

NEPTUNE CITY SCHOOL DISTRICT

Wonders ELA Curriculum Grade 4



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

(Date of curriculum)

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

Suggested Pacing Guide

Unit	Number of lessons	Total Days
1	30	6 weeks Sept/Oct
2	30	6 weeks Oct/Nov
3	30	6 weeks Dec/Jan
4	30	6 weeks Jan/Feb
5	30	6 weeks March/April
6	30	6 weeks May/June

NEPTUNE CITY SCHOOL DISTRICT

UNITS OF STUDY FOR TEACHING READING

CURRICULUM

GRADE 4

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INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1
Suggested Time Frame	6 weeks

Overview / Rationale

In this unit, students will read and understand expository text, realistic fiction, and argumentative texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also learn about sentences, identify subjects and predicates, and build their vocabulary. They will learn how people respond to natural disasters, how actions affect others, and how starting a business can help others. This unit focuses on planning, drafting, revising, editing, and publishing an argumentative essay.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

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.

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.

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.

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

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

LKL.4.1.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

LKL.4.1.b Choose words and phrases to convey ideas precisely.

LKL.4.1.c Choose punctuation for effect.

LKL.4.1.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.

L.VL.4.2.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.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.

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 a 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.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.

RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

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.

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 in structure 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.

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.

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.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.

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

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

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 and 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 discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Speaking Out to Stop Bullying

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans. ESS3.B: Natural Hazards A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions).

New Jersey Student Learning Standards for Social Studies

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

Career Readiness, Life Literacies, and Key Skills

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit 1 Weeks 1 & 2:

- Genre Focus: Informational Text: EXPOSITORY
- Essential Question: How do people respond to natural disasters?

Unit 1 Weeks 3 & 4:

- Genre Focus: REALISTIC FICTION
- Essential Question: How do your actions affect others?

Unit 1 Week 5:

- Genre Focus: ARGUMENTATIVE TEXT
- Essential Question: How can starting a business help others?

Unit 1 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Expository texts are nonfiction texts that give information and facts about a topic.
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Realistic Fiction stories could have actually occurred to people or animals in a believable setting.
- Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people.
- In Argumentative texts, the author is trying to persuade or convince the reader of something.
- Argumentative texts take a position or stance on an issue.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

Knowledge:

Students will know:

Skills:

Students will be able to...

<ul style="list-style-type: none"> • How people from different cultures contribute to communities • How traditions can teach us about culture • How landmarks help us understand our country's story 	<ul style="list-style-type: none"> • Read and understand expository text • Read and understand realistic fiction • Read and understand argumentative text • Use text evidence to respond to expository text, realistic fiction, and argumentative text • Read and understand social studies and science texts
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> • Placement and Diagnostic Assessment 	Summative Assessments: <ul style="list-style-type: none"> • Benchmark Assessments

Formative Assessments: <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records 	
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Stage 3 – Learning Plan
<p><u>Week 1</u></p> <p><u>Lesson 1</u></p> <p><u>Reading</u> Introduce the concept and build knowledge Interactive Read aloud-Avalanche! Shared read: Reading/Writing Companion- “A World of Change” Shared read Academic Vocabulary:Reading/Writing Companion Shared read Multiple-Meaning Words:Reading/Writing Companion</p> <p><u>Grammar</u> Sentences-Teach</p> <p><u>Spelling</u> Short vowels-Assess Prior Knowledge</p> <p><u>Lesson 2</u></p> <p><u>Reading</u> Shared read Reread:Reading/Writing Companion Shared read Text Features:Diagrams and Headings:Reading/Writing Companion Shared read Text Structure:Compare and Contrast: Reading/Writing Companion Shared read Craft & Structure: Reading/Writing Companion Respond to reading-Write about the Shared read:Reading/Writing Companion</p> <p><u>Research & Inquiry</u> Reading/Writing Companion:Natural Disasters</p> <p><u>Phonics</u> Reading/Writing Companion:Short vowels Reading/Writing Companion:Inflectional Endings</p> <p><u>Grammar</u> Sentences-Teach</p> <p><u>Spelling</u> Short vowels-Assess Prior Knowledge</p> <p><u>Lesson 3</u></p> <p><u>Reading</u> Anchor Text:Literature Anthology <u>Earthquakes</u> Expand Vocabulary-Reinforce the Words</p> <p><u>Writing</u></p>

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Sentences-Mechanics and Usage

Spelling

Short vowels-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Earthquakes

Anchor Text:Literature Anthology-Take notes about text

Writing

Argumentative Writing-Reading/Writing Companion-Make a Claim

Grammar

Sentences-Proofread and Write

Spelling

Short vowels-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Earthquakes

Expand Vocabulary-Word Squares

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Sentences-Assess and Reteach

Spelling

Short vowels-Assess

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology-Reread Earthquakes

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Subjects and Predicates-Teach

Spelling

Long a-Assess prior knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “Weathering the Storm”

Paired Selection:Literature Anthology Take Notes about Text

Expand vocabulary-Homographs

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Subjects and Predicates-Teach

Spelling

Long a-Spiral Review

Lesson 8**Reading**

Paired Selection:Literature Anthology “Weathering the Storm”

Author’s Craft:Reading/Writing Companion-Author’s Perspective

Expand vocabulary-Multiple-Meaning Words

Phonics

Reading/Writing Companion-Long a

Reading/Writing Companion-Inflectional endings

Fluency

Reading/Writing Companion-Fluency

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Subjects and Predicates-Mechanics and Usage

Spelling

Long a-Word Meanings

Lesson 9**Reading****Fluency**

Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Subjects and Predicates-Proofread and Write

Spelling

Long a-Proofread and Write

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Subjects and Predicates-Assess & Reteach

Spelling

Long a-Assess

Week 3**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Say Something

Shared read: Reading/Writing Companion-"The Talent Show"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Idioms:Reading/Writing Companion

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Prompt

Grammar

Compound Sentences-Teach

Spelling

Long e-Assess Prior Knowledge

Lesson 2**Reading**

Shared read Making Predictions:Reading/Writing Companion

Shared read Plot:Reading/Writing Companion

Shared read Plot:Conflict:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Solving a Community Problem

Phonics

Reading/Writing Companion:Long e

Reading/Writing Companion:Plurals

Fluency

Reading/Writing Companion:Fluency

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Compound Sentences-Teach

Spelling

Long e-Spiral Review

Lesson 3**Reading**

Anchor Text:Literature Anthology Experts, Incorporated

Expand Vocabulary

Reinforce the Words

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Compound Sentences-Mechanics and Usage

Spelling

Long e-Word Meanings

Lesson 4**Reading**

Anchor Text:Literature Anthology Experts, Incorporated

Anchor Text:Reading/Writing Companion:Take Notes About the Text

Expand Vocabulary

Connect to Writing

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Compound Sentences-Proofread and Write

Spelling

Long e-Proofread and Write

Lesson 5**Reading**

Anchor Text:Literature Anthology ReRead Experts, Incorporated

Expand Vocabulary-Word Squares

Writing

Argumentative Writing-Reading/Writing Companion-Plan:Organize Ideas

Grammar

Compound Sentences-Assess and Reteach

Spelling

Long e-Assess

Week 4**Lesson 6****Reading**

Anchor Text:Literature Anthology ReRead Experts, Incorporated

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Clauses and Complex Sentences-Teach

Spelling

Long i-Assess Prior Knowledge

Lesson 7**Reading**

Paired Selection:Literature Anthology “Speaking Out to Stop Bullying”

Expand vocabulary-Homophones

Writing

Argumentative Writing-Reading/Writing Companion-Draft:Relevant Evidence

Grammar

Clauses and Complex Sentences-Teach

Spelling

Long i-Spiral Review

Lesson 8**Reading**

Paired Selection:Literature Anthology Reread“Speaking Out to Stop Bullying”

