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Beach Haven 4th grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	**Grade Level: 4**
UNIT 1: **Reading**: Interpreting Characters: The Heart of Story (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** The Arc of Story: Writing Realistic Fiction (Book 1) OR *Up the Ladder: Narrative Writing (Book), Narrative, Shared Writing, Interactive Writing	**30 Days**

UNIT 2: **Reading**: Reading the Weather, Reading the World (Book2) OR *Up the Ladder Reading: Nonfiction (Forthcoming Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Boxes and Bullets: Personal and Persuasive Essays (Book 2) OR *Up the Ladder: Information Writing (Book) , Shared Writing, Interactive Writing	**30 Days**
UNIT 3: **Reading**: Poetic Craft in Literature (If...Then…) Reading A-Z (Guided Reading), Comprehension, Speaking and Listening **Writing**: The Literary Essay: Writing about Fiction (Book 4), Shared Writing, Interactive Writing	**30 Days**
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 , Shared Writing, Interactive Writing	**30 Days**

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	**30 Days**
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	**30 Days**

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject). ● History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini‐lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of whole group mini‐lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

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

UNIT 1:	**Duration: 30 days**

Reading: Interpreting Characters: The Heart of Story (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** The Arc of Story: Writing Realistic Fiction (Book 1) OR *Up the Ladder: Narrative Writing (Book), Narrative, Shared Writing, Interactive Writing	

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

Fluency

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

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

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.
D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

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

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

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

Writing Domain

W.NW.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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

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

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting)

for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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.

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

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

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

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

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

Supporting and Additional Standards

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make

relevant connections when drawing inferences from the text.

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

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

W.AW.4.1. 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.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.

Primary Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** • What tools/strategies can I use to help me understand what I read? • What kind of person is the main character, and how/why does he/she evolve or change over time? • How are parts of the story important to the whole story? • What is the theme or life lesson that develops throughout the story? **Writing:** • Why do authors write about their personal experiences? • How do authors decide what stories from their life are worth sharing? • How do writers get ideas for stories? • How is realistic fiction written? • What are effective storytelling techniques?	**Students will be able to…** **<u>Reading:</u>** • In the area of reading, the student will: • Infer about characters, identifying character traits and motivations, supporting thinking with evidence • Analyze character response/change • Analyze parts of a story in relation to the whole • Determine themes/cohesion • Utilize partnerships to enhance their understanding of books. **<u>Writing:</u>** • In the area of writing, the student will: • Use transition words to tell the order/sequence of events. • Elaborate to help readers picture their story.

• How do writers reflect and plan for future work? • Story elements • Plot (i.e. events, • Climax/turning point, resolution • Conflict • Characters and character roles • Setting (time and place) • There are different parts of literary text • Synthesize background knowledge • Similarities and differences between literature and informational texts • Identify main idea and details • Analyze literary grade level text • How to develop ideas and organize their writing • Apply writing traits needed for descriptive and narrative writing • When to apply transitional words in writing • How to analyze and respond to an open ended question. **Enduring Understandings** **Reading:** • Proficient readers establish powerful reading lives by practicing reading in volume and using genre appropriate tools and strategies. • Good readers think deeply about characters by developing ideas that are grounded in the text and well supported by text evidence. • Good readers build central interpretations and then strengthen those interpretations by finding meaning in recurring images, objects, and details.	• Show what the story is really about. • Write a beginning for their story. • Write an ending for their story. • Write with volume and stamina throughout the writing process. • Choose realistic fiction topics that are rooted in everyday experiences.

Writing: ● Authors not only use their notebooks to write stories, but to collect, plan, and organize their ideas. ● Authors make thematic connections between the important moments in their lives. ● Good writers collect story ideas from small moments and issues in their own lives. ● Good writers create believable characters by developing internal and external traits, and by showing a character's motivation and obstacles that get in the way. ● Good writers use planning strategies that make clear the rising and falling action of a good story.	
Suggested Activities	**Resources**
Reading- Lesson Example: Noticing Character Motivations to Understand Why Characters Act the Way They Do **I Do:** I explain that today readers look closely at a character's *motivations*—the reasons behind their actions—to understand the heart of the story more deeply. I model using a familiar read-aloud, for example *Because of Winn-Dixie*. I read a short excerpt where Opal makes a big choice, such as introducing Winn-Dixie to the preacher. I think aloud: "Opal didn't *have* to bring Winn-Dixie home… so why did she? What pushed her to make that choice?" I underline clues from the text—her	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring

loneliness, wishing for connection, wanting her father to notice her. I show how readers put together these clues to form an idea, saying, “So I think Opal is acting this way because she wants to feel less alone and hopes this dog will bring her and her father closer.” I highlight that strong readers infer motivations, not just behaviors, to understand characters more deeply.

We Do:

As a class, we read another short scene from the current read-aloud or shared text and work together to figure out the character’s motivation. I guide students in identifying a key action—like a character snapping at a friend or bravely stepping forward—and then we search the text for clues that might explain *why* the character behaved that way. Students offer ideas such as “She was embarrassed,” “He wanted to impress someone,” or “She was afraid of being left out.” I chart their ideas and help the class sort which motivations are supported by the text. Together, we form a shared inference about the character’s underlying reason for acting, modeling how thoughtful readers connect actions to feelings, pressures, and desires.

