade Books
- Paired Selections
- Scholastic News Magazine (whole class or small group)
- Literacy centers
- Small group work
- Word study with word patterns
- Close reader utilized for the supporting text
- Guided readers and/or vocabulary readers to tie in each story
- Writer’s Workshop: Writing techniques (mixture of whole, small group, and individual conferences)
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Technology Resources

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Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.