Author’s Craft:Reading/Writing Companion-Author’s Claim

Expand vocabulary-Context Clues

Phonics

Reading/Writing Companion-Long i

Reading/Writing Companion-Inflectional Endings

Expand Vocabulary

Idioms

Grammar

Clauses and Complex Sentences-Mechanics and Usage

Spelling

Long i-Word Meanings

Lesson 9**Reading**

Fluency-Literature Anthology-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Argumentative Writing-Reading/Writing Companion-Revise:Peer Conferences

Grammar

Compound Sentences-Proofread and Write

Spelling

Long i-Proofread and Write

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Compound Sentences-Assess and Reteach

Spelling

Long i-Assess

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Kids Can Help

Shared read: Reading/Writing Companion-"Dollars & Sense"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Suffixes:Reading/Writing Companion

Grammar

Run-on Sentences-Teach

Spelling

Long o-Assess Prior Knowledge

Lesson 2

Reading

Shared read Reread:Reading/Writing Companion

Shared read Text Features:Graphs & Headings:Reading/Writing Companion

Shared read Central Idea and Relevant Details: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Long o

Reading/Writing Companion:Compound Words

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Businesses That Help Others

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Run-on Sentences-Teach

Spelling

Long o-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Kids in Business

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Writing

Argumentative Writing-Reading/Writing Companion-Elaboration

Grammar

Run-on Sentences-Mechanics and Usage

Spelling

Long o-Word Meanings

Lesson 4

Reading

Paired Selection:Literature Anthology “Starting a Successful Business”

Author’s Craft:Text Structure:Sequence-Reading/Writing Companion

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Run-on Sentences-Proofread & Write

Spelling

Long o-Proofread & Write

Lesson 5**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

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Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Run-on Sentences-Assess & Reteach

Spelling

Long o-Assess

UNIT 1 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Reading Digitally-Bullying:It’s Against the Law

Reader’s Theater-Whodunit?WooKnows

Science-Reading/Writing Companion-”Landforms Shaped by Weathering & Erosion”, “Dust Bowl Blues”

Science-Reading/Writing Companion-Compare the Passages-Chronology-Write a Scientific Article

Writing

Argumentative Writing-Analyze the Prompt

Day 2**Reading**

Reading Digitally-Bullying:It’s Against the Law

Reader’s Theater-Whodunit?WooKnows

Science-Reading/Writing Companion-”Landforms Shaped by Weathering & Erosion”, “Dust Bowl Blues”

Science-Reading/Writing Companion-Compare the Passages-Chronology-Write a Scientific Article

Writing

Argumentative Writing-Analyze the Sources

Day 3

Reading

Reader's Theater-Whodunit?WooKnows

Social Studies-Reading/Writing Companion-"Developing a Nation's Economy"

Social Studies-Reading/Writing Companion-Determining Cause & Effect-Create a Fact Card

Writing

Argumentative Writing-Plan:Organize Ideas

Day 4

Reading

Reader's Theater-Whodunit?WooKnows

Social Studies-Reading/Writing Companion-"Developing a Nation's Economy"

Social Studies-Reading/Writing Companion-Determining Cause & Effect-Create a Fact Card

Writing

Argumentative Writing-Draft:Strong Introduction

Day 5

Reading

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

Writing

Argumentative Writing-Revise:Peer Conferences

Assessment-Summative Assessment

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Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor

- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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Unit Plan Title	Unit 2
Suggested Time Frame	6 weeks

Overview / Rationale
In this unit, students will read and understand expository text, drama, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and correctly apply various types of nouns, correctly combine sentences, and build their vocabulary. They will learn what helps an animal to survive, how animal characters change familiar stories, and how writers are inspired by animals. This unit focuses on planning, drafting, revising, editing, and publishing an expository essay.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts</p> <p>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.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.</p> <p>B. Write affixed words that involve a sound or spelling change in the base word.</p> <p>C. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>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.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in</p>

word meanings.

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

L.KL.4.1.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

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

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a 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.

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.

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

RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or 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.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 in structure 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.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

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.

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.

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

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

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

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 and 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 discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
 Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
 Amistad Mandates - N.J.S.A. 18A:35-4.43
 Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Anansi and the Birds and Ranita the Frog Princess

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.
 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit 2 Weeks 1 & 2:

- Genre Focus: Informational
Text: EXPOSITORY
- Essential Question: What helps an animal to survive?

Unit 2 Weeks 3 & 4:

- Genre Focus: DRAMA
- Essential Question: How do animal characters change familiar stories?

Unit 2 Week 5:

- Genre Focus: POETRY
- Essential Question: How are writers inspired by animals?

Unit 2 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Expository texts are nonfiction texts that give information and facts about a topic.
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- A Drama is a story written so it can be performed by actors for an audience.
- Drama stories tell the story through the words and actions of the characters.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.
- Poetry can tell a story, describe a situation, or appeal to the senses.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

Knowledge:

Students will know:

- What helps an animal to survive.
- How animal characters change familiar stories.
- How writers are inspired by animals.

Skills:

Students will be able to...

- Read and understand expository texts
- Read and understand drama
- Read and understand poetry
- Use text evidence to respond to expository texts, drama, and poetry
- Read and understand social studies and science texts

Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> Selection Tests Conference notes Small group work notes Running Records 	Summative Assessments: <ul style="list-style-type: none"> Benchmark Assessments

Stage 3 – Learning Plan
<u>Unit 2 Week 1</u> <u>Lesson 1</u> <u>Reading</u>

Introduce the concept and build knowledge
Interactive Read aloud-Adaptations at Work
Shared read: Reading/Writing Companion- “Animal Adaptations”
Shared read Academic Vocabulary:Reading/Writing Companion
Shared read Prefixes:Reading/Writing Companion

Grammar

Common and Proper Nouns-Teach

Spelling

Prefixes-Assess Prior Knowledge

Lesson 2

Reading

Shared read Summarize:Reading/Writing Companion
Shared read Text Features:Photographs, Captions, and Headings:Reading/Writing Companion
Shared read Text Structure:Central Idea and Relevant details: Reading/Writing Companion
Shared read Craft & Structure: Reading/Writing Companion
Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Reading/Writing Companion:Animal Survival

Phonics

Reading/Writing Companion:Prefixes
Reading/Writing Companion:Inflectional Endings

Grammar

Common and Proper Nouns-Teach

Spelling

Prefixes-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Spiders
Expand Vocabulary-Reinforce the Words

Writing

Expository Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Common and Proper Nouns-Mechanics and Usage

Spelling

Prefixes-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Spiders
Anchor Text:Literature Anthology-Take notes about text

Writing

Expository Writing-Reading/Writing Companion-Central Idea

Grammar

Common and Proper Nouns-Proofread and Write

Spelling

Prefixes-Proofread and Write

Lesson 5**Reading**

Anchor Text:Literature Anthology Spiders

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Common and Proper Nouns-Assess and Reteach

Spelling

Prefixes-Assess

Week 2**Lesson 6****Reading**

Anchor Text:Literature Anthology-Reread Spiders

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Singular and Plural Nouns-Teach

Spelling

Digraphs-Assess prior knowledge

Lesson 7**Reading**

Paired Selection:Literature Anthology “Anansi and the Birds”

Expand vocabulary-Suffixes

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Singular and Plural Nouns-Teach

Spelling

Digraphs-Spiral Review

Lesson 8**Reading**

Paired Selection:Literature Anthology “Anansi and the Birds”

Author’s Craft:Reading/Writing Companion-Character Development

Expand vocabulary-Multiple-Meaning Words

Phonics

Reading/Writing Companion-Digraphs

Reading/Writing Companion-Possessives

Expand Vocabulary-Prefixes

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Singular and Plural Nouns-Mechanics and Usage

Spelling

Digraphs-Word Meanings

Lesson 9

Reading

Fluency

Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Singular and Plural Nouns-Proofread and Write

Spelling

Digraphs-Proofread and Write

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Singular and Plural Nouns-Assess & Reteach

Spelling

Digraphs-Assess

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-A Grasshopper's Sad Tale

Shared read: Reading/Writing Companion-"The Ant and the Grasshopper"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Antonyms:Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Analyze the Prompt