They Do:

Students reread a section of their independent reading book and choose one important action their character takes. They gather clues—thoughts, dialogue, feelings, setting pressures—to infer what might have motivated the character. Students write a short explanation in their reading notebook: “My character did ___ because ___,” backing up their thinking with at least two pieces of text evidence. Then they share their inference with a partner,

- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news
- Writable
- Epic
- Fun Hub
- You Tube
- Ocean County Library

discussing whether the motivation makes sense based on the story. I confer with students, coaching them to dig deeper when needed—looking beyond surface motivations and examining the emotional layers that drive characters to act. **Writing- Lesson Example: Developing the Heart of the Story—Building Tension Before the Big Event** **I Do:** I explain that today writers make their realistic fiction stories stronger by building *tension* before the big event or turning point, so the reader feels the rising pressure inside the story. I model with a piece of my own writing: "Jayden stepped up to the diving board." Then I think aloud, showing students that nothing feels tense yet. I revise in front of them, saying: "Jayden stepped up to the diving board. His stomach twisted. Below him, the deep end looked darker than he remembered. Kids whispered from the ladder behind him, 'Hurry up!'" I underline the details that show internal and external pressure, explaining that writers build suspense by revealing the character's thoughts, feelings, and the reactions of others. I demonstrate adding pacing—slowing down the moment—to create a sense that something important is about to happen. **We Do:** As a class, we take a simple moment from a shared class story—like "Maria walked into the classroom for the spelling bee"—and work together to build tension before the event. I guide students as they suggest character thoughts ("What if I	

freeze?"), actions (fidgeting, hesitating), and outside pressures (other kids watching, the teacher calling her name). I jot their ideas on chart paper, modeling how to weave suggestions into a short, tension-filled paragraph. Together we revise sentences to slow the pace, choosing stronger verbs or sensory details to make the reader feel the buildup. We reread the paragraph as a group, noticing how the tension makes the story more gripping. **They Do:** Students return to their own realistic fiction drafts and reread the section just before the big moment in their story. They work to build tension by adding inner thinking, describing physical sensations, slowing the pacing, or including pressures from the setting or other characters. Students revise a paragraph or two, making sure the reader can feel that something important is about to happen. Writers share their revised passage with a partner, asking: "Can you feel the tension building?" Partners give feedback about where the moment gets exciting or where the writer could stretch the suspense even more. I confer with students, coaching them to sharpen their rising action and strengthen the emotional pull of the scene. Holocaust and genocide **Writing: Prose constructed response** Students are learning how people feel when they face challenges and what they can learn from others. Build Interest: Teacher displays the word 'diversity' on the board. Students engage in discourse, "What does diversity	

mean? What is something special about you? What makes you diverse?" On a post-it, students will use their knowledge of *diversity* to answer, "What does 'acceptance' mean to you?" Introduction: The class will read, "Acceptance is My Superpower." [SYNOPSIS: Lisa is a young girl who loves to sing and wears glasses. A classmate who Lisa views as a friend made cruel comments about her, and it leads her into learning what diversity is. Lisa learns that when others misunderstand it can sometimes result in words or actions that are hurtful. She also learns that differences are not actually flaws but instead are superpowers. By accepting herself and others, Lisa is being a superhero.] Partner collaboration: Teachers will invite students to engage in discourse and connect to our lesson's focus questions, "How do people feel when they face challenges? What can we learn from others?" Students will share in a roundtable discussion. Independent: Students will use the read aloud and their own experiences to answer, "Why is it important to be accepting of others and their differences? How does it feel to be excluded? How can you demonstrate acceptance at school?" Closure: Students will celebrate their diversity by creating an About Me poster.	
Suggested Options for Differentiation	

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)

- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com

- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Tiger Rising* by Kate DiCamillo
Big Red Lollipop by Rukhsana Khan
The Other Side by Jacqueline Woodson

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

Yolanda's Genius Fenner, Carol
The People Could Fly: American Black Folktales Hamilton, Virginia
Amistad: The Story of a Slave Ship McKissack, Patricia C.

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

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Actively Learn
- Writable

- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes/Reflection:

UNIT 2: **Reading**: Reading the Weather, Reading the World (Book2) OR *Up the Ladder Reading: Nonfiction (Forthcoming Book), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Boxes and Bullets: Personal and Persuasive Essays (Book 2) OR *Up the Ladder: Information Writing (Book) , Shared Writing, Interactive Writing	**Duration: 30 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge

of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

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

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.
D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

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

Writing Domain

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

editing.

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

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

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

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

Speaking and Listening

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

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.

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

quantitatively, and orally).

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

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

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

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

Supporting and Additional Standards

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

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

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

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

W.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.NW.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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

Primary Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Computer Science and Design Thinking Standards

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

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

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** • What strategies do I need to use when I read nonfiction texts? • What is the main idea and/or supporting details in a nonfiction text? • How did the author structure the text and/or what craft techniques were used? • What do I need to include in a summary? **Writing:** • How do writers live their lives like an essayist? • Why is essay writing important? • What are key qualities to a good essay? • How do writers use words to get what they want? • What tools can writers use to help convince their audience? • How do people use writing to change their	**Students will be able to...** **<u>Reading:</u>** • In the area of reading, the student will: • Understand nonfiction texts have different features than fiction texts and should be read differently. • Proficient readers use text evidence when explaining what the text says and when making inferences about the text. • Text summaries include the main idea, carefully selected details that link to the main idea, and text structure. • Only the ideas stated in the text should be included in summaries, not personal opinions. **<u>Writing:</u>** • In the area of writing, the student will: • Use an essay frame to help structure their writing.

