PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Reading	Grade Level(s): 4th
Department: Humanities	Credits: N/A
BOE Adoption Date: 10/17/2019	Revision Date: 6/23/2021

Course Description

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade 4 ELA curriculum are designed with this in mind. Skills and strategies will be developed and reinforced through differentiated instruction and focus on developing phonological awareness, decoding words, fluent reading, vocabulary development, and comprehension while reading a variety of text genres. Students will be exposed to increasingly complex and varied texts over the course of the school year. This curriculum follows a Reader's Workshop approach, including instructional contexts such as: Interactive Read Aloud, Mini-Lesson, Guided Reading, and Independent Reading.

Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking,

problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

- 1. To ensure students are college and career ready upon graduation
- 2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
- 3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
- 4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+=LGBT and Disabilities Law

*=AAPI (Asian American and Pacific Islanders)

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: 4th grade Reading

Prerequisite(s): 3rd grade Reading

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1	Trimester 1 60 days September - November	Primary Standards RL.4.1 RL.4.2 RL.4.3 RL.4.5 RL.4.7 RI.4.1 RI.4.2 RI.4.7 RI.4.8 RI.4.9 RF.4.4.a SL.4.1.a-c SL.4.2 SL.4.3 L.4.4.a, b Secondary Standards RL.4.4 RL.4.10 RI.4.4 RI.4.10 RF.3.a RF.4.4.b-c SL.4.1.d SL.4.4 SL.4.5	 Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences Determine the theme Summarize the text Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text Explain major differences between poems, drama, and prose Refer to the structural elements of poems and drama when writing or speaking about the text Make connections between descriptions and directions in a text and a visual or oral representation of the text Determine the main idea of a text and explain how it is 	Reading Mini Lesson: Be a respectful member of the classroom community Independently read Live a reading life Use a reader's notebook Understand fiction and nonfiction genres Summarize a text Understand realistic fiction Think about the setting in fiction books Understanding plot Think about themes Write letters to share thinking about books Study memoir Study authors and their processes Participate in book clubs Solve multisyllable words Study illustrators and analyze an illustrator's craft Maintain fluency while reading Understand characters' feelings, motivations, and intentions

• SL.4.6 • L.4.1.a-g • L.4.2.a-d • L.4.3.a-c • L.4.4.c • L.4.5.a-c • L.4.6 • W.4.1 • W.4.4 • W.4.5 • W.4.8 • W.4.9 • W.4.10	 supported by key details Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text Explain how an author uses reasons and evidence to support points in a text Integrate and reflect on information from two texts on the same topic Read grade level text with purpose and understanding Engage in collaborative discussions on grade 4 topics and texts Paraphrase portions of a text read aloud or information presented in diverse media and formats Identify the reasons and evidence a speaker provides to support points Use context, affixes, and roots as clues to the meaning of words 	 Use different genres and forms for responding to reading Use context and word parts to understand vocabulary Infer a writer's purpose in writing a fiction text Use scientific or technical knowledge to understand science fiction Infer and understand the moral lesson or cultural teaching in traditional literature Follow a text with multiple plots Notice a writer's use of multiple narratives to reveal the plot and relationships among characters Assess the extent to which a writer makes readers feel empathy or identify with characters Notice the narrator of a text and notice a change in narrator and perspective Understand the meaning of idioms, figurative words, some words that are used ironically, words with multiple meanings within

		the same text, and words from regional or historical dialects Follow and understand some texts that have no illustrations Distinguish between fact and opinion in a text in order to reach new understanding Use headings and subheadings to search for and use information Recognize and understand a writer's use of underlying text structures Hypothesize the writer's reasons for choosing a topic and infer how the writer feels about a topic Notice and understand multiple points of view on the same topic Use some academic language to talk about nonfiction genres, forms, literary features, and book and print features Guided Reading: Understand the connotative meanings of words that contribute to the mood of the text (P)
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	 Adjust oral reading to sawareness of sentence variety (P) Infer complex relations between and among characters by noticing evidence in their respoto each other (P) Assess how graphics accepted was a sawareness of sentence variety (P) 	ships
	provide additional information (P) Search for information language that states or implies the larger message(s) of the text. Derive the meaning of words and expand mea of known words using flexible strategies (Q) Justify predictions with evidence from the text. Make many different king of connections among and state explicitly the nature of connections (Synthesize new contents)	(Q) new aning (Q) inds texts (Q)
	from a text and describ to others with evidence from the text (Q) Recognize and understate variation in plot structu story-within-a-story,	e and

	flashback (Q)	
	Writing About Reading:	
	Provide evidence from	ı the
	text or from personal	
	experience to support	
	written statements abo	out a
	text	
	Draw and write about	
	connections between	the
	ideas in texts and their	r own
	life experiences	
	Write to explore the w	
	purpose and stance to	ward
	a story	
	 Describe relationships 	
	between characters as	
	revealed through dialo	gue
	and behavior	
	Demonstrate a beginn	_
	awareness of symbolis	
	Write statements that	
	reflect understanding	
	both the text body and	
	graphics or illustration	
	how the two are integr	
	Write to compare and	
	expand understanding	-
	content and ideas fron	
	academic disciplines a	cross
	texts	_
	Notice and make note	
	significant information	ı from
	illustrations	

Unit 2	Trimester 2	Primary Standards	Students will be able to:	Reading Mini Lesson:
	60 days	• RL.4.2	 Determine the theme 	 Understanding connectives
	December -	• RL.4.3	 Summarize the text 	Studying poetry
	March	• RL.4.4	 Describe in depth a 	 Use different genres and
		• RL.4.5	character, setting, or event	forms for responding to
		• RL.4.6	in a story or drama, drawing	reading
		• RL.4.7	on specific details in the	 Study historical fiction
		• RI.4.1	text	 Read like a writer: analyze
		• RI.4.2	 Determine the meaning of 	the writer's craft
		• RI.4.3	words and phrases including	 Understand a character's
		• RI.4.4	those that allude to	traits and development
		• RI.4.6	significant characters in	 Study biography
		• RI.4.8	literature	 Use context and word parts
		• RI.4.9	 Explain major differences 	to understand vocabulary
		• RF.4.3.a	between poems, drama,	 Explore different kinds of
		● RF.4.4.a-c	and prose	poetry
		• SL.4.6	 Refer to the structural 	 Monitor comprehension of
		• L.4.3.a-c	elements of poems and	difficult texts
		● L.4.4.a, b	drama when writing or	 Read graphic texts
			speaking about the text	 Think about the authors'
		Secondary Standards	 Compare and contrast the 	purpose and message
		• RL.4.1	point of view from which	 Notice book and print
		• RL.4.10	different stories are	features
		• RI.4.10	narrated, including the	 Read in digital environments
		• SL.4.1.a-d	difference between first and	Interactive Read Aloud:
		• SL.4.2	third person narrations	 Infer a writer's purpose in
		• SL.4.3	 Make connections between 	writing a fiction text
		• SL.4.4	descriptions and directions	 Use scientific or technical
		• SL.4.5	in a text and a visual or oral	knowledge to understand
		• L.4.1.a-g	representation of the text	science fiction
		• L.4.2.a-d	 Determine the main idea of 	 Infer and understand the
		• L.4.4.c	a text and explain how it is	moral lesson or cultural
		● L.4.5.a-c	supported by key details	teaching in traditional