Grammar

Irregular Plural Nouns-Teach

Spelling

Three-Letter Blends-Assess Prior Knowledge

Lesson 2

Reading

Shared read Story Elements:Drama:Reading/Writing Companion

Shared read Theme:Reading/Writing Companion

Shared read Ask and Answer Questions:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Make a Food Web

Phonics

Reading/Writing Companion:Three-Letter Blends

Reading/Writing Companion:Words ending in -er and -est

Fluency

Reading/Writing Companion:Fluency

Writing

Expository Writing-Reading/Writing Companion-Analyze the Prompt

Grammar

Irregular Plural Nouns-Teach

Spelling

Three-Letter Blends-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Ranita, The Frog Princess

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Irregular Plural Nouns-Mechanics and Usage

Spelling

Three-Letter Blends-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Ranita, The Frog Princess

Anchor Text:Reading/Writing Companion:Take Notes About the Text

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Irregular Plural Nouns-Proofread and Write

Spelling

Three-Letter Blends-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Reread Ranita, The Frog Princess

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading/Writing Companion-Plan:Organize Ideas

Grammar

Irregular Plural Nouns-Assess and Reteach

Spelling

Three-Letter Blends-Assess

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Reread Ranita, The Frog Princess

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Possessive Nouns-Teach

Spelling

R-controlled vowels /är/ and /ôr/ -Assess Prior Knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “Pecos Bill and the Bear”

Expand vocabulary-Greek Roots

Writing

Expository Writing-Reading/Writing Companion-Draft:Transitional Strategies

Grammar

Possessive Nouns-Teach

Spelling

R-controlled vowels /är/ and /ôr/-Spiral Review

Lesson 8

Reading

Paired Selection:Literature Anthology Reread “Pecos Bill and the Bear”

Author’s Craft:Reading/Writing Companion-Figurative Language-Hyperbole

Expand vocabulary-Context Clues

Phonics

Reading/Writing Companion-R-controlled vowels /är/ and /ôr/

Reading/Writing Companion-Suffixes -ful and -less

Expand Vocabulary

Antonyms

Grammar

Possessive Nouns-Mechanics and Usage

Spelling

R-controlled vowels /är/ and /ôr/Word Meanings

Lesson 9**Reading**

Fluency-Literature Anthology-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Expository Writing-Reading/Writing Companion-Revise:Peer Conferences

Grammar

Possessive Nouns-Proofread and Write

Spelling

R-controlled vowels /är/ and /ôr/-Proofread and Write

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Possessive Nouns-Assess and Reteach

Spelling

R-controlled vowels /är/ and /ôr/-Assess

Week 5**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Animal Haiku

Shared read: Reading/Writing Companion-"Dog", "The Eagle", "Chimpanzee", and "Rat"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Simile and Metaphor:Reading/Writing Companion

Grammar

Combining Sentences-Teach

Spelling

Suffixes-Assess Prior Knowledge

Lesson 2**Reading**

Shared read Poetry:Rhyme and Structure:Reading/Writing Companion

Shared read Text Structure:Lyric Poetry and Haiku:Reading/Writing Companion

Shared read Character Perspective: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion:Suffixes

Reading/Writing Companion:Contractions

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Present Fun Animal Facts

Writing

Expository Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Combining Sentences-Teach

Spelling

Suffixes-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology “The Sandpiper”, “Bat”, “The Grasshopper Springs”, “Fireflies at Dusk”

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Strong Conclusion

Grammar

Combining Sentences-Mechanics and Usage

Spelling

Suffixes-Word Meanings

Lesson 4

Reading

Paired Selection:Literature Anthology “Fog”, “White Cat Winter”

Author’s Craft:Poetic Elements:Imagery and Assonance-Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Combining Sentences-Proofread & Write

Spelling

Suffixes-Proofread & Write

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

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Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Combining Sentences-Assess & Reteach

Spelling

Suffixes--Assess

UNIT 2 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Reading Digitally-Sharks Under Attack

Reader's Theater-The Nightingale

Science-Reading/Writing Companion-"Everglades Mammals", "Nine-Banded Armadillos"

Science-Reading/Writing Companion-Compare the Passages-Sharks Under Attack-Create a Podcast

Writing

Expository Writing-Analyze the Prompt

Day 2**Reading****Reading**

Reading Digitally-Sharks Under Attack

Reader's Theater-The Nightingale

Science-Reading/Writing Companion-"Everglades Mammals", "Nine-Banded Armadillos"

Science-Reading/Writing Companion-Compare the Passages-Sharks Under Attack-Create a Podcast

Writing

Expository Writing-Analyze the Sources

Day 3**Reading**

Reader's Theater-The Nightingale

Social Studies-Reading/Writing Companion-"Volunteering at National Parks", "A Hero of Conservation"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Volunteer Poster

Writing

Expository Writing-Plan:Organize Ideas

Day 4**Reading**

Reader's Theater-The Nightingale

Social Studies-Reading/Writing Companion-"Volunteering at National Parks", "A Hero of Conservation"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Volunteer Poster

Writing

Expository Writing-Draft: Relevant Evidence

Day 5

Reading

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

Writing

Expository Writing-Revise: Peer Conferences

Assessment-Summative Assessment

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Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes

- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 3
Suggested Time Frame	6 weeks

Overview / Rationale

In this unit, students will read and understand realistic fiction, biographies, and argumentative texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also learn about verbs and irregular verbs, and build their vocabulary. They will learn ways you can help your community, how one person can make a difference, and how advances in Science can help or harm. This unit focuses on planning, drafting, revising, editing, and publishing an argumentative essay.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

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.

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.

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.

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

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

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.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.KL.4.1.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

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

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 a main idea, citing key details from 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.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.

RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

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.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.

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.

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.

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

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

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

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 and 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 discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
Amistad Mandates - N.J.S.A. 18A:35-4.43
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Aguinaldo and Nelson Mandela Working For Freedom

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit 3 Weeks 1 & 2:

- Genre Focus: Informational Text: REALISTIC FICTION
- Essential Question: What helps an animal to survive?

Unit 3 Weeks 3 & 4:

- Genre Focus: BIOGRAPHY
- Essential Question: How do animal characters change familiar stories?

Unit 3 Week 5:

- Genre Focus: ARGUMENTATIVE TEXT
- Essential Question: How are writers inspired by animals?

Unit 3 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Realistic Fiction stories could have actually occurred to people or animals in a believable setting.
- Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people.
- Biographies are non fiction texts written by someone else about a person's life.
- Biographies are written to inform about a real person's life.
- In Argumentative texts, the author is trying to persuade or convince the reader of something.
- Argumentative texts take a position or stance on an issue.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

Knowledge:

Students will know:

- What ways you can help your community.
- How one person can make a difference.
- How advances in Science can help or harm.

Skills:

Students will be able to...

- Read and understand realistic fiction
- Read and understand biographies
- Read and understand argumentative texts

	<ul style="list-style-type: none"> ● Use text evidence to respond to realistic fiction, biographies, and argumentative texts. ● Read and understand social studies and science texts
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records 	Summative Assessments: <ul style="list-style-type: none"> ● Benchmark Assessments

Stage 3 – Learning Plan

Unit 3 Week 1

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Books

Shared read: Reading/Writing Companion- “Remembering Hurricane Katrina”

Shared read Academic Vocabulary:Reading/Writing Companion

Shared read Context Clues:Reading/Writing Companion

Grammar

Action Verbs-Teach

Spelling

R-controlled vowels er, ir, ur-Assess Prior Knowledge

Lesson 2

Reading

Shared read Visualize:Reading/Writing Companion

Shared read Plot: Flashback:Reading/Writing Companion

Shared read Point of View and Perspective: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Reading/Writing Companion:Volunteering in Your Community

Phonics

Reading/Writing Companion:r-controlled vowels er, ir, and ur

Reading/Writing Companion:Closed Syllables

Grammar

Action Verbs-Teach

Spelling

R-controlled vowels er, ir, ur-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Spiders

Expand Vocabulary-Reinforce the Words

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Action Verbs-Mechanics and Usage