community or even the world? **Enduring Understandings** **Reading:** ● Expository nonfiction is structured differently than fiction. ● Authors use craft techniques and nonfiction text structures to write about a topic. ● The main idea of nonfiction texts can be explicitly stated or implied. ● Authors make choices that affect the way we read, understand, and feel about nonfiction texts. ● Readers pay attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions. **Writing:** Students will understand that… ● The structure of traditional thesis-driven essays is the structure that most real-world writers use. ● Opinion writers collect all kinds of evidence to support their claim. ● Words are powerful. ● Writers use the writing process to create meaningful text. ● 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	● How to properly use writing conventions. ● 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

increasingly sophisticated ways.	
Instructional Plan	
Suggested Activities	**Resources**
Reading- Lesson Example: Using Context Clues to Understand Challenging Words in Nonfiction **I Do:** I explain that today readers pay close attention to the words, numbers, and details in a nonfiction text to figure out the meaning of tricky words or ideas. I model using a short excerpt from a weather article, for example describing a storm: "The barometric pressure dropped rapidly as the storm approached." I think aloud: "I don't know exactly what *barometric pressure* means. But I see the word 'dropped' and the phrase 'as the storm approached.' That gives me a clue that it has something to do with air or weather changes before a storm." I underline the clue words in the text and model jotting a note in a notebook: "*Barometric pressure*—clue words: dropped, storm approaching—my idea: air pressure that changes before a storm." I highlight that strong readers use context clues, including surrounding words and numbers, to infer meaning instead of skipping over difficult terms. **We Do:** As a class, we read the next sentence in the text together: "The wind gust reached 65 miles per hour, causing the temperature to drop 10 degrees." I guide students to notice the numbers and descriptive words, asking, "What do these details tell us about	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details

the storm?" Students suggest ideas such as, "The storm is strong," "It's windy and cold," or "The wind is dangerous." I chart their observations and model writing a note connecting the clues to meaning: "*Wind gust*—clues: 65 mph, temperature drop—my idea: strong, fast wind." Together, we practice using context clues to infer meaning and jotting notes that summarize our thinking. **They Do:** Students then take a short excerpt from a different nonfiction weather article in their independent reading level. They read silently, underline or highlight tricky words or numbers, and use context clues to infer meaning. Students write a brief note in their reading notebook: "Word/phrase: ___, clues: ___, what I think it means: ___." After writing, they share with a partner, explaining their thinking and the clues they used. I confer with students individually, coaching them to look for multiple clues and make thoughtful inferences rather than just guessing. **Writing- Lesson Example: Framing an Essay — Writing a Thesis and Supporting Reasons** **I Do:** I begin by explaining that good essay writers plan their essays before they write — they start with a clear claim (thesis) and then think of reasons to support it. I model using a topic I know well (for example: "School recess should be longer") and show how I turn this into a thesis sentence: *"I believe school recess should be longer because it helps students stay healthy and focused."* Then I brainstorm 2–3 supporting reasons aloud — for	Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Writable ● Epic ● Fun Hub ● You Tube ● Ocean County Library

instance: “recess gives us exercise,” “recess helps us calm down and refocus,” and “recess lets us socialize and build friendships.” I draw a simple “box & bullets” chart on the board: the box at the top holds the thesis, and each bullet below holds one reason. I underline how the thesis and reasons work together: the box sets the claim, and the bullets list what will support it. **We Do:** Next, as a class we choose a new topic together (e.g., “Our class should have a class pet”) and I invite students to help me draft a thesis statement — we discuss possible claims (“Our class should have a pet because…”) and decide on one together. Then we work as a group to generate reasons to support that thesis, with student suggestions like “a pet could teach responsibility,” “a pet could make us happy,” or “a pet could help us learn about animals.” I fill in the “box & bullets” chart with their ideas: the shared thesis goes in the box, and each reason becomes a bullet. We discuss briefly which reasons seem strongest and why — noticing that good reasons should be clear, relevant, and something we can write about. **They Do:** Finally, students open their writer’s notebooks (or blank paper), pick a topic they care about (allowed from a teacher-provided list or of their own choosing), and write their own “box & bullets” plan. They write a thesis (the “box”) and list at least two supporting reasons (the “bullets”). Then they share their plan with a partner: each student reads their thesis and reasons, and the partner asks a question or suggests another supporting reason. I circulate and confer, helping students refine their thesis or reasons if needed (e.g., making the thesis clearer or	

suggesting stronger reasons). **Diversity & Inclusion:** **Writing: Prose constructed response** Students are learning how to build on others' ideas in creative ways. Students are learning about inventors who had to persevere through social challenges in order to overcome existing societal ideals. **Introduction:** Preview the book with your students. *Based on the title and illustrations, what do you think the story will be about?* Ask students to picture a garden in their mind. If needed, prompt them to consider what colors or sizes their plants might be. Discuss what the world would be like if everyone were the same. What are the benefits of diversity? What are some things that make you yourself? **Whole group:** Students will listen to Just Ask by Sonia Sotomayor. Stop to ask questions to check for understanding. Example for page 2: What does Sonia want you to know about kids? How are kids different? What does Sonia want you to do if you are curious about someone else? (All kids are different, just like things that grow in a garden are different. Sometimes differences are easy to spot, and sometimes you can't see why kids are different). **Independent:** Students will create a class book based off of the story. Each student in the class will write one page introducing themselves and explaining something that makes them unique. Students can also complete Just Ask Activities when they are finished.	

Closure: Students will share their page with the class. Students will choose at least two students to offer positive, meaningful feedback to.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
Just Ask by Sonia Sotomayor.
Everything Weather by Kathy Furgang
National Geographic Kids series
DK Eyewitness: Hurricane and Tornado by Jack Challoner
Hurricanes by Seymour Simon
Yolanda's Genius Fenner, Carol
The People Could Fly: American Black Folktales Hamilton, Virginia
Amistad: The Story of a Slave Ship McKissack, Patricia C.
What was the Holocaust? Gail Herman
J Jacob's Rescue Malka Drucker

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students Approaching Grade Level Expectations
- Actively Learn
- Writable

- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes/Reflection:

UNIT 3: **Reading**: Poetic Craft in Literature (If...Then…) Reading A-Z (Guided Reading), Comprehension, Speaking and Listening **Writing**: The Literary Essay: Writing about Fiction (Book 4), Shared Writing, Interactive Writing	**Duration: 30 days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

Foundational Skills: Reading Language

Phonics and Word Recognition

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

Fluency

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

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

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.