• L.4.6 • W.4.1	 Explain events, procedures, literature ideas, or concepts in a text, Follow a text with meaning of the concepts in a text, 	ultiple
• W.4.4	including what happened plots	- 1
• W.4.5	and why Notice a writer's use	of
• W.4.6	Determine the meaning of multiple narratives to	o reveal
• W.4.8	general academic and the plot and relation	ships
• W.4.9	domain-specific words or among characters	
• W.4.10	phrases in a grade 4 text • Assess the extent to	which a
	Compare and contrast a writer makes readers	s feel
	firsthand and secondhand empathy or identify	with
	account of the same event characters	_
	or topic, describing • Notice the narrator of	
	differences in focus and and notice a change	
	information narrator and perspec	
	 Explain how an author uses reasons and evidence to Understand the mea idioms, figurative wo 	_
	, ,	-
	support points in a text some words that are Integrate and reflect on ironically, words with	
	information from two texts multiple meanings w	
	on the same topic the same text, and w	
	Know and apply grade-level from regional or hist.	
	phonics and word analysis dialects	
	skills in decoding and • Follow and understal	nd some
	encoding words texts that have no	
	Pood with sufficient illustrations	. .
	• Distinguish between	
	and opinion in a text	: in
	 Differentiate between understanding contexts that call for formal Use headings and 	
	subheadings to sear	ch for
	and use information	
	discourse • Recognize and under	rstand a
	- Medagnize and ander	

	 Use knowledge of language and its conventions when writing, speaking, reading, or listening Use context, affixes, and roots as clues to the meaning of words Guid 	reasons for choosing a topic and infer how the writer feels about a topic Notice and understand multiple points of view on the same topic Use some academic language to talk about nonfiction genres, forms, literary features, and book and print features ed Reading:
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60 days April - June	
	S

- RL.4.1
- RL.4.2
- RL.4.3
- RL.4.5
- RL.4.6
- RL.4.7
- RL.4.9
- RI.4.1
- RI.4.2
- RI.4.3
- RI.4.4
- RI.4.5
- RI.4.6
- RI.4.7
- RI.4.8
- RI.4.9
- SL.4.3

Secondary Standards

- RL.4.4
- RL.4.10
- RI.4.10
- RF.4.3.a
- RF.4.4.a-c
-
- SL.4.1.a-d
- SL.4.2
- SL.4.4
- SL.4.5
- SL.4.6
- L.4.1.a-g
- L.4.2.a-d
- L.4.3.a-c
- L.4.4.a-c

- Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences
- Determine the theme
- Summarize the text
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- Explain major differences between poems, drama, and prose
- Refer to the structural elements of poems and drama when writing or speaking about the text
- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations
- Make connections between descriptions and directions in a text and a visual or oral representation of the text
- Compare, contrast, and reflect on stories in the same genre

- Read informational texts like a scientist
- Notice how nonfiction authors choose to organize information
- Use graphic organizers to share thinking about books
- Use text features to gain information
- Learn information from illustrations/graphics
- Study authors and their processes
- Explore persuasive texts
- Use different genres and forms for responding to reading
- Analyze the writer's craft in fiction books
- Study fantasy
- Study fairy tales

Interactive Read Aloud:

- Infer a writer's purpose in writing a fiction text
- Use scientific or technical knowledge to understand science fiction
- Infer and understand the moral lesson or cultural teaching in traditional literature
- Follow a text with multiple plots

- L.4.5.a-c
- L.4.6
- W.4.1
- W.4.4
- W.4.5
- W.4.6
- W.4.8
- W.4.9
- W.4.10

- Determine the main idea of a text and explain how it is supported by key details
- Explain events, procedures, ideas, or concepts in a text, including what happened and why
- Determine the meaning of general academic and domain-specific words or phrases in a grade 4 text
- Describe the overall structure of events, ideas, concepts, or information in a text
- Compare and contrast a firsthand and secondhand account of the same event or topic, describing differences in focus and information
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text
- Explain how an author uses reasons and evidence to support points in a text
- Integrate and reflect on information from two texts on the same topic

- Notice a writer's use of multiple narratives to reveal the plot and relationships among characters
- Assess the extent to which a writer makes readers feel empathy or identify with characters
- Notice the narrator of a text and notice a change in narrator and perspective
- Understand the meaning of idioms, figurative words, some words that are used ironically, words with multiple meanings within the same text, and words from regional or historical dialects
- Follow and understand some texts that have no illustrations
- Distinguish between fact and opinion in a text in order to reach new understanding
- Use headings and subheadings to search for and use information
- Recognize and understand a writer's use of underlying text structures
- Hypothesize the writer's

	Identify the reasons and evidence a speaker provides to support points	reasons for choosing a topic and infer how the writer feels about a topic Notice and understand multiple points of view on the same topic Use some academic language to talk about nonfiction genres, forms, literary features, and book and print features Guided Reading: Adjust reading to follow texts that change perspective and/or narrator within the larger narrative (S) Make connections between students' lives and the content that are particularly appropriate for adolescents (S) Describe changing perspective as the story unfolds (S) Infer potential solutions, universal human themes, beliefs, customs, and
		universal human themes,

	what people might and do at a time in future (S) Notice aspects of the writer's craft: e.g., so syntax, use of one conarrators (S) After reading severaby an author, discussuse of language, type content (S) Writing About Reading: Provide evidence for text or from person experience to suppowritten statements text Traw and write aboconnections between ideas in texts and the life experiences Write to explore the purpose and stance a story Describe relationshibetween characters revealed through di and behavior Demonstrate a beging awareness of symbol. Write statements the reflect understanding both the text body in the text body	the ie ityle, ir more al books is style, bical om the al ort about a ut en the neir own e writer's toward ips alogue nning blism nat ng of
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	graphics or illustrations and how the two are integrated Write to compare and expand understanding of content and ideas from academic disciplines across texts Notice and make note of significant information from illustrations
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Instructional Unit Map						
Course Title: 4th Grade Readi	Course Title: 4th Grade Reading					
Unit Title	Unit 1		Start Date: Length of Unit:	September - November 60 days - Trimester 1		
Content Standards What do we want them to know, understand, & do?	Primary Standards RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the	Learning Goals	when explaining what drawing inferences Determine the theme Summarize the text Describe in depth a chadrama, drawing on special Explain major difference Refer to the structural writing or speaking about the structural writing about the structural writing and speaking about the structural writing about the structural writing about the structural writing about the structural writing and speaking about the structural writing about t	ces between poems, drama, and prose elements of poems and drama when		

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a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **RL.4.5** RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about

RL.4.3 Describe in depth

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

a text.

RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text

- Determine the main idea of a text and explain how it is supported by key details
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text
- Explain how an author uses reasons and evidence to support points in a text
- Integrate and reflect on information from two texts on the same topic
- Read grade level text with purpose and understanding
- Engage in collaborative discussions on grade 4 topics and texts ^O+*
- Paraphrase portions of a text read aloud or information presented in diverse media and formats
- Identify the reasons and evidence a speaker provides to support points
- Use context, affixes, and roots as clues to the meaning of words

says explicitly and whe	n	
drawing inferences fro	m	
the text.		
RI.4.2 Determine the		
main idea of a text and	1	
explain how it is		
supported by key deta	ils;	
summarize the text.		
RI.4.7 Interpret		
information presented		
visually, orally, or		
quantitatively (e.g., in		
charts, graphs, diagran	ns,	
time lines, animations,	or	
interactive elements o	n	
Web pages) and explai	n	
how the information		
contributes to an		
understanding of the t	ext	
in which it appears.		
RI.4.8 Explain how an		
author uses reasons ar	nd	
evidence to support		
particular points in a to	ext.	
RI.4.9 Integrate and		
reflect on (e.g. practical	al	
knowledge,		
historical/cultural		
context, and backgrou	nd	
knowledge) information	n	
from two texts on the		
same topic in order to		
write or speak about t	he	

subject knowledgeably.		
RF.4.4.a Read grade-level		
text with purpose and		
understanding.		
SL.4.1.a Explicitly draw on		
previously read text or		
material and other		
information known about		
the topic to explore ideas		
under discussion.		
SL.4.1.b Follow		
agreed-upon rules for		
discussions and carry out		
assigned roles.		
SL.4.1.c Pose and		
respond to specific		
questions to clarify or		
follow up on information,		
and make comments that		
contribute to the		
discussion and link to the		
remarks of others.		
SL.4.2 Paraphrase		
portions of a text read		
aloud or information		
presented in diverse		
media and formats		
(e.g.,visually,		
quantitatively, and orally).		
SL.4.3 Identify the		
reasons and evidence a		
speaker provides to		
support particular points.		

L.4.4.a Use context (e.g.,		
definitions, examples, or		
restatements in text) as a		
clue to the meaning of a		
word or phrase.		
L.4.4.b Use common,		
grade-appropriate Greek		
and Latin affixes and		
roots as clues to the		
meaning of a word (e.g.,		
telegraph, photograph,		
autograph).		
Secondary Standards		
RL.4.4 Determine the		
meaning of words and		
phrases as they are used		
in a text, including those		
that allude to significant		
characters found in		
literature.		
RL.4.10 By the end of the		
year, read and		
comprehend literature,		
including stories, dramas,		
and poems at grade level		
text-complexity or above,		
with scaffolding as		
needed.		
RI.4.4 Determine the		
meaning of general		
academic and		
domain-specific words or		

phrases in a text	relevant	
to a grade 4 topi	or	
subject area.		
RI.4.10 By the er	d of	
year, read and		
comprehend lite	ary	
nonfiction at gra	de level	
text-complexity of	or above,	
with scaffolding a	as	
needed.		
RF.3.a Use comb	ned	
knowledge of all		
letter-sound		
correspondences	,	
syllabication patt		
and morphology	(e.g.,	
roots and affixes	to read	
accurately unfam		
multisyllabic wor		
context and out	of	
context.		
RF.4.4.b-c Read v	vith	
sufficient accurae	cy and	
fluency to suppo	rt	
comprehension.		
SL.4.1.d Review		
ideas expressed		
explain their own		
and understandi		
light of the discu		
SL.4.4 Report on		
or text, tell a stor		
recount an exper	ience in	

	ganized manner,		
	gappropriate facts		
	elevant, descriptive		
detai	Is to support main		
	or themes; speak		
	ly at an		
	rstandable pace.		
	5 Add audio		
recor	dings and visual		
·	ays to presentations		
	n appropriate to		
	nce the		
	lopment of main		
	or themes.		
	6 Differentiate		
	een contexts that		
	or formal English		
	presenting ideas)		
	situations where		
	mal discourse is		
	opriate (e.g.,		
	l-group discussion);		
	ormal English when		
	opriate to task and		
situat			
	.a-g Demonstrate		
	mand of the		
	entions of standard		
	sh grammar and		
	e when writing or		
speal	_		
	.a-d Demonstrate		
comr	nand of the		

conventions of standard	
English capitalization,	
punctuation, and spelling	
when writing.	
L.4.3.a-c Use knowledge	
of language and its	
conventions when	
writing, speaking,	
reading, or listening.	
L.4.4.c Consult reference	
materials (e.g.,	
dictionaries, glossaries,	
thesauruses), both print	
and digital, to find the	
pronunciation and	
determine or clarify the	
precise meaning of key	
words and phrases.	
L.4.5.a-c Demonstrate	
understanding of	
figurative language, word	
relationships, and	
nuances in word	
meanings.	
L.4.6 Acquire and use	
accurately	
grade-appropriate	
general academic and	
domain-specific words	
and phrases, including	
those that signal precise	
actions, emotions, or	
states of being (e.g.,	

quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;

	lemonstrate sufficient command of keyboarding kills to type a minimum of one page in a single ititing. W.4.8 Recall relevant information from experiences or gather elevant information from orint and digital sources; ake notes and categorize information, and provide list of sources. W.4.9 Draw evidence form literary or informational texts to upport analysis, eflection, and research. W.4.10 Write routinely wer extended time rames (time for research, eflection, inetacognition/ elf-correction and evision) and shorter time rames (a single sitting or iday or two) for a range if discipline-specific
Essential Questions	