Spelling

R-controlled vowels er, ir, ur-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Aguinaldo

Writing

Argumentative Writing-Reading/Writing Companion-Logical Progression

Grammar

Action Verbs-Proofread and Write

Spelling

R-controlled vowels er, ir, ur-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Aguinaldo

Expand Vocabulary-Word Squares

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Action Verbs-Assess and Reteach

Spelling

R-controlled vowels er, ir, ur-Assess

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology-Reread Aguinaldo

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Verb Tenses-Teach

Spelling

Silent letters-Assess prior knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “Partaking in Public Service”

Expand vocabulary-Suffixes

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Verb Tenses-Teach

Spelling

Silent letters-Spiral Review

Lesson 8

Reading

Paired Selection:Literature Anthology “Partaking in Public Service”

Author's Craft:Reading/Writing Companion-Text Structure:Problem and Solution
Expand vocabulary-Multiple-Context Clues

Phonics

Reading/Writing Companion-Words with silent letters

Reading/Writing Companion-Open Syllables

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Verb Tenses-Mechanics and Usage

Spelling

Silent letters-Word Meanings

Lesson 9

Reading

Fluency

Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Verb Tenses-Proofread and Write

Spelling

Silent letters-Proofread and Write

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Verb Tenses-Assess & Reteach

Spelling

Silent letters-Assess

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Nelson Mandela:Working For Freedom

Shared read: Reading/Writing Companion-"Judy's Appalachia"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Synonyms & Antonyms:Reading/Writing Companion

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Prompt

Grammar

Main and helping verbs-Teach

Spelling

Soft c and g-Assess Prior Knowledge

Lesson 2

Reading

Shared read Story Elements:Drama:Reading/Writing Companion

Shared read Text feature:Timeline:Reading/Writing Companion

Shared read Author's Perspective:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

People Who Made a Difference

Phonics

Practice Book:soft c and g

Practice Book:final e syllables

Fluency

Reading/Writing Companion:Fluency

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Main and helping verbs-Teach

Spelling

Soft c and g-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Delivering Justice

Expand Vocabulary

Reinforce the Words

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Main and Helping verbs-Mechanics and Usage

Spelling

Soft c and g-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Delivering Justice

Anchor Text:Reading/Writing Companion:Take Notes About the Text

Expand Vocabulary

Connect to Writing

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Main and Helping verbs--Proofread and Write

Spelling

Soft c and g-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Reread Delivering Justice

Expand Vocabulary-Word Squares

Writing

Argumentative Writing-Reading/Writing Companion-Plan:Organize Ideas

Grammar

Main and Helping verbs-Assess and Reteach

Spelling

Soft c and g-Assess

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Reread Delivering Justice

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Linking verbs-Teach

Spelling

Plurals-Assess Prior Knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “Keeping Freedom in the Family”

Expand vocabulary-Use a Dictionary

Writing

Argumentative Writing-Reading/Writing Companion-Draft:Sentences Fluency

Grammar

Linking verbs-Teach

Spelling

Plurals-Spiral Review

Lesson 8

Reading

Paired Selection:Literature Anthology Reread “Keeping Freedom in the Family”

Author’s Craft:Reading/Writing Companion-Author’s Purpose

Expand vocabulary-Context Clues

Phonics

Practice Book-Plurals

Practice Book- Suffixes -ment, -ness, -age, -ance, -ence

Expand Vocabulary

Synonyms and Antonyms

Grammar

Linking verbs-Mechanics and Usage

Spelling

Plurals- Word Meanings

Lesson 9**Reading**

Fluency-Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Argumentative Writing-Reading/Writing Companion-Revise:Peer Conferences

Grammar

Linking verbs-Proofread and Write

Spelling

Plurals-Proofread and Write

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Linking verbs-Assess and Reteach

Spelling

Plurals-Assess

Week 5**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-All about Organic

Shared read: Reading/Writing Companion-"Food Fight"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Greek Roots:Reading/Writing Companion

Grammar

Irregular verbs-Teach

Spelling

Compound words-Assess Prior Knowledge

Lesson 2

Reading

Shared read Reread:Reading/Writing Companion

Shared read Text Structure:Maps & Headings:Reading/Writing Companion

Shared read Author's Claim: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Practice Book-Compound words

Structural Analysis

Base Words and Related Words

Fluency

Practice Book:Fluency

Research & Inquiry:

Reading/Writing Companion-Advances in Farming Technology

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Irregular verbs-Teach

Spelling

Compound Words-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology A New Kind of Corn

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Writing

Argumentative Writing-Reading/Writing Companion-Strong Conclusion

Grammar

Irregular Verbs-Mechanics and Usage

Spelling

Compound Words-Word Meanings

Lesson 4

Reading

Paired Selection:Literature Anthology "The Pick of the Patch"

Author's Craft:Text Structure:Sequence-Reading/Writing Companion

Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Irregular Verbs-Proofread & Write

Spelling

Compound Words-Proofread & Write

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

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Writing

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Irregular verbs-Assess & Reteach

Spelling

Suffixes--Assess

UNIT 3 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Reading Digitally-Kids Lead the Way

Reader's Theater-Nat Love, Western Hero

Social Studies-Reading/Writing Companion-"Challenging Times:The 1886 Earthquake""Earth Day Action"

Social Studies-Reading/Writing Companion-Compare the Passages-Compost Food Scraps-Write a Speech

Writing

Argumentative Writing-Analyze the Prompt

Day 2**Reading****Reading**

Reading Digitally-Kids Lead the Way

Reader's Theater-Nat Love, Western Hero

Social Studies-Reading/Writing Companion-"Challenging Times:The 1886 Earthquake""Earth Day Action"

Social Studies-Reading/Writing Companion-Compare the Passages-Compost Food Scraps-Write a Speech

Writing

Argumentative Writing-Analyze the Sources

Day 3**Reading**

Reader's Theater-Nat Love, Western Hero

Science-Reading/Writing Companion-"Flowering and Nonflowering Plants" and "Seasonal Changes"

Science-Reading/Writing Companion-Compare and Contrast-"Flowering and Nonflowering Plants"

Writing

Argumentative Writing-Plan:Organize Ideas

Day 4

Reading

Reader's Theater-The Nightingale

Social Studies-Reading/Writing Companion-"Volunteering at National Parks", "A Hero of Conservation"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Volunteer Poster

Writing

Argumentative Writing-Draft:Domain-Specific Vocabulary

Day 5

Reading

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

Writing

Argumentative Writing-Revise:Peer Conferences

Assessment-Summative Assessment

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Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions

- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered

- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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Unit Plan Title	Unit 4:
Suggested Time Frame	6 weeks

Overview / Rationale
In this unit, students will read and understand narrative nonfiction, historical fiction, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify pronouns, possessive pronouns, homophones, and build their vocabulary. They will learn why we need government, how inventions and technology affect your life, and how writers look at success in different ways. This unit focuses on planning, drafting, revising, editing, and publishing an expository essay.

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts</p> <p>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.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.</p> <p>B. Write affixed words that involve a sound or spelling change in the base word.</p> <p>C. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>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.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <p>L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p>

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.KL.4.1.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

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

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

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

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.

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

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

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.

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

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

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 and 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 discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit 4 Weeks 1 & 2:

- Genre Focus: Informational Text: NARRATIVE NONFICTION
- Essential Question: Why do we need government?

Unit 4 Weeks 3 & 4

- Genre Focus: HISTORICAL FICTION
- Essential Question: How do inventions and technology affect your life?

Unit 4 Week 5:

- Genre Focus: POETRY
- Essential Question: How do writers look at success in different ways?

Unit 4 Week 6:

- Genre Focus: REVIEW, EXTEND, AND ASSESS

Enduring Understandings:

Students will be able to understand:

- Narrative nonfiction readers organize information into categories as they read.
- Narrative nonfiction and hybrid texts combine a narrative storytelling structure with expository information.
- Historical Fiction stories take place during the past in real locations during real time periods in history.
- Historical Fiction stories are based on real events but have fictional aspects mixed in.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.
- Poetry can tell a story, describe a situation, or appeal to the senses..
- Readers change their lenses because there are different ways to read texts depending on the text structure.