D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

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

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

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

Writing Domain

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

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

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

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

Supporting and Additional Standards

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

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

RI.CT.4.8. Compare and contrast the treatment of similar

W.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.NW.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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

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

provide a list of sources.

Primary Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

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

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** • How can I read a variety of poems, with attention to mood, sounds, word choice, and images? • How can I notice how these elements and the parts of a poem work together to create meaning? • How can I read novels with a new appreciation for word choice, figurative language, and imagery? **Writing:** • How are essays written? • How can I effectively write about what I read? • What is the author's point of view on a topic or message to readers? **Enduring Understandings** **Reading***:*	**<u>Reading:</u>** • In the area of reading, the student will: • Understand poetry comes in various forms and is not limited to books, but can be found everywhere in the world around us. • Parts of a poem work together to make a whole that conveys an idea. • Reading poetry requires examining all the elements that go into creating poetry. • Poetic lines or passages can be found in other genres of text to develop a deeper understanding of the text. • Identify themes in a text. • Locate evidence within a text to support a claim. **<u>Writing:</u>**

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- Poets play with words, structure, and sound to create meaning in poems.
- Poems evoke strong images/feelings pushing readers to create their own meaning.
- Most poems require multiple, close readings to develop meaning and interpretation.

Writing:

- Authors are deliberate with their choices of story elements.
- Literary essays are opinion writing.
- All claims/opinions are supported with reasons and evidence.
- 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

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- In the area of writing, the student will:
- Study the author's craft or the choices they make in their texts.
- Literary essayists logically group ideas to support their purpose for writing.
- Identify possible structures of a literary essay
- Construct sophisticated opinions about text(s)
- Support opinions with highly relevant and carefully selected examples/evidence
- Synthesize opinions and text evidence to engage in analytical thinking/interpretation

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Reading Lesson Example: Noticing Poetic Craft — Using Imagery to Deepen Meaning in a Poem

I Do:

I begin by saying that today we will read a poem like a "craft detective," looking for powerful images — words or phrases that let us see, hear, or feel what the poet is describing. I project a short poem (or read aloud) — for example a stanza that

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Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

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describes a forest at night using sensory detail ("the hush of pine needles," "moonlight shimmering on damp leaves"). I read the lines slowly and then think aloud: “The phrase ‘hush of pine needles’ — I don’t mean a soundless forest, but I imagine soft whispers, quiet breathing under trees. The ‘moonlight shimmering on damp leaves’ makes me feel cold, but also calm & maybe a little mysterious. These images help me feel what the forest feels like at night.” I underline or highlight those key descriptive phrases, and then I say: “So I think the poet wants us to feel quiet, solitude, maybe wonder — not just to see trees, but to feel the forest at night.” **We Do:** Next, I give the class another short stanza (from the same poem or a different one) and we read it aloud together. I invite students to help me find image words — maybe words that refer to sound, sight, smell, or touch. I ask: “Which words or lines help you imagine the place or mood?” Students call out suggestions like “drifting mist,” “crackling underfoot,” “velvet dark,” “silver glow.” As they speak, I record these on chart paper or board. Then, together we discuss: “What do those images help us feel or imagine? Does the poem want us to feel peaceful? mysterious? sad? hopeful?” We agree on a shared interpretation of the mood or setting — showing how multiple images build a feeling or tone beyond just literal events. **They Do:** Finally, students get their own copy of a short poem (or choose one from a class poetry anthology) and a reading notebook. Independently, they read the poem and highlight or underline at least 3–4 phrases that create strong imagery (sight, sound, smell, touch, taste). Then they write a short reflection in their notebook:	**Resources for students approaching grade level expectations:** ● *Supporting All Reader’s Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● “I wonder” questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Writable ● Epic ● Fun Hub ● You Tube ● Ocean County Library

describe what images they noticed, and explain what mood or feeling those images helped them experience. Afterward, students pair up and share their reflections: each reads aloud their chosen images and explains how those images shape their feelings or understanding of the poem. While they work, I confer individually or in small groups — asking questions like "Why does that image matter?" or "Do you think the poet meant more than just what you saw — maybe a feeling or idea?" **Writing Lesson Example: Writing a Literary Essay — Crafting a Claim About a Character** **I Do:** I explain that today writers practice crafting a claim about a character in a story — a statement about what we think is important or meaningful about a character's choices. I model using a familiar read-aloud, for example, *Because of Winn-Dixie*. I read a short excerpt where Opal shows kindness to a character, such as sharing a story about Winn-Dixie with the preacher. I think aloud: "Opal's action of sharing this story shows she wants to connect with others and help them feel understood. My claim might be: 'Opal is generous and thoughtful because she wants to build relationships.'" I underline key words and jot the claim in my writer's notebook, highlighting that strong claims are statements we can support with examples from the text. **We Do:** As a class, we read another short scene together from the same story. I guide students to notice an important action or choice a character makes, such as Gloria's reaction to Winn-Dixie. We discuss possible claims as a group, with students offering ideas like "Gloria is patient," "Gloria is proud of her family," or	

"Gloria is curious about new friends." I chart their ideas, modeling how to turn an observation into a clear claim. Together, we select one claim and talk about what evidence from the text could support it, jotting it down as a class example of a literary essay plan. **They Do:** Students choose a short section from their independent reading book and identify one meaningful action a character takes. They write a claim in their notebook, such as "My character is ___ because ___," then find 2–3 pieces of text evidence to support it. After writing, students pair up to share their claims and evidence, explaining their thinking and discussing whether the evidence supports the claim. I circulate, conferencing with students and helping them refine their claims or select stronger evidence when necessary, reinforcing that a literary essay is built on clear claims and textual support. **Research:** Holocaust Activity 6.1.5.CivicsPD.3: I Do: Display the Elie Wiesel quotation at the top of the Close Reading Worksheet and discuss We Do: Watch the BrainPop movie about Wiesel They Do : Complete a story map about Wiesel's life and produce and a mini-documentary about her life	
Suggested Options for Differentiation	
Multilingual Learners English Language Learners:	