	 How does understanding sto How can the story details hele How do authors and illustrate What strategies can I use to see How do I become a fluent rese What does a character's thou What strategies can I use to see How does knowledge of work How can I use evidence from 	ry structure help with comprehension? Ip me to determine the theme of a story? ors tell a story? solve unknown words? ader? ughts, words, and actions reveal about him/her? determine the meaning of new vocabulary? d parts help you figure out an unknown word? the text to support my thinking? ext's structure help me to interpret information of text?	
Assessments How will we know they have gained the knowledge & skills?	 Checklists Exit Tickets Reader's Notebook/ Post-it Notes Student Self- Assessment/Reflection Respond to questions, orally or written Verbal or written summaries Student Observation Daily Independent Classwork 	 Fountas & Pinnell Benchmark Assessment Reading Records Reader's Notebook Cold reads Common Summative Assessment 	 Dual modalities (visual and written) Create a presentation (multimedia, poster, etc.) Group presentation Book Reports

	 Class Discussion Turn and Talk Hand signals to show understanding Whiteboards Graphic Organizers Student Conferencing Anecdotal records Interactive Online
Unit Pre-Assessment(s) What do they already know?	 Fountas & Pinnell Benchmark Assessment (Guided Reading Level) NWEA MAP Starting Position (background knowledge)
Instructional Strategies/Student Activities	 Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Interactive Read Aloud/Mentor Texts Modeling Guided Practice Active Participation Independent Practice/Independent Reading Reader's Notebooks Conferring Provide detailed and specific feedback

	 Cooperative Learni Book Club/Literatu Graphic Organizers Technology Integra Learning Centers Academic Games Problem Solving Small Group Instru Flexible/Strategic g 	re Discussion tion sction (skills, strategies, guide	ed reading)	
Instructional/Assessment Scaffolds (Modifications	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
/Accommodations) – planned for prior to instruction	Instructional Pre-teach vocabulary Provide definitions of key terms in native language if available Small group instruction Consistent Lesson Structure Graphic Organizers Shorten Assignments	Instructional Small group/individual support Consistent Lesson structure Graphic Organizers Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples, cues, directions	Instructional Small group instruction Consistent Lesson structure Graphic Organizers Additional time Reword/ Clarify directions Visual and verbal examples, cues and directions Leveled text Monitor on-task behavior Frequently check for understanding	Instructional Leveled texts Choice Boards Independent study/ Sidebar studies Peer leader/helper Literature Circles Assessments Tiered assessments Choice of test format

Additional Time	 Classroom 	Assessments	
Simplify	buddy	Vary test format	
language for	Leveled text	Highlight/	
tasks/ directions	Allow oral	underline key	
Verbal and		words	
Visual	responses		
	• Sentence		
examples/	Frames	Additional Time	
directions	Provide	Reword / clarify	
• Classroom	examples, notes	test directions	
buddy	or study guide		
 Leveled text 	 Monitor on-task 		
Allow oral	behavior		
responses	 Frequently 		
 Sentence 	check for		
Frames	understanding		
Oral Prompts/	 Read texts aloud 		
Cues	(if appropriate)		
 No penalty for 	 No penalty for 		
spelling errors	spelling errors		
Assessments	Assessments		
 Multiple choice 	 Varied test 		
format	format / level of		
 Use native 	complexity		
language for	Provide/ allow		
directions if	use of study		
available	guide		
Reword / clarify	Reword / clarify		
test directions	test directions		
Read test aloud	test directions		
- Read test aloud			

Differentiated	 Highlight/ underline key words Additional Time Accept short answers Allow retakes Modified grading 	Expression (Drodusts and /or Darformansa)
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Access (Resources and/or Process) Independent Reading book choice Leveled Texts Learning Structures Group and Individual routines Students working at their own pace during independent reading Presenting materials in a variety of ways Flexible Small Group instruction (guided reading, skills, strategies) Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (anchor charts, rubrics, checklists) 	 Reader's Notebook Reading Response Post-it Notes Response Choice Menu Tiered assignments (based on individual student readiness) Rubrics Success Criteria Checklist Assessment Retakes

	 Peer assistance Choice/Options Learning Menus Chromebook/Technology 		
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: details, examples, connections, summarize, event, differences, details, interpret, author, illustrator, reasons, evidence, paraphrase, facts, feelings, motivations, intentions, context, empathy, perspective, dialect, opinion, structure Tier III: inferences, theme, character, setting, poem, drama, prose, structural elements, main idea, genre, fiction, nonfiction, realistic fiction, plot, memoir, fluency, idioms, figurative language		
Integration of Technology SAMR	S - Reader's response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.) M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online		
Interdisciplinary Connections NJ Student Learning Standards	Science (2020) • 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Social Studies (2020) • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+* • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.^O+*		

• 6.1.5. Civics CM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. O+ • 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • 6.1.5. EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. O+ • 6.1.5. History U.P.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. O+ Computer Science and Design Thinking (2020) • 8.1.5.CS.1: Model how computing devices connect to other components to form a system. Career Readiness, Life Literacies, and Key Skills (2020) • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors • 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity O+ • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view O+ • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ^)+* 21st Century Themes/Skills Themes Skills **P21 Framework** Global Awareness - Learning from and working Flexibility and Adaptability collaboratively with individuals representing Initiative and Self-direction diverse cultures, religions and lifestyles in a Social and Cross-cultural skills

spirit of mutual respect and open dialogue in

	personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. O+ • Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)	 Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy 	
Resources/Materials	 4th Grade Crosswalk Document Fountas & Pinnell Literacy Continuum Guided Reading: Responsive Teaching Across Grade Fountas & Pinnell Online Resources Interactive Read Aloud Texts/lesson cards (FPC) ^O- Reading Mini Lesson book (FPC) Guided Reading Leveled Texts/lesson cards (FPC) ^O- Other leveled texts (Scholastic, EPIC, etc.) ^O+* Reader's Notebook Classroom Library ^O+* 	as & Pinnell Literacy Continuum ad Reading: Responsive Teaching Across Grades as & Pinnell Online Resources active Read Aloud Texts/lesson cards (FPC) ^O+* ang Mini Lesson book (FPC) ad Reading Leveled Texts/lesson cards (FPC) ^O+* at leveled texts (Scholastic, EPIC, etc.) ^O+* acr's Notebook	

Instructional Unit Map					
Course Title: 4th Grade Readi	Course Title: 4th Grade Reading				
	Unit 2			Start Date:	December - March
Unit Title				Length of Unit:	60 days - Trimester 2
Content Standards What do we want them to know, understand, & do?	Primary Standards RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the	Learning Goals Students will be able to: Determine the theme Summarize the text Describe in depth a character, setting, or event in a or drama, drawing on specific details in the text		naracter, setting, or event in a story	

