

Introduction:

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

Created on:	July 14, 2015
Created by:	Mary Ann Nicosia, Eagleswood; Lisa Royer, Island Heights; Lisa Lane, Jackson; Aimee Kinsella, Lakewood; Marie Cittadino, Little Egg Harbor
Revised on:	August 11, 2020
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini, Christine Bresley, Sara Holleran
Proposed Revision Date:	

Beach Haven School District	
English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 4
Instructional Materials: "Reading Workshop," "Writing Workshop"	

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

UNIT 7:

Reading: Launching Summer Reading Projects

Writing: Graphic Novels: Writing in Pictures

15 Days

Unit 1 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit 1

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

Writing: Up the Ladder: Narrative Writing, Narrative, Shared Writing, Interactive Writing

Accommodations/Modifications

English Language Learners:

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

Special Education/Students with Disabilities:

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

K-12)

Students at Risk of Failure:

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

Economically Disadvantaged:

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

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Culturally Diverse:

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

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions

Reading:

- How do readers think in complex ways about characters?
- How do readers build a reading life, and why is that important?
- How do readers use partnerships to interpret text in sophisticated ways?

Writing:

- How and why do we write about our personal experiences?
- How can reading someone else's story help you to write your own?
- What can we learn from the stories of others?

Unit Enduring Understandings

Students will understand that...

Reading:

- Readers walk in a character's shoes by predicting, envisioning and reading with fluency.
- Readers build theories about characters by thinking about a character's personality, habits, motivations, and beliefs.
- Readers analyze relationships between the main character and secondary character(s).
- Readers build complex theories across multiple texts, noticing how characters change and stay the same across texts.

Writing:

- Personal narratives are only part of a person's full scale life.
- Personal narratives usually contain key components to create the story.
- Personal narratives can be created out of several different aspects of a person's life.
- Reading other's personal narratives allows us to explore what life is like for others.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Establish a reading life.

Make inferences and build theories about characters.

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

Develop complex theories about characters.

Utilize partnerships to enhance their understanding of books.

Writing:

In the area of writing, the student will:

Write a narrative (story), so the reader knows who is narrating (telling) the story.

Organize their story and put their ideas in chronological order.

Develop their story by writing about experiences and events that happen to the narrator and/or other characters in the story.

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Suggested Literature:

Historical Fiction

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

Realistic Fiction

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

Fantasy

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

Suggested Amistad Mandate Resources:

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

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

Suggested Amistad Mandate Resources:

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Evidence of Learning**Formative Assessments**

- Teacher observation
- Journals
- Open ended questions – Short or extended response
- Exit slips
- Questionnaires
- Homework
- rubrics
- Class activities / discussion
- Fluency assessments
- Teacher student conferences
- Portfolio Assessment
- Conferences
- Projects
- Quizzes and tests
- Running records/anecdotal notes

Summative Assessments

- State assessments
- Projects
- Open ended questions
- End of unit assessments

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Alternative Assessments

- Showcase portfolio
- Projects
- Reflective journal

Unit 2 Overview

Content Area: English Language Arts

Unit Title: Unit 2

Reading: Up the Ladder Reading: Nonfiction, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Boxes and Bullets: Personal and Persuasive Essays (Book 2), Shared Writing, Interactive Writing

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
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- Student choice for publication
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- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core

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Students at Risk of Failure:

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Culturally Diverse:

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

Writing:

- NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- JLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Reading:

- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in word.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

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- NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions

Reading:

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

Writing:

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

Unit Enduring Understandings

Students will understand that...

Reading:

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

Writing:

Students will understand that...

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

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Be introduced to nonfiction texts and identify what they already know about this genre.

Prepare to read a nonfiction article by building background knowledge and learning key vocabulary.

Learn about text features associated with types of nonfiction.

Writing:

In the area of writing, the student will:

Essayists develop quality thesis statements.

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

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

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

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- Speare, Elizabeth The Sign of the Beaver

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- Provide students with necessary academic resources and materials

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Interdisciplinary Connections:**Social Studies:**

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions**Reading:**

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

Writing:

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

Unit Enduring Understandings

Students will understand that...