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson

- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy

- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests

- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom

- Canva
- Jump rope readers

Various Levels of Text:
The Tiger Rising* by Kate DiCamillo
Big Red Lollipop by Rukhsana Khan
The Other Side by Jacqueline Woodson
Everything Weather by Kathy Furgang
National Geographic Kids series
DK Eyewitness: Hurricane and Tornado by Jack Challoner
Hurricanes by Seymour Simon
Liberty! How the Revolutionary War Began by Lucille Recht Penner
The Revolutionary War by Josh Gregory
George vs. George by Rosalyn Schanzer
Bud, Not Buddy* by Christopher Paul
Curtis and On the Blue Comet by Rosemary Wells

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

Realistic Fiction
Alcott, Louisa May Jo's Boys, Little Men, and Little Women
Anderson, C.W. Billy and Blaze and the Blaze series
Burnett Frances Hodgson The Secret Garden
Canfield, Dorothy Understood
Betsy Ceary, Beverly Henry Huggins Cleary, Beverly Ribs
Yolanda's Genius Fenner, Carol
The People Could Fly: American Black Folktales Hamilton, Virginia
Amistad: The Story of a Slave Ship McKissack, Patricia C.

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

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Notes/Reflection:

UNIT 4: **Reading:** Reading History: The American Revolution (Book 3) OR Reading for Life , Reading A-Z (Guided Reading),	**Duration: 30 Days**

Comprehension, Speaking & Listening **Writing**: Bringing History to Life (Book 3) OR Notebooks to Projects , Shared Writing, Interactive Writing	

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

Fluency

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

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

Foundational Skills: Writing Language

Spelling

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

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
B. Write affixed words that involve a sound or spelling change in the base word.
C. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.
D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors

of different cultures.

Writing Domain

W.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

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

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

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

Speaking and Listening

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

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.

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

W.AW.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.NW.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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

Primary Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions Reading: • What is the main idea and/or supporting details in a nonfiction text? • How would I describe the overall structure of the text? • What is the author's point of view or perspective? Is it firsthand or secondhand? • What do I need to include in a summary? • Writing: • What are the foundations to research report writing? • Why and how do I take notes? • Which text features should I use to highlight my information? • What life lessons am I learning in my research? **Enduring Understandings**	**<u>Reading:</u>** • In the area of reading, the student will: • Understand nonfiction texts have different features than fiction texts and should be read differently. • Proficient readers use text evidence when explaining what the text says and when making inferences about the text. • Summarize and include the main idea, carefully selected details that link to themmain idea, and text structure. • Determine importance and synthesize information in nonfiction text • Read from various nonfiction text structures • Read contrasting texts to determine new complexities within them • Apply knowledge about nonfiction reading to inquiry

Reading: ● The main idea of nonfiction texts can be explicitly stated or implied. ● Authors make choices based on their perspective that affect the way we read, understand, and feel about texts. ● Firsthand accounts differ from secondhand accounts in the information provided. ● Researchers need to integrate and reflect information from more than one text to be able to expand on a topic. Writing: ● Information writing requires research. ● Note-taking is not easy but requires intense mind-work. ● Good writers carry all skills and strategies they have learned to every genre of writing. ● There is more than one side to every story.	**<u>Writing:</u>** ● In the area of writing, the student will: ● Develop the topic, elaborating with some facts, definitions, and details. ● Identify the larger ideas or life lessons about a people, a nation, and a time and write about them. ● Develop their own ideas about the information. ● Writers synthesize research to write about a topic. ● Informational books are written in a clear, organized structure. ● Writers incorporate text evidence and multiple perspectives in their informational books
Instructional Plan	
Suggested Activities	**Resources**
ReadingLesson Example: Understanding Cause and Effect in Historical Texts **I Do:** I explain that today readers will pay close attention to cause-and-effect relationships in historical texts to understand why events happened the way they did. I model using a short excerpt from a text about the Boston Tea Party: "Colonists were frustrated with the Tea Act and decided to protest by throwing the tea into Boston Harbor." I think aloud: "Why did the	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book*

colonists throw the tea? The text tells me they were frustrated with the Tea Act. So the cause is the Tea Act making them angry, and the effect is them dumping the tea. I underline key phrases that show cause ('frustrated with the Tea Act') and effect ('threw the tea into the harbor'), and jot a note: Cause → Effect. This helps me understand why this event happened and what it meant for the future." **We Do:** Next, as a class, we read another short passage together, for example about the First Continental Congress. I ask students to notice what led to the meeting and what resulted from it. We identify clues in the text, highlighting phrases like "colonies united to respond" and "agreed to petition the King." Students offer ideas: "The colonies were upset about taxes" (cause) and "they met to take action" (effect). I chart their observations and model writing a sentence connecting cause and effect: "Because the colonies were upset about unfair taxes, they met at the First Continental Congress to decide how to respond." Together, we discuss why understanding these relationships helps readers make sense of history. **They Do:** Students choose a short passage from their independent reading or teacher-selected historical text about the American Revolution. They identify one cause-and-effect relationship, underline or highlight evidence in the text, and write a sentence explaining it in their notebook, such as "Because the King taxed tea, the colonists protested by dumping it into the harbor." After writing, they share their sentences with a partner, explaining how the cause led to the effect. I circulate and confer, helping students notice subtler cause-and-effect relationships or revise	• Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** • Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map including more details Useful Websites such as: • Heinemann Flights • Reading A-Z • Scholastic news • Writable • Epic • Fun Hub • You Tube • Ocean County Library