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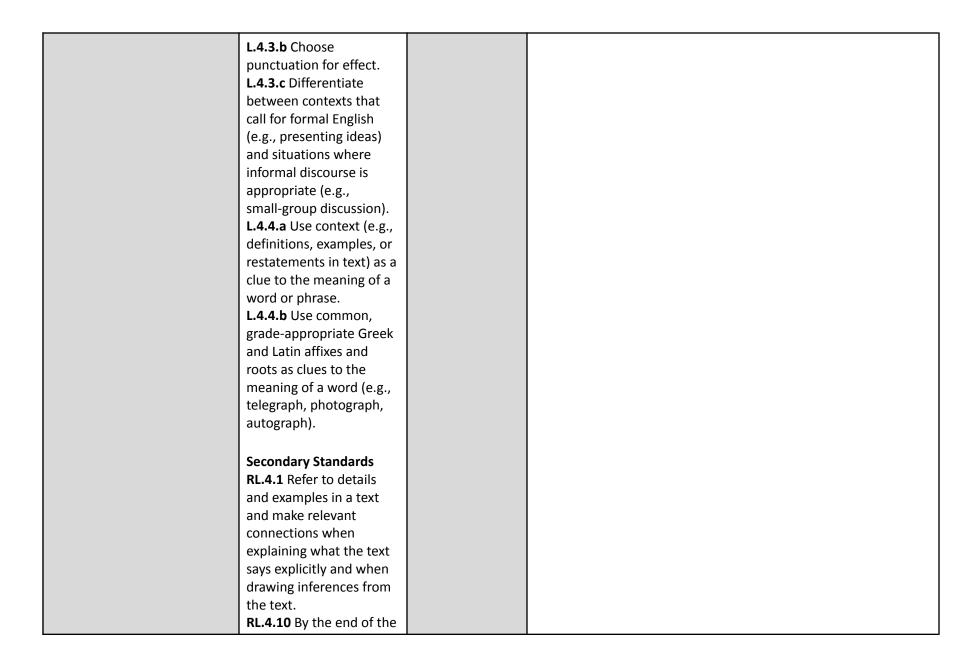
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.4.6** Compare and contrast the point of view from which different stories are

- Determine the meaning of words and phrases including those that allude to significant characters in literature
- Explain major differences between poems, drama, and prose
- Refer to the structural elements of poems and drama when writing or speaking about the text
- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations
- Make connections between descriptions and directions in a text and a visual or oral representation of the text
- Determine the main idea of a text and explain how it is supported by key details
- Explain events, procedures, ideas, or concepts in a text, including what happened and why
- Determine the meaning of general academic and domain-specific words or phrases in a grade 4 text
- Compare and contrast a firsthand and secondhand account of the same event or topic, describing differences in focus and information
- Explain how an author uses reasons and evidence to support points in a text
- Integrate and reflect on information from two texts on the same topic
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- Read with sufficient accuracy and fluency to support comprehension
- Differentiate between contexts that call for formal English or informal discourse
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

narr	ated, including the		Use context, affixes, and roots as clues to the meaning of
	rence between first-	•	words
	third-person		Words
	ations.		
	.7 Make connections		
	veen specific		
	riptions and		
	ctions in a text and a		
	al or oral		
	esentation of the		
text.			
	1 Refer to details		
	examples in a text		
	make relevant		
	nections when		
	aining what the text		
	explicitly and when		
	ving inferences from		
the			
	.2 Determine the		
	n idea of a text and		
	ain how it is		
·	ported by key details;		
	marize the text.		
	.3 Explain events,		
	edures, ideas, or		
	cepts in a historical,		
	ntific, or technical		
	including what		
	pened and why,		
	ed on specific		
	rmation in the text.		
	4 Determine the		

m	neaning of general		
ac	cademic and		
do	omain-specific words or		
ph	hrases in a text relevant		
to	o a grade 4 topic or		
su	ubject area.		
RI	I.4.6 Compare and		
	ontrast a firsthand and		
se	econdhand account of		
th	ne same event or topic;		
	escribe the differences		
	n focus and the		
in	nformation provided.		
	I.4.8 Explain how an		
	uthor uses reasons and		
	vidence to support		
pa	articular points in a		
	ext.		
	I.4.9 Integrate and		
	eflect on (e.g. practical		
	nowledge,		
	istorical/cultural		
	ontext, and background		
	nowledge) information		
	om two texts on the		
	ame topic in order to		
	rite or speak about the		
	ubject knowledgeably.		
	F.4.3.a Use combined		
	nowledge of all		
	etter-sound		
	orrespondences,		
sy	/llabication patterns,		

and morphology (e.g.,		
roots and affixes) to read		
accurately unfamiliar		
multisyllabic words in		
context and out of		
context.		
RF.4.4.a Read grade-level		
text with purpose and		
understanding.		
RF.4.4.b Read grade-level		
prose and poetry orally		
with accuracy,		
appropriate rate, and		
expression.		
RF.4.4.c Use context to		
confirm or self-correct		
word recognition and		
understanding, rereading		
as necessary.		
SL.4.6 Differentiate		
between contexts that		
call for formal English		
(e.g., presenting ideas)		
and situations where		
informal discourse is		
appropriate (e.g.,		
small-group discussion);		
use formal English when		
appropriate to task and		
situation.		
L.4.3.a Choose words		
and phrases to convey		
ideas precisely.		



year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. SL.4.1.a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). **SL.4.3** Identify the

reasons and evidence a speaker provides to support particular points. **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. L.4.1.a-g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.4.2.a-d** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.4.4.c** Consult reference

materials (e.g.,		
dictionaries, glossaries,		
thesauruses), both print		
and digital, to find the		
pronunciation and		
determine or clarify the		
precise meaning of key		
words and phrases.		
L.4.5.a-c Demonstrate		
understanding of		
figurative language, word		
relationships, and		
nuances in word		
meanings.		
L.4.6 Acquire and use		
accurately		
grade-appropriate		
general academic and		
domain-specific words		
and phrases, including		
those that signal precise		
actions, emotions, or		
states of being (e.g.,		
quizzed, whined,		
stammered) and that are		
basic to a particular topic		
(e.g., wildlife,		
conservation, and		
endangered when		
discussing animal		
preservation).		
W.4.1 Write opinion		
pieces on topics or texts,		

supporti	ng a point of		
view wit	n reasons and		
informat	ion.		
W.4.4 Pr	oduce clear and		
coheren	: writing in which		
the deve	lopment and		
organiza	tion are		
appropri	ate to task,		
purpose	and audience.		
W.4.5 W	ith guidance and		
support	from peers and		
adults, d	evelop and		
strength	en writing as		
needed	by planning,		
revising,	and editing.		
W.4.6 W	ith some		
guidance	e and support		
from add	ılts, use		
technolo	gy, including the		
Internet,	to produce and		
publish v	vriting as well as		
to intera	ct and		
collabora	ate with others;		
demonst	rate sufficient		
comman	d of keyboarding		
skills to t	ype a minimum		
of one p	age in a single		
sitting.			
	call relevant		
informat	ion from		
	ces or gather		
	information		
from pri	nt and digital		

	sources; take notes and categorize information, and provide a list of sources. W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of
	discipline-specific tasks, purposes, and audiences.
Essential Questions	Why and how do we use connectives to convey our thinking?
Essential Questions	 With and now do we use connectives to convey our trinking? How does poetry differ from others forms of writing?
	How does understanding genre help comprehension?
	How do authors play with language?
	What role do characters play in a story?
	What strategies can I use to determine the meaning of new vocabulary?
	How does knowledge of word parts help you figure out an unknown word?
	How do illustrations and graphics help understanding?
	How can I determine the author's purpose for writing?
	How can I determine the author's message in a story?