Reading:

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

Writing:

- Identify possible structures of a literary essay
- Construct sophisticated opinions about

	<p>text(s)</p> <ul style="list-style-type: none"> ● Support opinions with highly relevant and carefully selected examples/evidence ● Synthesize opinions and text evidence to engage in analytical thinking/interpretation
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Identify themes in a text.

Locate evidence within a text to support a claim.

Writing:

In the area of writing, the student will:

Identify possible structures of a literary essay

Construct sophisticated opinions about text(s)

Support opinions with highly relevant and carefully selected examples/evidence

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

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com

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

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Suggested Literature:

Historical Fiction

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

Realistic Fiction

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

Fantasy

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

Suggested Amistad Mandate Resources:

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

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

Suggested Amistad Mandate Resources:

What was the Holocaust? Gail Herman
J Jacob's Rescue Malka Drucker

Evidence of Learning

Formative Assessments

- Teacher observation
- Journals
- Open ended questions – Short or extended response
- Exit slips
- Questionnaires
- Homework
- rubrics
- Class activities / discussion
- Fluency assessments
- Teacher student conferences
- Portfolio Assessment
- Conferences
- Projects
- Quizzes and tests
- Running records/anecdotal notes

Summative Assessments

- State assessments
- Projects
- Open ended questions
- End of unit assessments

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Alternative Assessments

- Showcase portfolio
- Projects
- Reflective journal

Unit 4 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit 4

Reading: Reading History: The American Revolution (Book 3) OR Reading for Life , Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Bringing History to Life (Book 3) OR Notebooks to Projects (Curricular Calendar), Shared Writing, Interactive Writing

Accommodations/Modifications

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

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

504:

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

Culturally Diverse:

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

Writing:

- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and

collaborate with others.

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<p>Unit Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none"> ● How can I use all that I know about nonfiction reading and research to learn more about my topic? ● How does a text's structure impact our understanding of a topic? ● How does engaging in research across multiple texts on the same topic impact our learning? ● How can I build theories by studying multiple perspectives on a topic? <p>Writing:</p> <ul style="list-style-type: none"> ● How does text structure help writers teach about a topic? ● Why is important for writers to synthesize multiple sources? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Readers read to gather information about a topic. ● Readers synthesize information as they read. ● Readers read from various nonfiction text formats, paying attention to the text structure. ● Reading across multiple texts will give multiple perspectives on the same topic. <p>Writing:</p> <ul style="list-style-type: none"> ● Writers use their writing notebooks to research important topics. ● Writers use that research to compose informational books. ● Writers write in specific structures to support what they are trying to teach.
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<p>Unit Learning Targets- Objectives</p> <p>Reading:</p> <p><i>In the area of reading, the student will:</i></p> <p><i>Determine importance and synthesize information in nonfiction text</i></p> <p><i>Read from various nonfiction text structures</i></p> <p><i>Read contrasting texts to determine new complexities within them</i></p> <p><i>Apply knowledge about nonfiction reading to inquiry</i></p> <p>Writing:</p> <p><i>In the area of writing, the student will:</i></p> <p><i>Writers synthesize research to write about a topic.</i></p> <p><i>Informational books are written in a clear, organized structure.</i></p> <p><i>Writers incorporate text evidence and multiple perspectives in their informational books</i></p>

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Suggested Literature:

Historical Fiction

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

Realistic Fiction

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

Fantasy

- Barrie, James Peter Pan
- Bond, Michael A Bear Called Paddington; the Paddington series

- Bulla, Clyde Shoeshine Girl
- Bulla, Clyde John Billington Friend of Squanto
- Collodi, Carlo The Pinocchio
- C. Collodi Dahl, Roald Charlie and the Chocolate Factory
- Fleischman, Sid The Whipping Boy
- Kipling, Rudyard The Jungle Book
- Lawson, Robert Rabbit Hill

Suggested Amistad Mandate Resources:

Yolanda's Genius Fenner, Carol

The People Could Fly: American Black Folktales Hamilton, Virginia

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

Suggested Amistad Mandate Resources:

What was the Holocaust? Gail Herman

J Jacob's Rescue Malka Drucker

Evidence of Learning

Formative Assessments

- | | |
|-----------------------------------------------------|-----------------------------------|
| ● Teacher observation | ● Class activities / discussion |
| ● Journals | ● Fluency assessments |
| ● Open ended questions – Short or extended response | ● Teacher student conferences |
| ● Exit slips | ● Portfolio Assessment |
| ● Questionnaires | ● Conferences |
| ● Homework | ● Projects |
| ● rubrics | ● Quizzes and tests |
| | ● Running records/anecdotal notes |

Summative Assessments

- State assessments
- Projects
- Open ended questions
- End of unit assessments

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Alternative Assessments

- Showcase portfolio
- Projects
- Reflective journal

Unit 5 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit 5

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

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

Accommodations/Modifications

English Language Learners:

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

Special Education/Students with Disabilities:

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

K-12)

Students at Risk of Failure:

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

Economically Disadvantaged:

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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
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- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

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

Learning Targets

Standards: Use New Jersey State Learning Standards for English Language Arts to review for state assessment

Reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

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

Additional Resources

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

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Suggested Literature:

Historical Fiction

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- Speare, Elizabeth The Sign of the Beaver

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Evidence of Learning

Formative Assessments

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Summative Assessments

- State assessments
- Projects
- Open ended questions
- End of unit assessments

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Alternative Assessments

- Showcase portfolio
- Projects
- Reflective journal

Unit 6 Overview**Content Area: English Language Arts Literacy****Unit Title: Unit 6**

Reading: Historical Fiction Book Clubs (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: Historical Fiction Writing (If.. Then..), Shared Writing, Interactive Writing

Accommodations/Modifications

English Language Learners:

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

Special Education/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

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

Writing:

- NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Reading:

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Interdisciplinary Connections:

Social Studies:

- • 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Unit Learning Targets- Objectives
<p>Reading:</p> <p><i>In the area of reading, the student will:</i></p> <p><i>Students will compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of ideas events, concepts, or information in two or more texts.</i></p> <p><i>Students will analyze several accounts of the same event or topic across multiple texts.</i></p> <p><i>Students will determine the theme of a story from details in the text, including how characters respond to challenges.</i></p> <p>Writing:</p> <p><i>In the area of writing, the student will:</i></p> <p><i>Students will write historical fiction pieces by using their narrative writing experiences and weaving together fact and fiction in an organized structure.</i></p>

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

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- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

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Summative Assessments

- State assessments
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- Open ended questions
- End of unit assessments

Benchmark Assessments

- Beginning of the year SGO
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Alternative Assessments

- Showcase portfolio
- Projects
- Reflective journal

Unit 7 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit

Reading: Launching Summer Reading Projects

Writing: Graphic Novels: Writing in Pictures

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
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- Show photos, videos, and definitions when possible for culturally unique vocabulary
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- Provide students with necessary academic resources and materials

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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Unit Essential Questions	Unit Enduring Understandings
<p>Reading:</p> <ul style="list-style-type: none"> • How can I reflect on my reading skills and continue to grow as a reader? <p>Writing:</p> <p>How can I use all I already know about narrative craft and graphic novels to draft and revise in pictures as well as in words?</p>	<p>Reading:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • Readers reflect on their reading plans, reading logs, reading surveys, and set goals for future success. <p>Writing:</p> <ul style="list-style-type: none"> • Writers create story arcs through oral rehearsal and subsequent revisions to create book maps.

Unit Learning Targets- Objectives
<p>Reading:</p> <p><i>In the area of reading, the student will:</i></p> <p><i>Students will infer about characters and other story elements.</i></p> <p><i>Students will determine the theme of a story from details in the text, including how characters respond to challenges.</i></p> <p><i>Students will reflect on prior reading experiences and set goals for summer reading.</i></p> <p>Writing:</p> <p><i>In the area of writing, the student will:</i></p> <p><i>Students will reflect on previous narrative units of study to consider plot, pacing, craft, and elaboration in a new format.</i></p>

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- www.getepic.com
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