their sentences to be clearer and more precise. **Writing- Lesson Example: Writing a Historical Narrative — Using Research to Show Time and Place** **I Do:** I explain that today writers will practice using research to bring historical events and people to life, making readers feel like they are experiencing the past. I model with a short historical anecdote, for example about life during the Underground Railroad. I read a brief excerpt and think aloud: "I notice words and details that show the time period: lanterns lighting the path, the sound of distant trains, the hush of nighttime forests. I want my reader to feel the tension and bravery of the people involved. I jot down these historical details in my notebook and model how to weave them into a narrative sentence: 'At night, the lanterns flickered softly, guiding escaping families through the quiet forest.' This shows how specific details can make history vivid for readers." **We Do:** Next, as a class, we examine another short historical passage together, for example a paragraph describing daily life in a colonial town. I ask students to notice details that signal time and place, guiding them to point out words describing clothing, transportation, and routines. We chart their observations and collaboratively try writing a sentence that brings the scene to life: "The children ran across the cobblestone streets, their wooden shoes clacking, while smoke from the chimneys drifted into the morning sky." Students suggest additional words and phrases, and we revise together, modeling how to combine	

historical research with narrative craft. **They Do:** Students choose a historical topic from a teacher-provided list or their own research and identify key details about time and place from their sources. They write 2–3 sentences in their writer's notebook, weaving these details into a narrative that shows what life was like during that time. Students then share their sentences with a partner, explaining which details they chose and why. I circulate to confer with students, prompting them to add sensory details or clarify historical context, helping them make their narratives more vivid and accurate. **Lesson** LBGTQ Activity 6.1.2.CivicsCM.3:Scholastic Read the story *Bad Case of Stripes* I Do: Introduce the elements of the story using an anchor chart We Do: Read the Story *Bad Case of Stripes* and have students fill our Graphic organizer for the elements of the story and discuss as group They Do: Read another book or story (based on students levels) and fill out graphic organizer that have the similar theme of being yourself and being comfortable in your skin **Climate Change**	

Writing: Research based informational text Students are learning about renewable and nonrenewable resources. Build interest: Students complete KWL chart. What does the word conservation mean? What does it mean to conserve water? What do you already know about how to conserve water? Introduction: Watch the videoWater Tips video: Students engage in discourse through turn and talk, "Why is it important to save water? How can you save water?" Teacher model: Read aloud the article about water tips and model how to take notes and properly annotate. Partner research: Students read articles using safesearchkids.com. Students take notes and annotate important information. Students engage in discourse:"What are new ways we can save water? How does conserving water help save our environment? What examples did you read about in the articles?" Independent: Students will write about why it is important to save water and reference articles they have researched. Students may include text features/visuals: diagram, image, caption, etc. Closure: Finish the "L" on the KWL chart	

Suggested Options for Differentiation
Multilingual Learners English Language Learners: • Classroom Visuals (Vowel Valley, Sound Walls) • Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) • Gesturing • Miming (ex: use Rime Magic cards and act out pictures on short vowel card) • Teacher Modeling • Roleplay • Simplified Language / Teacher Talk / Thinking Aloud • Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures) • Picture Directions • Use books on tape • Use print, not cursive • Small group instruction • Choral reading • Chants, rhymes, songs • 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 • Spanish minilesson videos • One-on-one check-ins **Special Education:** • Follow All IEP Modifications

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"

- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
Liberty! How the Revolutionary War Began by Lucille Recht Penner
The Revolutionary War by Josh Gregory
George vs. George by Rosalyn Schanzer

Historical Fiction
Estes, Eleanor The Moffats Series
Nesbit Edith The Railway Children
Nesbit, Edith The Story of the Treasure Seekers
Nesbit, Edith The WouldBeGoods
Speare, Elizabeth The Sign of the Beaver
Yolanda's Genius Fenner, Carol
The People Could Fly: American Black Folktales Hamilton, Virginia
Amistad: The Story of a Slave Ship McKissack, Patricia C.
What was the Holocaust? Gail Herman
J Jacob's Rescue Malka Drucker
Bad Case of Stripes, David Shannon

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Note/Reflection:

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	**Duration: 30 Days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

Foundational Skills: Reading Language

Phonics and Word Recognition

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

Fluency

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

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

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

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.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.
D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not

identical meanings (synonyms).

Reading Domain

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

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

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

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

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

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character,

setting, or event that draws on textual evidence.

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

Writing Domain

W.AW.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.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.NW.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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

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

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

Speaking and Listening

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

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.

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

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

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

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

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

Supporting and Additional Standards

https://www.nj.gov/education/standards/ela/2023/5.shtml

Primary Interdisciplinary Connections

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

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

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

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

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

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

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

Computer Science and Design Thinking Standards

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

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

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

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

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

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

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

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Resources from third party vendors such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

Alternative Assessments ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● What reading skills, strategies, and habits will help me on standardized tests? ● What can I do to prepare to answer questions based on a passage? ● Can I predict the answers to questions based on a passage? **Writing:** ● 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?	**<u>Reading:</u>** ● Identify Key Ideas and Details – Refer to explicit details and examples in texts to explain understanding and make inferences ● Determine Main Ideas and Themes – Summarize texts and identify central ideas or themes, supporting them with evidence from the text ● Analyze Text Structure – Explain how organizational patterns (sequence, cause/effect, problem/solution) contribute to meaning ● Interpret Vocabulary and Figurative Language – Determine meanings of words and phrases, including domain-specific terms and figurative expressions ● Integrate Information – Compare and synthesize information from multiple texts on the same topic ● Interpret Visual Information – Read and explain information presented in charts, graphs, timelines, and

<table>
<tr>
<td>Enduring Understandings

Reading:
● 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.