	How is information related in	nt of view influence the actions in the story? n a story? een a first and second hand account of an eve	ent or subject?
Assessments How will we know they have gained the knowledge & skills?	 Checklists Exit Tickets Reader's Notebook/ Post-it Notes Student Self- Assessment/Reflection Respond to questions, orally or written Verbal or written summaries Student Observation Daily Independent Classwork Class Discussion 	 Fountas & Pinnell Benchmark Assessment Reading Records Reader's Notebook Cold reads Common Summative Assessment 	 Alternative Dual modalities (visual and written) Create a presentation (multimedia, poster, etc.) Group presentation Book Reports
	 Turn and Talk Hand signals to show understanding Whiteboards Graphic Organizers Student Conferencing Anecdotal records 		

	Interactive Online Assessment (Kahoot, Quizizz)
Unit Pre-Assessment(s) What do they already know?	 Fountas & Pinnell Benchmark Assessment (Guided Reading Level) NWEA MAP Starting Position (background knowledge)
Instructional Strategies/Student Activities	 Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Interactive Read Aloud/Mentor Texts Modeling Guided Practice Active Participation Independent Practice/Independent Reading Reader's Notebooks Conferring Provide detailed and specific feedback Cooperative Learning Book Club/Literature Discussion Graphic Organizers Technology Integration Learning Centers Academic Games Problem Solving

	Small Group Instru Flexible/Strategic §	uction (skills, strategies, guid grouping	led reading)	
Instructional/Assessment Scaffolds (Modifications /Accommodations) –	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
planned for prior to instruction	Instructional Small group instruction Clarified directions Provide key vocabulary prior to lesson and/or assessment Leveled text Allow oral responses Use multiple choice format Read test aloud Provide definitions of key terms in native language Use native language for directions	Instructional Small group/individual support Consistent Lesson structure Graphic Organizers Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples, cues, directions Classroom buddy Leveled text Allow oral responses Sentence Frames	Instructional Small group instruction Consistent Lesson structure Graphic Organizers Additional time Reword/ Clarify directions Visual and verbal examples, cues and directions Leveled text Monitor on-task behavior Frequently check for understanding Assessments Vary test format Highlight/ underline key words Chunk sections Additional Time	Instructional Leveled texts Choice Boards Independent study/ Sidebar studies Peer leader/helper Literature Circles Assessments Tiered assessments Choice of test format

Additional Time Simplify language for tasks Verbal and Visual examples for instruction Concrete Examples Consistent Lesson structure Structure Assessments Varied test format / level of complexity Provide/ allow use of study guide Reword / clarify test directions Read test aloud (if appropriate) Varied test format / level of complexity Provide/ allow use of study guide Reword / clarify test directions Read test aloud (if appropriate) Highlight / underline key words Additional Time

Differentiated	 Accept short answers Allow retakes Modified grading Access (Resources and/or Process) 	Expression (Products and/or Performance)
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Independent Reading book choice Leveled Texts Learning Structures Group and Individual routines Students working at their own pace during independent reading Presenting materials in a variety of ways Flexible Small Group instruction (guided reading, skills, strategies) Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (anchor charts, rubrics, checklists) Peer assistance Choice/Options Learning Menus Chromebook/Technology 	 Reader's Notebook Reading Response Post-it Notes Response Choice Menu Tiered assignments (based on individual student readiness) Rubrics Success Criteria Checklist Assessment Retakes

Vocabulary Highlight key vocabulary (both Tier II and Tier III	Tier II: summarize, event, allude, compare, contrast, connections, detail, reasons, evidence, paraphrase, facts, formal, informal, context, purpose, message, features, infer, irony, dialect, opinion, structure
words)	Tier III: theme, character, setting, poem, drama, prose, first and third person narrations, main idea, firsthand and secondhand account, decoding, encoding, connectives, genre, historical fiction, character traits, biography, idiom, figurative language, headings, subheadings
Integration of Technology SAMR	 S - Reader's response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.) M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online
Interdisciplinary	Science (2020)
Connections NJ Student Learning Standards	• 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
	Social Studies (2020)
	• 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.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+*
	• 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ^O+*
	• 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ^*

- 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- •6.1.5. History SE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Computer Science and Design Thinking (2020)

• 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity O+
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ^*

21st Century Themes/Skills P21 Framework

Themes

Skills

- Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and
- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural skills
- Productivity and Accountability
- Leadership and Responsibility

	 stories); Understanding other nations and cultures, including the use of non-English languages. O+ Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy Literacy
Resources/Materials	 4th Grade Crosswalk Document Fountas & Pinnell Literacy Continuum Guided Reading: Responsive Teaching Across Grades Fountas & Pinnell Online Resources Interactive Read Aloud Texts/lesson cards (FPC) ^O+* Reading Mini Lesson book (FPC) Guided Reading Leveled Texts/lesson cards (FPC) ^O+* Other leveled texts (Scholastic, EPIC, etc.) ^O+* Reader's Notebook Classroom Library ^O+*

Instructional Unit Map

	Unit 3		Start Date:	April - June
Unit Title			Length of Unit:	60 days - Trimester 3
Content Standards What do we want them to know, understand, & do?	Primary Standards RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.5 Explain major differences between poems, drama, and	Learning Goals	connections when explicitly and when Determine the there. Describe in depth a or drama, drawing Explain major differ prose Refer to the structur when writing or specific words in a text and a visual Compare, contrast, genre Determine the main supported by key described when was a contracted by key described by the connections of the compare of the compare of the main supported by key described by key described by the compare of the main supported by key described by the compare of the compare	character, setting, or event in a story on specific details in the text rences between poems, drama, and aral elements of poems and drama eaking about the text rast the point of view from which enarrated, including the difference hird person narrations between descriptions and directions all or oral representation of the text and reflect on stories in the same in idea of a text and explain how it is etails cedures, ideas, or concepts in a text,

structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogu stage directions) whe writing or speaking about a text. RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.7 Make connections between specific descriptions and directions in a teand a visual or oral representation of the text. RL.4.9 Compare, contrast and reflect of (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., gractical in the same	account of the same event or topic, describing differences in focus and information Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text Explain how an author uses reasons and evidence to support points in a text Integrate and reflect on information from two texts on the same topic Identify the reasons and evidence a speaker provides to support points

m	nysteries and		
ac	dventure stories) on		
th	neir approaches to		
siı	milar themes and		
to	opics.		
RI	I.4.1 Refer to details		
ar	nd examples in a text		
ar	nd make relevant		
cc	onnections when		
l ex	xplaining what the		
te	ext says explicitly and		
w	hen drawing		
in	nferences from the		
te	ext.		
RI	I.4.2 Determine the		
m	nain idea of a text and		
ex	xplain how it is		
su	upported by key		
de	etails; summarize the		
te	ext.		
RI	I.4.3 Explain events,		
pr	rocedures, ideas, or		
cc	oncepts in a		
hi	istorical, scientific, or		
	echnical text,		
	ncluding what		
	appened and why,		
	ased on specific		
in	nformation in the		
	ext.		
	I.4.4 Determine the		
	neaning of general		
ac	cademic and		

	•	
domain-specific words		
or phrases in a text		
relevant to a grade 4		
topic or subject area.		
RI.4.5 Describe the		
overall structure (e.g.,		
chronology,		
comparison,		
cause/effect,		
problem/solution) of		
events, ideas,		
concepts, or		
information in a text		
or part of a text.		
RI.4.6 Compare and		
contrast a firsthand		
and secondhand		
account of the same		
event or topic;		
describe the		
differences in focus		
and the information		
provided.		
RI.4.7 Interpret		
information presented		
visually, orally, or		
quantitatively (e.g., in		
charts, graphs,		
diagrams, time lines,		
animations, or		
interactive elements		
on Web pages) and		
explain how the		

information		
contributes to an		
understanding of th	e	
text in which it		
appears.		
RI.4.8 Explain how a	n	
author uses reasons		
and evidence to		
support particular		
points in a text.		
RI.4.9 Integrate and		
reflect on (e.g.		
practical knowledge	,	
historical/cultural		
context, and		
background		
knowledge)		
information from tv	0	
texts on the same		
topic in order to wr	te	
or speak about the		
subject		
knowledgeably.		
SL.4.3 Identify the		
reasons and eviden		
a speaker provides	0	
support particular		
points.		
Secondary Standard	Is	
RL.4.4 Determine the	e	
meaning of words a	nd	
phrases as they are		

u	used in a text,	
i	ncluding those that	
a	allude to significant	
C	characters found in	
li li	iterature.	
R	RL.4.10 By the end of	
t	the year, read and	
C	comprehend	
li	iterature, including	
s	stories, dramas, and	
p	ooems at grade level	
t	ext-complexity or	
a	above, with scaffolding	
	as needed.	
R	RI.4.10 By the end of	
	ear, read and	
	comprehend literary	
	nonfiction at grade	
	evel text-complexity	
	or above, with	
	scaffolding as needed.	
	RF.4.3.a Use combined	
	knowledge of all	
	etter-sound	
	correspondences,	
	syllabication patterns,	
	and morphology (e.g.,	
	roots and affixes) to	
	read accurately	
	unfamiliar	
	multisyllabic words in	
	context and out of	
C	context.	

R	RF.4.4.a-c Read with		
s	sufficient accuracy and		
f	luency to support		
c	comprehension.		
s	SL.4.1.a-d Engage		
	effectively in a range		
	of collaborative		
d	discussions		
	one-on-one, in		
g	groups, and		
to	eacher-led) with		
d	diverse partners on		
g	grade 4 topics and		
to	exts, building on		
	others' ideas and		
e	expressing their own		
c	clearly.		
S	SL.4.2 Paraphrase		
p	portions of a text read		
	aloud or information		
p	presented in diverse		
n	media and formats		
	e.g.,visually,		
q	quantitatively, and		
	orally).		
	SL.4.4 Report on a		
	opic or text, tell a		
	story, or recount an		
	experience in an		
	organized manner,		
	using appropriate facts		
	and relevant,		
d	descriptive details to		

su	ipport main ideas or		
the	emes; speak clearly		
at	an understandable		
pa	ace.		
SL	4.5 Add audio		
red	cordings and visual		
dis	splays to		
pre	resentations when		
ap	propriate to		
en	nhance the		
de	evelopment of main		
ide	eas or themes.		
SL.	4.6 Differentiate		
be	etween contexts that		
cal	III for formal English		
	.g., presenting ideas)		
	nd situations where		
inf	formal discourse is		
ар	opropriate (e.g.,		
	nall-group		
	scussion); use formal		
	nglish when		
	opropriate to task		
	nd situation.		
	4.1.a-g Demonstrate		
	ommand of the		
	onventions of		
	andard English		
	ammar and usage		
	hen writing or		
	peaking.		
	4.2.a-d Demonstrate		
CO	ommand of the		

C	conventions of		
Si	standard English		
C	capitalization,		
p	ounctuation, and		
S	spelling when writing.		
L	4.3.a-c Use		
k	knowledge of		
la	anguage and its		
C	conventions when		
l w	writing, speaking,		
	eading, or listening.		
	4.4.a-c Determine or		
	clarify the meaning of		
	unknown and		
	multiple-meaning		
	words and phrases		
	pased on grade 4		
	reading and content,		
	choosing flexibly from		
	a range of strategies.		
	4.5.a-c Demonstrate		
	understanding of		
	igurative language,		
	word relationships,		
a	and nuances in word		
	meanings.		
	4.6 Acquire and use		
	accurately		
	grade-appropriate		
	general academic and		
	domain-specific words		
	and phrases, including		
tl	hose that signal		

precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some guidance and support		
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purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some	organization are	
audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some	appropriate to task,	
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some	purpose, and	
and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some	audience.	
peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some	W.4.5 With guidance	
develop and strengthen writing as needed by planning, revising, and editing. W.4.6 With some	and support from	
strengthen writing as needed by planning, revising, and editing. W.4.6 With some	peers and adults,	
needed by planning, revising, and editing. W.4.6 With some	develop and	
revising, and editing. W.4.6 With some	strengthen writing as	
W.4.6 With some	needed by planning,	
	revising, and editing.	
guidance and support	W.4.6 With some	
	guidance and support	