Knowledge:

Students will know:

- Why we need government.

Skills:

Students will be able to...

- Read and understand narrative nonfiction

<ul style="list-style-type: none"> • How inventions and technology affect your life. • How writers look at success in different ways. 	<ul style="list-style-type: none"> • Read and understand historical fiction • Read and understand poetry • Use text evidence to respond to narrative nonfiction, historical fiction, and poetry • Read and understand social studies and science texts
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence	
Pre-Assessments: <ul style="list-style-type: none"> • Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> • Selection Tests • Conference notes 	Summative Assessments: <ul style="list-style-type: none"> • Benchmark Assessments

- Small group work notes
- Running Records

Stage 3 – Learning Plan

Unit 4 Week 1

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Speaking Out Against Child Labor

Shared read: Reading/Writing Companion- “A World Without Rules”

Shared read Academic Vocabulary:Reading/Writing Companion

Shared read Latin Roots:Reading/Writing Companion

Grammar

Pronouns and Antecedents-Teach

Spelling

Inflectional Endings-Assess Prior Knowledge

Lesson 2

Reading

Shared readAsk and Answer Questions:Reading/Writing Companion

Shared read Text Features:Headings and Pronunciations:Reading/Writing Companion

Shared read Text Feature: Cause and Effect: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Reading/Writing Companion:Government

Phonics

Reading/Writing Companion:Inflectional Endings

Reading/Writing Companion:Vowel Team Syllables

Grammar

Pronouns and Antecedents-Teach

Spelling

Inflectional Endings-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology See How They Run

Expand Vocabulary-Reinforce the Words

Writing

Expository Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Pronouns and Antecedents-Mechanics and Usage

Spelling

Inflectional Endings-Word Meanings

Lesson 4**Reading**

Anchor Text:Literature Anthology See How They Run

Writing

Expository Writing-Reading/Writing Companion-Logical Text Structure

Grammar

Pronouns and Antecedents-Proofread and Write

Spelling

Inflectional Endings-Proofread and Write

Lesson 5**Reading**

Anchor Text:Literature Anthology See How They Run

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Pronouns and Antecedents-Assess and Reteach

Spelling

Inflectional Endings-Assess

Week 2**Lesson 6****Reading**

Anchor Text:Literature Anthology-Reread See How They Run

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Types of Pronouns-Teach

Spelling

Inflectional endings: y to i-Assess prior knowledge

Lesson 7**Reading**

Paired Selection:Literature Anthology “The Birth of American Democracy”

Expand vocabulary-Greek Roots

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Types of Pronouns-Teach

Spelling

Inflectional endings: y to i-Spiral Review

Lesson 8

Reading

Paired Selection:Literature Anthology “The Birth of American Democracy”

Author’s Craft:Reading/Writing Companion-Homophones and Homographs

Expand vocabulary-Latin Roots

Phonics

Reading/Writing Companion-Inflectional endings: y to i

Reading/Writing Companion-r-controlled vowel Syllables

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Types of Pronouns-Mechanics and Usage

Spelling

Inflectional endings: y to i-Word Meanings

Lesson 9

Reading

Fluency

Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Types of Pronouns-Proofread and Write

Spelling

Inflectional endings: y to i-Proofread and Write

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Types of Pronouns-Assess & Reteach

Spelling

Inflectional endings: y to i-Assess

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Good-bye Icebox

Shared read: Reading/Writing Companion-"A Telephone Mix-Up"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Synonyms:Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Analyze the Prompt

Grammar

Pronoun-Verb Agreement-Teach

Spelling

Words with /ü/, /û/, and /û/-Assess Prior Knowledge

Lesson 2

Reading

Shared read Make Predictions:Reading/Writing Companion

Shared read Plot:Setting:Reading/Writing Companion

Shared read Point of View and Perspective:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Technological Advances

Phonics

Practice Book:Words with /ü/, /û/, and /û/

Practice Book:consonants + le syllables

Fluency

Reading/Writing Companion:Fluency

Writing

Expository Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Pronoun-Verb Agreement-Teach

Spelling

Words with /ü/, /û/, and /û/-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology The Moon Over Star

Expand Vocabulary

Reinforce the Words

Writing

Expository Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Pronoun-Verb Agreement-Mechanics and Usage

Spelling

Words with /ü/, /û/, and /ū/-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology The Moon Over Star

Anchor Text:Reading/Writing Companion:Take Notes About the Text

Expand Vocabulary

Connect to Writing

Writing

Expository Writing-Reading/Writing Companion-Analyze the Sources

Grammar

Pronoun-Verb Agreement--Proofread and Write

Spelling

Words with /ü/, /û/, and /ū/-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Reread The Moon Over Star

Expand Vocabulary-Word Squares

Writing

Expository Writing-Reading/Writing Companion-Plan:Organize Ideas

Grammar

Pronoun-Verb Agreement-Assess and Reteach

Spelling

Words with /ü/, /û/, and /ū/-Assess

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Reread The Moon Over Star

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Possessive Pronouns-Teach

Spelling

Diphthongs/oi/ and /ou/-Assess Prior Knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “Star Parties”

Expand vocabulary-Context Clues

Writing

Expository Writing-Reading/Writing Companion-Draft:Sentences Fluency

Grammar

Possessive Pronouns-Teach

Spelling

Diphthongs/oi/ and /ou/-Spiral Review

Lesson 8

Reading

Paired Selection:Literature Anthology Reread “Star Parties”

Author’s Craft:Reading/Writing Companion-Text Structure:Description

Expand vocabulary-Context Clues

Phonics

Practice Book-Diphthongs/oi/ and /ou/-

Practice Book- Greek and Latin Roots

Expand Vocabulary

Synonyms

Grammar

Possessive Pronouns-Mechanics and Usage

Spelling

Diphthongs/oi/ and /ou/- Word Meanings

Lesson 9

Reading

Fluency-Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Expository Writing-Reading/Writing Companion-Revise:Peer Conferences

Grammar

Possessive Pronouns-Proofread and Write

Spelling

Diphthongs/oi/ and /ou/-Proofread and Write

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Possessive Pronouns-Assess and Reteach

Spelling

Diphthongs/oi/ and /ou/-Assess

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Sam's Box

Shared read: Reading/Writing Companion-"Sing to Me", "The Climb"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Connotation and Denotation:Reading/Writing Companion

Grammar

Pronouns and Homophones-Teach

Spelling

Variant Vowel /ô/-Assess Prior Knowledge

Lesson 2

Reading

Shared read Poetry:Structure:Reading/Writing Companion

Shared read Narrative Poetry:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Practice Book-Variant Vowel /ô/

Practice Book:Frequently Confused Words

Fluency

Practice Book:Fluency

Research & Inquiry:

Reading/Writing Companion-Looking at Success

Writing

Expository Writing-Reading/Writing Companion-Analyze the Rubric

Grammar

Pronouns and Homophones-Teach

Spelling

Variant Vowel /ô/-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology "Swimming to the Rock", "The Moondust Footprint"

Anchor Text:Reading/Writing Companion-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Central Idea

Grammar

Pronouns and Homophones-Mechanics and Usage

Spelling

Variant Vowel /ô/-Word Meanings

Lesson 4

Reading

Paired Selection:Literature Anthology "Genius", "Winner"

Author's Craft:Poetry:Rhyme and Structure-Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Pronouns and Homophones-Proofread & Write

Spelling

Variant Vowel /ô/-Proofread & Write

Lesson 5**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

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Writing

Expository Writing-Reading/Writing Companion-Analyze the Student Model

Grammar

Pronouns and Homophones-Assess & Reteach

Spelling

Variant Vowel /ô/--Assess

UNIT 4 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Reading Digitally-Log on to Online Learning

Reader's Theater-All the Money in the World

Social Studies-Reading/Writing Companion-"The United States Constitution and the Rights of States", "A Government That Depends on its States"

Social Studies-Reading/Writing Companion-Compare the Passages-Federal or States?-Federal and State Duties

Writing

Expository Writing-Analyze the Prompt

Day 2**Reading****Reading**

Reading Digitally-Log on to Online Learning

Reader's Theater-All the Money in the World

Social Studies-Reading/Writing Companion-"The United States Constitution and the Rights of States", "A Government That Depends on its States"

Social Studies-Reading/Writing Companion-Compare the Passages-Federal or States?-Federal and State Duties

Writing

Expository Writing-Analyze the Sources

Day 3

Reading

Reader's Theater-All the Money in the World

Science-Reading/Writing Companion-"Turn Up the Heat", "3..2..1:We Have Spin-Off!"