Writing:
● 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.</td>
<td>diagrams
● Apply Critical Thinking Skills – Make inferences, draw conclusions, and support responses with text evidence across fiction and nonfiction texts

<u>Writing:</u>
● Write Opinion Pieces – Develop a clear opinion and support it with reasons, evidence, and textual references
● Write Informative/Explanatory Texts – Organize and explain information with facts, details, and domain-specific vocabulary (W.4.2a–d).
● Write Narratives – Develop narratives with a clear sequence, detailed descriptions, and well-structured events
● Use Evidence from Texts – Draw information from texts to support analysis, reflection, and responses to prompts
● Revise and Edit – Strengthen writing by improving organization, clarity, grammar, spelling, punctuation, and word choice
● Write Under Timed Conditions – Practice completing writing tasks efficiently and clearly within time constraints, as modeled for adaptive test situations.</td>
</tr>
<tr>
<td colspan="2">Instructional Plan</td>
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<tr>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>Lesson Example: Using Text Evidence to Answer Multiple-Choice Questions

I Do:
I explain that today readers will practice using text evidence to</td>
<td>Resources for on-grade students:
● Supporting All Reader's Book
● Partners (turn-and-talk, heterogenous, homogenous)
● Word wall and Anchor Charts (ex. word wall with unit</td>
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</table>

answer multiple-choice questions, a key skill for the NJSLA. I model with a short passage from a nonfiction or literary text and a sample question: "Why did the character decide to leave the town?" I read the passage aloud and think aloud: "The text says she felt lonely and missed her family. Those sentences give me clues about her feelings and her motivation. I underline the phrases 'felt lonely' and 'missed her family' and use them to eliminate answer choices that don't match. The best choice is the one supported by the text." I show students how I cross out wrong answers and circle the one supported by evidence, explaining my reasoning.

We Do:
Next, we read a second short passage together. I project a multiple-choice question and ask students to highlight evidence in the text that could help answer it. We discuss each answer choice, talking about why some don't match the text and which one does. Students suggest phrases or sentences from the passage that support their thinking, and I model how to write a quick note showing text evidence for the correct answer. Together, we practice the strategy of looking back in the text, comparing each choice to the evidence, and eliminating incorrect answers.

They Do:
Students then work independently with a short passage and a multiple-choice question from a practice test. They underline or highlight evidence in the text, think through each answer choice, and select the best answer. In their notebook, they write a sentence explaining their choice and citing the text evidence: "I chose answer C because the text says ___, which shows ___." I circulate, conferencing with students individually, helping them

fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:
- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:
- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:
- Heinemann Flights
- Reading A-Z
- Scholastic news
- Writable
- Epic
- Fun Hub
- You Tube

refine their explanations, and prompting them to look for evidence rather than guessing. **Lesson Example: Writing a Clear Response with Text Evidence** **I Do:** I explain that today writers will practice answering a prompt clearly and supporting their answer with evidence from the text, which is an important skill for the NJSLA. I model using a short passage and a sample prompt: "Explain why the character decided to leave the town." I read the passage aloud and think aloud: "The text says she felt lonely and missed her family. I can use these details to explain her choice. My response might start: 'The character decided to leave the town because she felt lonely and missed her family.' I show how I underline key phrases in the text, then write a short, clear response that directly answers the prompt and includes text evidence." **We Do:** Next, we read a second short passage together and review a similar prompt. I guide students to locate evidence in the text that supports the answer. We discuss answer choices and brainstorm phrases that can be included in our response. As a class, we draft a sample response together, modeling how to start with a clear topic sentence, include textual evidence, and explain how the evidence supports the answer. I highlight strategies like using linking words ("because," "this shows that") to make the response complete and clear. **They Do:** Students then work independently with a short passage and a	● Ocean County Library

writing prompt from a practice set. They underline evidence in the text, draft a response that answers the prompt clearly, and include at least one piece of evidence to support their answer. After writing, they share their response with a partner, explaining the evidence they chose and why it supports their answer. I circulate to confer individually, prompting students to clarify their reasoning or add stronger evidence, reinforcing that strong test responses are clear, evidence-based, and well-explained. **History and Contributions of African Americans** **Writing: Research based informational text:** Students are learning about fairness in sports. Build interest: Play highlights of Jackie Robinson's baseball career. Engage in discourse, "What do you notice? What do you wonder? How might this video connect to our lesson this week?" Introduction: Teacher gages prior knowledge, "What do you know about the history of sports? Were all people of differing genders, races, ethnicities allowed to participate?" Teacher connects Jackie Robinson's story to the lesson's essential questions (When should a sport change? How can sports bring out the best in people? How do sports make us feel?) Partner research: Students will conduct research to gather important information about the influential African American, Jackie Robinson. Students will use search.kidzsearch.com to answer guiding questions, "Who is Jackie Robinson? When and where did he live? What was society like during this time period? What challenges do you think he faced? Why was he very influential to history? How has he been recognized?"	

Independent: Students will compose an informational text using information they compiled through research to explain Jackie Robinson's influence on American sports and societal challenges. Students should include text features/visuals: timeline, image, caption, etc. Closure: Students will participate in a gallery walk where they will read and observe their peers' work. Students will choose two students to offer positive feedback along with something they learned.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning

- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers
- search.kidzsearch.com

Various Levels of Text:
The Tiger Rising* by Kate DiCamillo
Big Red Lollipop by Rukhsana Khan
The Other Side by Jacqueline Woodson
Everything Weather by Kathy Furgang
National Geographic Kids series
DK Eyewitness: Hurricane and Tornado by Jack Challoner
Hurricanes by Seymour Simon
Liberty! How the Revolutionary War Began by Lucille Recht Penner
The Revolutionary War by Josh Gregory
George vs. George by Rosalyn Schanzer

Bud, Not Buddy* by Christopher Paul
Curtis and On the Blue Comet by Rosemary Wells

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

Suggested Literature:

Historical Fiction

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

Realistic Fiction

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

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 Pinnochio
- C. Collodi Dahl, Roald Charlie and the Chocolate Factory
- Fleischman, Sid The Whipping Boy