fr	rom adults, use		
te	echnology, including		
th	he Internet, to		
	produce and publish		
l w	vriting as well as to		
ir	nteract and		
CC	collaborate with		
0	others; demonstrate		
St	ufficient command of		
ke	eyboarding skills to		
ty	ype a minimum of		
0	one page in a single		
si	itting.		
W	N.4.8 Recall relevant		
ir	nformation from		
	experiences or gather		
re	elevant information		
fr	rom print and digital		
Sc	ources; take notes		
	ınd categorize		
ir	nformation, and		
p	provide a list of		
Sci	ources.		
W	N.4.9 Draw evidence		
fr	rom literary or		
ir	nformational texts to		
	upport analysis,		
re	eflection, and		
	esearch.		
	N.4.10 Write routinely		
	over extended time		
	rames (time for		
re	esearch, reflection,		

	metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences		
Essential Questions	 How do readers use text for the large of the lar	graphics help understanding? trators tell a story? I language? genre help comprehension? rom the text to support my thinking? a text's structure help me to interpret information of view influence the actions in the story and to text? dea of a text? to determine the meaning of new vocabulary tween a first and second hand account of an extermine the meaning of the story to the story that is the story of the story	etion from the text? v? ?
Assessments How will we know they have gained the knowledge & skills?	FormativeChecklistsExit Tickets	 Summative Fountas & Pinnell Benchmark Assessment Reading Records 	AlternativeDual modalities (visual and written)

	 Reader's Notebook/ Post-it Notes Student Self- Assessment/Reflection Respond to questions, orally or written Verbal or written summaries Student Observation Daily Independent Classwork Class Discussion Turn and Talk Hand signals to show understanding Whiteboards Graphic Organizers Student Conferencing Anecdotal records Interactive Online Assessment (Kahoot, Quizizz) 	 Reader's Notebook Cold reads Common Summative Assessment 	 Create a presentation (multimedia, poster, etc.) Group presentation Book Reports
Unit Pre-Assessment(s) What do they already know?	 Fountas & Pinnell Benchmark NWEA MAP Starting Position (background 	Assessment (Guided Reading Level) knowledge)	

Instructional	Responsive Teach	ching		
Strategies/Student	· ·	goals, expectations, criteria	, assessment, etc.)	
Activities	Scaffolding		,	
	Mini Lessons/Ar	nchor Charts		
	Direct Instructio	n		
	Interactive Read	l Aloud/Mentor Texts		
	 Modeling 			
	Guided Practice			
	Active Participat	ion		
	Independent Practical	actice/Independent Readir	ng	
	Reader's Notebox	ooks		
	 Conferring 			
	Provide detailed	and specific feedback		
	Cooperative Lea	rning		
	Book Club/Litera	nture Discussion		
	Graphic Organize	ers		
	Technology Integration	gration		
	Learning Centers	5		
	Academic Game	S		
	Problem Solving			
	Small Group Ins	truction (skills, strategies, a	guided reading)	
	 Flexible/Strategi 	c grouping		
Instructional/Assessment	English Language	Special Education	Struggling Learners	Advanced Learners
Scaffolds (Modifications	Learners	Learners		
/Accommodations) –				
planned for prior to	Small group	Instructional	Instructional	Instructional
instruction	instruction	Small group/	Small group instruction	 Leveled texts
	Clarified	individual	Consistent Lesson	Choice Boards
	directions	support	structure	

Provide key vocabulary prior to lesson and/or assessment Leveled text Allow oral responses Use multiple choice format Read test aloud Provide definitions of key terms in native language language Use native language for directions Single step directions Graphic organizers Additional Time	 Consistent Lesson structure Graphic Organizers Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples, cues, directions Classroom buddy Leveled text Allow oral responses Sentence Frames Provide examples, notes or study guide 	 Graphic Organizers Additional time Reword/ Clarify directions Visual and verbal examples, cues and directions Leveled text Monitor on-task behavior Frequently check for understanding Assessments Vary test format Highlight/ underline key words Chunk sections Additional Time Reword / clarify test directions 	 Independent study/ Sidebar studies Peer leader/helper Literature Circles Assessments Tiered assessments Choice of test format
--	---	--	--

Simplify	Monitor
language for	on-task
tasks	behavior
Verbal and	Frequently
Visual	check for
examples for	understanding
instruction	Read texts
Concrete	aloud (if
Examples	appropriate)
Consistent	No penalty for
Lesson	spelling errors
structure	Assessments
	Varied test
	format / level
	of complexity
	Provide/ allow
	use of study
	guide guide
	Reword /
	clarify test
	directions
	Read test
	aloud (if
	appropriate)
	Highlight/ underline key
	underline key words
	Additional Times
	Time

	 Accept short answers Allow retakes Modified grading 	
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Independent Reading book choice Leveled Texts Learning Structures Group and Individual routines Students working at their own pace during independent reading Presenting materials in a variety of ways Flexible Small Group instruction (guided reading, skills, strategies) Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (anchor charts, rubrics, checklists) Peer assistance Choice/Options Learning Menus Chromebook/Technology Anchor Charts Epic 	 Reader's Notebook Reading Response Post-it Notes Response Choice Menu Tiered assignments (based on individual student readiness) Rubrics Success Criteria Checklist Assessment Retakes

	Flexible grouping	
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: details, examples, connections, summarize, event, compare, contrast, structure, reasons, evidence, illustrations, graphics, author, empathy, perspective, ironically, dialect Tier III: inferences, theme, character, setting, poem, drama, prose, structural elements, first and third person narrations, main idea, firsthand and secondhand account, text features, genre, fantasy, fairy tales, plot, idiom, figurative language, headings, subheadings	
Integration of Technology SAMR	S - Reader's response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.) M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	Science (2020) • 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Social Studies (2020) • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+* • 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. (oregon trail, Japanese internment) ^* • 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. (Haiti floods) • 6.1.5.GeoGl.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. (aviator, oregon trail, internment) ^*	

• 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (aviator, houdini, braille)

Computer Science and Design Thinking (2020)

• 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ^*

21st Century Themes/Skills Themes Skills P21 Framework Global Awareness - Learning from and Flexibility and Adaptability working collaboratively with individuals Initiative and Self-direction representing diverse cultures, religions and Social and Cross-cultural skills lifestyles in a spirit of mutual respect and **Productivity and Accountability** open dialogue in personal, work and Leadership and Responsibility community contexts (sharing ideas and Creativity and Innovation stories); Understanding other nations and Critical Thinking and Problem Solving cultures, including the use of non-English Communication and Collaboration languages. O+

	 Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) Information, Communication, Technology Literacy 	
Resources/Materials	 4th Grade Crosswalk Document Fountas & Pinnell Literacy Continuum Guided Reading: Responsive Teaching Across Grades Fountas & Pinnell Online Resources Interactive Read Aloud Texts/lesson cards (FPC) ^O+* Reading Mini Lesson book (FPC) Guided Reading Leveled Texts/lesson cards (FPC) ^O+* Other leveled texts (Scholastic, EPIC, etc.) ^O+* Reader's Notebook ^O+* Classroom Library 	