Science-Reading/Writing Companion-Compare the Passages-Space to Earth

Writing

Expository Writing-Plan:Organize Ideas

Day 4

Reading

Reader's Theater-All the Money in the World

Science-Reading/Writing Companion-"Turn Up the Heat", "3..2..1:We Have Spin-Off!"

Science-Reading/Writing Companion-Compare the Passages-Space to Earth

Writing

Expository Writing-Draft:Precise Language

Day 5

Reading

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

Writing

Expository Writing-Revise:Peer Conferences

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=NNGMCOO3X8MV14D8OXN5PNOEP8&originalDayId=RP94NVHVMC63XR36DYLY964SP4©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice

- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 5
Suggested Time Frame	6 weeks

Overview / Rationale

In this unit, students will read and understand expository text and realistic fiction. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify adjectives and articles, and build their vocabulary. They will learn what can be discovered when you look closely at something, ways people show they care about each other, and how learning about the past can help understand the present.. This unit focuses on planning, drafting, revising, editing, and publishing a personal narrative.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- 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.
- 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.
- 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.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.4.1.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

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

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.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 a 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.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

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 in structure 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.

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.

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.

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

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

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 and 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 discipline-specific tasks, purposes, and audiences.

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
Amistad Mandates - N.J.S.A. 18A:35-4.43
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Titles include Mama, I'll Give you the World and Miami by Way of Fujian.

Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Unit 5 Weeks 1 & 2:

Enduring Understandings:

<ul style="list-style-type: none"> ● Genre Focus: Informational Text: EXPOSITORY TEXT ● Essential Question: What can you discover when you look closely at something? <p>Unit 5 Weeks 3 & 4</p> <ul style="list-style-type: none"> ● Genre Focus: REALISTIC FICTION ● Essential Question: In what ways do people show they care about each other? <p>Unit 5 Week 5:</p> <ul style="list-style-type: none"> ● Genre Focus: EXPOSITORY TEXT ● Essential Question: How can learning about the past help you understand the present? <p>Unit 5 Week 6:</p> <ul style="list-style-type: none"> ● Genre Focus: REVIEW, EXTEND, AND ASSESS 	<p><i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Expository texts are nonfiction texts that give information and facts about a topic. ● Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal. ● Realistic Fiction stories could have actually occurred to people or animals in a believable setting. ● Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people. ● Readers change their lenses because there are different ways to read texts depending on the text structure.
<p>Knowledge:</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● What we can discover when you look closely at something. ● Ways people show they care about each other. ● How learning about the past can help understand the present. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand expository text ● Read and understand realistic fiction ● Use text evidence to respond to expository text and realistic fiction ● Read and understand social studies and science texts

Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access</p>
Teacher Resources

Wonders Teacher's Edition Unit 1
 Leveled Readers
 Differentiated Genre Passages
 Content Area BLM (T3C)
 ELL Small group guide
 Newcomer cards
 Newcomer Teacher's Guide
 Center Activity Cards (Reading)
 Center Activity Cards (Phonics/Word Study)
 Center Activity Cards (Writing)
 Digital Tools
 Vocabulary Cards

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan

Unit 5 Week 1

Lesson 1

Reading

Introduce the concept and build knowledge
 Interactive Read aloud-Stick like a Gecko
 Shared read: Reading/Writing Companion- "Your World Up Close"
 Shared read Academic Vocabulary:Reading/Writing Companion
 Shared read Antonyms:Reading/Writing Companion

Grammar

Adjectives-Teach

Spelling

Closed Syllables-Assess Prior Knowledge

Lesson 2

Reading

Shared read Summarize:Reading/Writing Companion

Shared read Text Features:Photographs and Captions:Reading/Writing Companion

Shared read Text Structure:Chronology: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Reading/Writing Companion:Looking Closely

Phonics

Reading/Writing Companion:Closed Syllables

Reading/Writing Companion:Latin Prefixes

Grammar

Adjectives-Teach

Spelling

Closed Syllables-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology A Drop of Water

Expand Vocabulary-Reinforce the Words

Writing

Personal Narrative- Writing-Reading/Writing Companion-Expert Model

Grammar

Adjectives-Mechanics and Usage

Spelling

Closed Syllables-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology A Drop of Water

Writing

Personal Narrative Writing-Reading/Writing Companion-Plan:CHoose Your Topic

Grammar

Adjectives-Proofread and Write

Spelling

Closed Syllables-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology A Drop of Water

Expand Vocabulary-Word Squares

Writing

Personal Narrative Writing-Reading/Writing Companion-Plan:Sequence of Events

Grammar

Adjectives-Assess and Reteach

Spelling

Closed Syllables-Assess

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology-Reread A Drop of Water

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Personal Narrative Writing-Reading/Writing Companion-Draft

Grammar

Articles-Teach

Spelling

Open Syllables-Assess prior knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “The Incredible Shrinking Potion”

Expand vocabulary-Homophones

Writing

Personal Narrative Writing-Reading/Writing Companion-Draft

Grammar

Articles-Teach

Spelling

Open Syllables-Spiral Review

Lesson 8

Reading

Paired Selection:Literature Anthology “The Incredible Shrinking Potion”

Author’s Craft:Reading/Writing Companion-Figurative Language:Imagery

Expand vocabulary-Antonyms

Phonics

Reading/Writing Companion-Open Syllables

Reading/Writing Companion-Irregular Plurals

Writing

Personal Narrative Writing-Reading/Writing Companion-Draft

Grammar

Articles-Mechanics and Usage

Spelling

Open Syllables-Word Meanings

Lesson 9

Reading

Fluency

Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Grammar

Articles-Proofread and Write

Spelling

Open Syllables-Proofread and Write

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Articles-Assess & Reteach

Spelling

Open Syllables-Assess

Week 3

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-A Special Birthday Hug

Shared read: Reading/Writing Companion-"Sadie's Game"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Figurative Language:Reading/Writing Companion

Writing

Personal Narrative Writing-Reading/Writing Companion-Revise

Grammar

Adjectives that compare-Agreement-Teach

Spelling

Vowel teams-Assess Prior Knowledge

Lesson 2

Reading

Shared read Visualize:Reading/Writing Companion

Shared read Plot:Conflict:Reading/Writing Companion

Shared read Plot:Foreshadowing:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Research & Inquiry

Community Organizations

Phonics

Practice Book:Vowel Teams

Practice Book:Greek and Latin Roots

Fluency

Reading/Writing Companion:Fluency

Writing

Personal Narrative Writing-Reading/Writing Companion-Peer Conferencing

Grammar

Adjectives that compare-Teach

Spelling

Vowel teams-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Mama, I'll Give you the World

Expand Vocabulary

Reinforce the Words

Writing

Personal Narrative Writing-Reading/Writing Companion-Peer Conferencing

Grammar

Adjectives that compare-Mechanics and Usage

Spelling

Vowel teams-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Mama, I'll Give you the World

Anchor Text:Reading/Writing Companion:Take Notes About the Text

Expand Vocabulary

Connect to Writing

Writing

Personal Narrative Writing-Reading/Writing Companion-Peer Conferencing

Grammar

Adjectives that compare-Proofread and Write

Spelling

Vowel teams-Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Reread Mama, I'll Give you the World

Expand Vocabulary-Word Squares

Writing

Personal Narrative Writing-Reading/Writing Companion-Edit and Proofread

Grammar

Adjectives that compare-Assess and Reteach

Spelling

Vowel teams-Assess

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology Reread Mama, I'll Give you the World

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Personal Narrative Writing-Reading/Writing Companion-Publish, Present, and Evaluate

Grammar

Comparing with More and Most-Teach

Spelling

R-controlled vowel syllables-Assess Prior Knowledge

Lesson 7**Reading**

Paired Selection:Literature Anthology "Miami by Way of Fujian"

Expand vocabulary-Idioms

Writing

Personal Narrative Writing-Reading/Writing Companion-Publish, Present, and Evaluate

Grammar

Comparing with More and Most-Teach

Spelling

R-controlled vowel syllables-Spiral Review

Lesson 8**Reading**

Paired Selection:Literature Anthology Reread "Miami by Way of Fujian"

Author's Craft:Reading/Writing Companion-Character Development

Expand vocabulary-Context Clues

Phonics

Practice Book-R-controlled vowel syllables

Practice Book- Frequently Misspelled Words

Expand Vocabulary

Similes and Metaphors

Grammar

Comparing with More and Most-Mechanics and Usage

Spelling

R-controlled vowel syllables- Word Meanings

Lesson 9**Reading**

Fluency-Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Personal Narrative Writing-Reading/Writing Companion-Publish, Present, and Evaluate

Grammar

Comparing with More and Most-Proofread and Write

Spelling

R-controlled vowel syllables-Proofread and Write

Lesson 10

Reading

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Comparing with More and Most-Assess and Reteach

Spelling

R-controlled vowel syllables-Assess

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Learning About the Past

Shared read: Reading/Writing Companion-"The Founding of Jamestown"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Proverbs and Adages:Reading/Writing Companion

Grammar

Comparing with Good and Bad-Teach

Spelling

Consonant + le Syllables-Assess Prior Knowledge

Lesson 2

Reading

Shared read Summarize:Reading/Writing Companion

Shared read Text Features:Sidebars and Maps:Reading/Writing Companion

Shared read Text Structure:Chronology: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Practice Book-Consonant + le Syllables

Practice Book:Latin Suffixes

Fluency

Practice Book:Fluency

Research & Inquiry:

Reading/Writing Companion-Effects of Spanish Rule in Florida

Writing

Expository Writing-Reading/Writing Companion-Expert Model

Grammar

Comparing with Good and Bad-Teach

Spelling

Consonant + le Syllables-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Rediscovering Our Spanish Beginnings

Anchor Text:Reading/Writing Companion-Respond to the text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Plan:Choose Your Topic

Grammar

Comparing with Good and Bad-Mechanics and Usage

Spelling

Consonant + le Syllables-Word Meanings

Lesson 4

Reading

Paired Selection:Literature Anthology “History’s Mysteries”

Author’s Craft:Author’s Perspective-Reading/Writing Companion

Writing

Expository Writing-Reading/Writing Companion-Plan:Write an Outline

Grammar

Comparing with Good and Bad-Proofread & Write

Spelling

Consonant + le Syllables-Proofread & Write

Lesson 5

Reading

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=47R7ONSJ3CGCO5M94BHYF6Z6VM&originalDayId=ELGM2HK13WZM4CVY1O7JNSVKGO©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Expository Writing-Reading/Writing Companion-Draft

Grammar

Comparing with Good and Bad-Assess & Reteach

Spelling

Consonant + le Syllables-Assess

UNIT 5 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS

Day 1

Reading

Reading Digitally-Help in a Box

Reader's Theater-The Camera in the Attic

Science-Reading/Writing Companion-"Minerals and Rocks", "Marvelous Magnets"

Science-Reading/Writing Companion-Compare the Passages-Conduct a Magnet Experiment-What Other Objects Are Magnetic?

Writing

Expository Writing-Revise

Day 2

Reading

Reading

Reading Digitally-Help in a Box

Reader's Theater-The Camera in the Attic

Science-Reading/Writing Companion-"Minerals and Rocks", "Marvelous Magnets"

Science-Reading/Writing Companion-Compare the Passages-Conduct a Magnet Experiment-What Other Objects Are Magnetic?

Writing

Expository Writing-Peer Conferencing

Day 3

Reading

Reader's Theater-The Camera in the Attic

Social Studies-Reading/Writing Companion-"European Explorers", "Estéban Dorantes"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Timeline

Writing

Expository Writing-Plan:Edit and Proofread

Day 4

Reading

Reader's Theater-The Camera in the Attic

Social Studies-Reading/Writing Companion-"European Explorers", "Estéban Dorantes"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Timeline

Writing

Expository Writing-Publish, Present, and Evaluate

Day 5

Reading

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

Writing

Expository Writing-Publish, Present, and Evaluate

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=VOS91S858CTHD1RXP1BH N6L461&originalDayId=BFZ9Y6GTNYVSKS8Q1PE6L21DWY©SeqNo=7VWEC9ZPSLB3 PGHBH71ODXEYVQ>

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time

- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 6
Suggested Time Frame	6 weeks

Overview / Rationale

In this unit, students will read and understand narrative nonfiction, historical fiction, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and use adverbs, negatives, and prepositions. They will learn how energy resources have changed over the years, how traditions connect people, and what shapes a person's identity. This unit focuses on planning, drafting, revising, editing, and publishing a fictional narrative and a free verse poem.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- 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.
- 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.
- 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.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.4.1.a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

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

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.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 a 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.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.

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 in structure 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.

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.

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.

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

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

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 and 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 discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a
 Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44
 Amistad Mandates - N.J.S.A. 18A:35-4.43
 Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Titles include Looking Up to Ellen Ochoa and Carlos's Gift

Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. ESS3.A: Natural Resources

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
 9.2.5.CAP.2: Identify how you might like to earn an income.
 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Unit 6 Weeks 1 & 2:

- Genre Focus: NARRATIVE NON FICTION
- Essential Question: How have our energy resources changed over the years?

Unit 6 Weeks 3 & 4:

- Genre Focus: HISTORICAL FICTION
- Essential Question: How do traditions connect people?

Unit 6 Week 5:

- Genre Focus: POETRY
- Essential Question: What shapes a person's identity?

Unit 6 Week 6:

Enduring Understandings:

Students will be able to understand:

- Narrative nonfiction readers organize information into categories as they read.
- Narrative nonfiction and hybrid texts combine a narrative storytelling structure with expository information.
- Historical Fiction stories take place during the past in real locations during real time periods in history.
- Historical Fiction stories are based on real events but have fictional aspects mixed in.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.

<ul style="list-style-type: none"> ● Genre Focus: REVIEW, EXTEND, AND ASSESS 	
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> ● How energy resources have changed over the years. ● How traditions connect people. ● What shapes a person's identity. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Read and understand narrative nonfiction ● Read and understand historical fiction ● Read and understand poetry. ● Use text evidence to respond to narrative nonfiction, historical fiction, and poetry. ● Read and understand social studies and science texts

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan**Week 1****Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Light Through the Ages

Shared read: Reading/Writing Companion-"The Great Energy Debate"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Greek & Latin prefixes:Reading/Writing Companion

Grammar

Adverbs-Teach

Spelling

Words with /en/-Assess Prior Knowledge

Lesson 2**Reading**

Shared read Ask and answer questions:Reading/Writing Companion

Shared read Text Features:Sidebars:Reading/Writing Companion

Shared read Central Idea & Relevant details: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Reading/Writing Companion: Words with /en/

Reading/Writing Companion: Number prefixes

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Energy Resources

Grammar

Adverbs-Teach

Spelling

Words with /en/-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology Energy Island

Expand Vocabulary

Reinforce the Words

Writing

Fictional Narrative-Expert Model

Grammar

Adverbs-Mechanics and Usage

Spelling

Words with /en/-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology Energy Island

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Fictional Narrative-Plan:Choose Your Topic

Grammar

Adverbs-Proofread and Write

Spelling

Words with /en/- Proofread and Write

Lesson 5

Reading

Anchor Text:Literature Anthology Energy Island

Expand Vocabulary-Word Squares

Writing

Fictional Narrative-Plan:Sequence of Events

Grammar

Adverbs-Assess and Reteach

Spelling

Words with /en/-Assess

Week 2

Lesson 6

Reading

Anchor Text:Literature Anthology Energy Island

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Writing

Fictional Narrative-Draft

Grammar

Comparing with Adverbs-Teach

Spelling

Homophones-Assess Prior Knowledge

Lesson 7**Reading**

Paired Selection:Literature Anthology “Of Fire and Water”

Expand vocabulary-Prefixes

Writing

Fictional Narrative-Draft

Grammar

Comparing with Adverbs-Teach

Spelling

Homophones-Spiral Review

Lesson 8**Reading**

Paired Selection:Literature Anthology “Of Fire and Water”

Author’s Craft:Reading/Writing Companion-Plot:Conflict

Expand vocabulary-Greek & Latin prefixes

Phonics

Practice Book-Homophones

Practice Book-Latin Suffixes

Writing

Fictional Narrative-Draft

Grammar

Comparing with Adverbs-Mechanics and Usage

Spelling

Homophones-Mechanics and Usage

Lesson 9**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Fluency

Reading/Writing Companion-Fluency

Grammar

Comparing with Adverbs-Proofread and write

Spelling

Homophones-Proofread and write

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

Grammar

Comparing with Adverbs-Assess and Reteach

Spelling

Homophones-Assess

Week 3**Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Reading the Sky

Shared read: Reading/Writing Companion-"A Surprise Reunion"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Connotation and Denotation:Reading/Writing Companion

Writing

Fictional Narrative-Revise

Grammar

Negatives-Teach

Spelling

Prefixes-Assess Prior Knowledge

Lesson 2**Reading**

Shared read Reread:Reading/Writing Companion

Shared read Plot:SettingReading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Practice Book-Prefixes

Practice Book-Words from Mythology

Fluency

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Comparing Traditions and Cultures

Writing

Fictional Narrative-Peer Conferencing

Grammar

Negatives-Teach

Spelling

Prefixes-Spiral Review

Lesson 3**Reading**

Anchor Text:Literature Anthology The Game of Silence

Expand Vocabulary

Reinforce the Words

Writing

Fictional Narrative-Peer Conferencing

Grammar

Negatives-Mechanics and Usage

Spelling

Prefixes-Word Meanings

Lesson 4

Reading

Anchor Text:Literature Anthology The Game of Silence

Anchor Text:Literature Anthology-Take notes about text

Expand Vocabulary

Connect to Writing

Writing

Fictional Narrative-Peer Conferencing

Grammar

Negatives-Proofread and write

Spelling

Prefixes-Proofread and write

Lesson 5

Reading

Anchor Text:Literature Anthology The Game of Silence

Expand Vocabulary-Word Squares

Writing

Fictional Narrative-Edit and Proofread

Grammar

Negatives-Assess and reteach

Spelling

Prefixes-Assess

Week 4

Lesson 6

Reading

Anchor Text:Literature Anthology The Game of Silence

Respond to Reading-Reading/Writing Companion-Write about the anchor text

Grammar

Prepositions-Teach

Spelling

Suffixes-Assess Prior Knowledge

Lesson 7

Reading

Paired Selection:Literature Anthology “Native Americans:Yesterday and Today”

Expand vocabulary-Words from Mythology

Writing

Fictional Narrative-Publish, Present, and Evaluate

Grammar

Prepositions-Teach

Spelling

Suffixes-Spiral Review

Lesson 8**Reading**

Paired Selection:Literature Anthology “Native Americans:Yesterday and Today”

Author’s Craft:Reading/Writing Companion-Maps

Expand Vocabulary-Sentence Clues

Phonics

Practice Book-Suffixes

Practice Book-Greek and Latin Roots

Expand Vocabulary

Practice Book-Connotation and Denotation

Grammar

Prepositions-Mechanics and Usage

Spelling

Suffixes-Word Meanings

Lesson 9**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

Writing

Fictional Narrative-Publish, Present, and Evaluate

Grammar

Prepositions-Proofread and Write

Spelling

Suffixes-Proofread and Write

Lesson 10**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

Assessment-Progress Monitoring

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Grammar

Prepositions-Assess and Reteach

Spelling

Suffixes-Assess

Week 5

Lesson 1

Reading

Introduce the concept and build knowledge

Interactive Read aloud-Papa's Pastry Shop-One Day

Shared read: Reading/Writing Companion-"Climbing Blue Hill", "My Name is Ivy", "Collage"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Figurative Language:Metaphor:Reading/Writing Companion

Grammar

Using Prepositions-Teach

Spelling

Prefixes and Suffixes-Assess Prior Knowledge

Lesson 2

Reading

Shared read Poetic Elements:Imagery and Personification:Reading/Writing Companion

Shared read Poetry:Free Verse:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

Phonics

Practice Book-Prefixes and Suffixes

Structural Analysis

Practice Book-Words from around the world

Fluency

Practice Book:Fluency

Research & Inquiry: Reading/Writing Companion-Create a podcast

Writing

Expository Writing-Reading and Writing Companion:Analyze the Rubric

Grammar

Using Prepositions-Teach

Spelling

Prefixes and Suffixes-Spiral Review

Lesson 3

Reading

Anchor Text:Literature Anthology "The Drum", "Birdfoot's Grampa", "My Chinatown"

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

Expand Vocabulary

Reinforce the Words

Writing

Free Verse Poem-Reading and Writing Companion:Plan:Choose Your Topic

Grammar

Using Prepositions-Mechanics and Usage

Spelling

Prefixes and Suffixes-Word Meanings

Lesson 4**Reading**

Paired Selection:Literature Anthology “Growing Up”, “My People”

Author’s Craft:CHaracter Perspective-Reading/Writing Companion

Expand Vocabulary

Connect to Writing

Writing

Free Verse Poem-Reading and Writing Companion:Plan:Metaphor and Simile

Grammar

Using Prepositions-Proofread and Write

Spelling

Prefixes and Suffixes-Proofread and Write

Lesson 5**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

Assessment

Progress Monitoring

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Writing

Free Verse Poem-Reading and Writing Companion:Draft

Grammar

Using Prepositions-Assess and Reteach

Spelling

Prefixes and Suffixes-Assess

UNIT 6 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**Day 1****Reading**

Level Up Writing-From Good to Great

Reading Digitally- Charge!

Reader’s Theater-Little Talk;But I Wonder

Science Reading/Writing Companion-”Renewable Energy” and “Nonrenewable Energy”

Science-Reading/Writing Companion-Compare the Passages- Conserve Now-Charge

Writing

Free Verse Poem-Reading and Writing Companion:Revise

Day 2

Reading

Level Up Writing-From Good to Great

Reading Digitally- Charge!

Reader's Theater-Little Talk;But I Wonder

Science Reading/Writing Companion-"Renewable Energy" and "Nonrenewable Energy"

Science-Reading/Writing Companion-Compare the Passages- Conserve Now-Charge

Writing

Free Verse Poem-Reading and Writing Companion:Peer Conferencing

Day 3**Reading**

Reader's Theater-Little Talk;But I Wonder

Social Studies-Reading/Writing Companion-"Native Americans During Times of Exploration", "The Tradition of Making Baskets"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Basket Design

Writing

Free Verse Poem-Reading and Writing Companion>Edit and Proofread

Day 4**Reading**

Reader's Theater-Little Talk;But I Wonder

Social Studies-Reading/Writing Companion-"Native Americans During Times of Exploration", "The Tradition of Making Baskets"

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Basket Design

Writing

Free Verse Poem-Reading and Writing Companion:Publish, Present, and Evaluate

Day 5**Reading**

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space

Publish and Present Inquiry Space

Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=5D9GCRXFW43JPJTDMR5PRVPS4M&originalDayId=SSX3EYN19YSKN8BHYTDS1DW29Q©SeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

Writing

Free Verse Poem-Reading and Writing Companion:Publish, Present, and Evaluate

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy

- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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