- Kipling, Ruyard The Jungle Book
- Lawson, Robert Rabbit Hill
- Yolanda's Genius Fenner, Carol
- The People Could Fly: American Black Folktales Hamilton, Virginia
- Amistad: The Story of a Slave Ship McKissack, Patricia C.
- What was the Holocaust? Gail Herman
- J Jacob's Rescue Malka Drucker

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Note/Reflection:

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	**Duration: 30 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

.**Foundational Skills: Reading Language**

Phonics and Word Recognition

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

Fluency

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

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

Foundational Skills: Writing Language

Spelling

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

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

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
C. Use independent clauses and coordinating conjunctions.
D. Form irregular verbs; form and use progressive tenses.
E. Form and use possessive nouns and pronouns.
F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases

based on grade 4 reading and content, choosing flexibly from a range of strategies.

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.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.
D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

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

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

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first-

and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

Writing Domain

W.NW.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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

Speaking and Listening

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

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.

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

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

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

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

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

Supporting and Additional Standards

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

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

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

W.AW.4.1. 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.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

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

Primary Interdisciplinary Connections

6.4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Computer Science and Design Thinking Standards

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Career Readiness, Life Literacies, and Key Skills

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time

9.1.2.PB.2: Explain why an individual would choose to save money.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot
    - Flipgrid

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)

- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● 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? ● How is the main character's perspective shaped by the time period? **Writing:** ● How is historical fiction written? ● What is the historical timeline of the piece? ● How do I convey the mood and language of the time period? ● Do the characters and events fit the time period? **Enduring Understandings** **Reading:** Students will understand that…	**Reading:** ● In the area of reading, the student will: ● 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. ● Students will analyze several accounts of the same event or topic across multiple texts. ● Students will determine the theme of a story from details in the text, including how characters respond to challenges. **Writing:** ● In the area of writing, the student will: ● 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

● 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. **Writing:** ● Readers of historical fiction must figure out the main character's timeline and the historical timeline. ● Readers of historical fiction must turn to nonfiction to deepen their understanding of the time period. ● A character's perspective is shaped by the times and by the character's life experience or role in the story. ● Proficient readers read analytically, studying the parts of the story that clue them into the facts, feelings, and setting of the story.	
Instructional Plan	
Suggested Activities	**Resources**

Reading

Lesson Example: Analyzing Character Decisions in Historical Fiction

I Do:
I explain that today readers will focus on understanding why characters make certain decisions in historical fiction and how those decisions reflect the historical context. I model with a short excerpt from a historical fiction text, for example a scene set during the American Revolution where a character decides to join a protest. I read aloud and think aloud: "The character chooses to join the protest even though it's dangerous. The text mentions that neighbors are fearful and that the town is tense. These details help me understand that the character's decision is influenced by the political climate. I underline key phrases and jot a note in my notebook: 'Character acts bravely because of historical pressures and personal values.'"

We Do:
Next, as a class, we read another short scene from the book together. I guide students to notice an important decision a character makes and discuss why the character might have acted that way. Students offer ideas such as "He wanted to help his friends," "She followed what she thought was right," or "He was scared but felt responsible." We chart these ideas and discuss which are supported by the text and historical context. Together,

Resources for on-grade students:
- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:
- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:
- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:
- Heinemann Flights
- Reading A-Z
- Scholastic news

we model how to write a sentence that connects the character's decision to both their personal motives and the historical setting. **They Do:** Students then read a section from their independent historical fiction book club text and identify a key decision a character makes. They gather text evidence — dialogue, actions, or descriptive details — and write a short explanation in their notebook: "My character did ___ because ___," connecting the choice to both personal motivations and historical context. Students share their observations in small groups, discussing whether the decisions make sense within the story and time period. I circulate, conferencing with students to prompt deeper thinking about character motives and historical influence, ensuring they connect the story to the historical setting meaningfully. **Writing** **Lesson Example: Creating Historical Setting to Bring a Story to Life** **I Do:** I explain that today writers will practice creating a vivid historical setting so readers can feel like they are living in the past. I model using a short historical moment, for example, life in colonial America. I think aloud as I write: "I want my reader to imagine the streets, the sounds, and the smells. I notice that people wore wooden shoes, the streets were made of cobblestones, and smoke	• Writable • Epic • Fun Hub • You Tube • Ocean County Library

drifted from chimneys. I write a sample sentence: ‘The children ran across the cobblestone streets, their wooden shoes clacking as smoke from chimneys drifted into the morning sky.’ I underline the details that show time and place and explain how these details make the historical moment feel real.”

We Do:
Next, as a class, we examine another short historical passage together. I ask students to notice details that show the time period and the setting, such as clothing, transportation, and daily routines. Students point out phrases like “horse-drawn carts” or “lanterns flickering in the night.” We brainstorm together and co-write a sentence that uses these historical details to create a vivid setting. I model how to combine sensory details with historical facts so that the setting feels authentic and alive.

They Do:
Students choose a historical topic from a teacher-provided list or from prior research and identify key details about the setting. They write 2–3 sentences in their writer’s notebook, weaving these details into a story beginning or scene. Students then share their sentences with a partner, explaining which details help readers feel like they are in the past. I circulate and confer, prompting students to add sensory language, clarify historical context, or expand details to make their scene more vivid and believable.

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)

- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com

- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers
- search.kidzsearch.com

Various Levels of Text:

- National Geographic Kids series
- DK Eyewitness: Hurricane and Tornado by Jack Challoner
- Hurricanes by Seymour Simon
- Liberty! How the Revolutionary War Began by Lucille Recht Penner
- The Revolutionary War by Josh Gregory
- George vs. George by Rosalyn Schanzer

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 Ribsy

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning

- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Teacher Note/Reflection: