Grade 4 ELA Curricular Framework - Reading Workshop

UNIT 1

Text Types: Literary Writing Genres: Narrative Writing (Realistic Fiction) Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November** **Lucy Calkins Reader's Workshop - Unit 1: Interpreting Characters - The Heart of the Story** **Lucy Calkins Writer's Workshop - Unit 1: Realistic Fiction - Arc of the Story**

READING **Critical Knowledge and Skills** **Italicized - spiraling skills throughout units* ***Bold - Focus skills of this unit**	WRITING **Critical Knowledge & Skills** **Italicized - spiraling skills throughout units* ***Bold - Focus skills of this unit**
RL.4.1 **Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read** **Make personal connections, make connections to other texts, and/or make global connections when relevant** **Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text** **Refer to the text when drawing conclusions as well as when answering directly stated questions** RL.4.2 **Identify the key details of a text that support the main idea** **Analyze the actions and thoughts of characters or speakers in texts, looking for patterns** **Determine the theme or main idea of the text** **Summarize the key points of a text** **Explain how the author supports main ideas in informational text with key details**	W.4.3.A, B, C, D **Compose a story hook to engage the reader** **Establish the story's background or situation** **Introduce a narrator and/or characters** **Purposefully arrange events to make the story flow** **Use dialogue and description to develop experiences and events** **Show the responses of characters to situations, when appropriate** **Use a variety of transitional words and phrases to manage the sequence of events** **Use concrete words and phrases to relay story details** **Use sensory details to convey experiences and events precisely** **Provide a conclusion that follows from the narrated experiences or events** W.4.4 **Produce writing that is clear and understandable to the reader** **Unpack writing tasks (type of writing assignment)** **Unpack writing purpose (the writer's designated reason for writing)**

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RL.4.3
- **Read text closely, looking for key details regarding character, setting, or plot**
- **Analyze story elements for literal and inferential meaning**
- **Refer to the text to describe various story elements**

RL.4.4
- **Determine the meaning of words and phrases in a text**
- **Identify words that allude to mythological characters (ie: Herculean)**
- **Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)**
- **Identify metaphors and similes**

RL.4.5
- **Explain the differences between poems, drama, and prose**
- **Explain how structural elements are used to create an oral or written response to a text**
- **Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)**

RL.4.6
- **Identify the narrator's point of view**
- **Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view**
- **Identify similarities and differences between firsthand and secondhand accounts**
- **Explain how the point of view impacts the delivery of information in the text**

RL.4.7
- **Link the reading of the text to listening or viewing the same story**
- **Compare what was read to what was visualized and heard**
- **Cite textual evidence to support comparisons**

RL.4.9

- **Focus the organization and development of a topic to reflect the task and purpose**

W.4.5
- **Practice revising and editing skills**
- **Change word choice and sentence structure in writing to strengthen the piece**
- **Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing**
- **Recognize spelling, grammar, and punctuation errors**
- **Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)**

W.4.6
- **Use digital tools**
- **Use technology for producing and publishing writing, and collaborating with others**
- **Demonstrate proficiency in keyboarding skills**
- **Type at least one page in a single setting**

W.4.10
- **Produce numerous pieces of writing over various time frames**
- **Develop skills in research**
- **Reflect on and revise writing**
- **Develop a topic related to the content area they are writing about to reflect task, audience, and purpose**

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- **Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature**
- **Analyze how the theme is presented in the text**
- **Analyze the influence of culture on similar themes**

RL.4.10
- **Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year**
- **Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts**
- **Read texts with scaffolding as needed**

RF.4.3.A
- **Identify specific strategies for decoding words in texts**
- **Apply the specific strategies for decoding and spelling multisyllabic words**

RF.4.4.A, B, C
- **Use various strategies to understand text and read with purpose**
- **Read grade-level poetry and prose aloud accurately**
- **Use an appropriate rate and expression when reading aloud**
- **Use various strategies to support word recognition and understanding**
- **Reread texts when appropriate to support increased accuracy, fluency, and comprehension**

LANGUAGE	SPEAKING & LISTENING
Critical Knowledge & Skills	Critical Knowledge & Skills
Italicized - spiraling skills throughout units	*Italicized* - spiraling skills throughout units
Bold - Focus skills of this unit	*Bold - Focus skills of this unit*
L.4.1.A, B • **Identify and define relative pronouns**	**SL.4.1A,B,C,D** • **Use previous knowledge to expand discussions about a topic** • **Engage in conversations about grade-appropriate topics and texts**

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- **Use appropriate relative pronouns and relative adverbs when writing or speaking**
- **Identify progressive verb tenses in sentences**
- **Select the appropriate verb tense to use when writing or speaking**

L.4.2.A, D

- **Identify rules for capitalization**
- **Apply capitalization rules consistently**
- **Spell grade-appropriate words correctly**
- **Use references as needed to aid in spelling**

L.4.4.A, C

- **Decipher the meanings of words and phrases by using sentence context**
- **Determine the meaning of commonly used prefixes and suffixes**
- **Separate a base word from the prefix or suffix**
- **Use the definition of known prefixes and suffixes to define new words**
- **Identify the purpose and use of glossaries and dictionaries**
- **Determine the structure of glossaries and dictionaries**
- **Use both print and digital glossaries and dictionaries to define and clarify words**

L.4.6

- **Use 4th grade vocabulary fluently when discussing academic or domain-specific topics**
- **Choose the most accurate word when describing actions, emotions, or states of being**
- **Choose the most accurate word when discussing a particular topic**
- **Use knowledge of synonyms and antonyms to broaden vocabulary**

- **Participate in a variety of rich, structured conversations**
- **Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer**
- **Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)**

SL.4.6

- **Speak for a variety of purposes**
- **Distinguish between formal and informal discourse**
- **Adapt speech to a variety of contexts and tasks**

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
Teacher Manuals: Lucy Calkins Reader's Workshop - Unit 1: Interpreting Characters - The Heart of the Story	Standards:

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Lucy Calkins Writer's Workshop - Unit 1: Realistic Fiction - Arc of the Story
Notice and Note - Strategies for Close Reading by Kylene Beers & Robert Probst
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo

Learning Progression:
- **_Learning Progression Unit 1_**

Mentor Texts:
- *Tiger Rising*
- *Stone Fox*
- *The One and Only Ivan*
- *Matilda*
- *Wonder*
- *Tales of a Fourth Grade Nothing*
- *Tuck Everlasting*
- *Thank You Mr. Falker*
- *Fireflies*
- *My Rotten Redheaded Older Brother*
- *Rotten Richie and the Ultimate Dare*
- *Those Shoes*
- *Because of Winn Dixie - refer to from 3rd grade*
- *Charlotte's Web - refer to from 3rd grade*
- **The Amistad Commission's Literacy Components for Primary Grades** titles listed by grade level that are examples of books that reflect African and African-American characters in positive, authentic ways

Anchor Charts
- **"A Book is Too Hard When" chart**
- **"Finding Books We Want to Read" chart**
- **"From Retelling Toward Summarizing" chart**
- **_"Developing Ideas about Characters" chart_**
- **_"Let's Debate" chart_**
- **_"Generating Provocative, Debatable Ideas" chart_**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5 Create and use a database to answer basic questions.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.
- Google (Classroom, Slide, Docs, etc.)
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

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- *"To Understand/Interpret a Story, Readers Pay Attention to…" chart*
- *"How to Build an Interpretation" chart*
- *"Thought Prompts to Help Us Grow" chart*
- *"Thought Prompts to Help Us Move" chart*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

KEY VOCABULARY

Key vocabulary may include but are not limited to:

connection, theme, inference, cause/effect, myth, metaphor, simile, narrative, opening, closing, figurative language, plot, story elements, transition words

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education**	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities

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		Students with 504 Plans
● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	**Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		

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Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

READING - Instructional Best Practices

- **RL.4.3** Mood/tone lesson (link slides)
- **RL.4.1, RL.4.2, RL.4.3, RL.4.9** Theme lessons connecting to the world, the lives of students, etc.
- Reading Unit 1 Teacher's College Scope & Sequence - *Suggested* scope & sequence that includes supplemental lessons and launching Reader's Workshop lessons
- Notice & Note Strategies
- Notice and Note Anchor chart with sentence frames
- Noticing Fiction Signposts

WRITING - Instructional Best Practices

- Mentor Texts Teaching Points
- Fictional Narrative Writing
- Narrative Writing Reflection

LANGUAGE - Instructional Best Practices

- Mentor Sentences by Jivey - Volume 1
- Template for Stop and Jots that students can use as they read literary texts to independently clarify vocabulary from the text and cite appropriate text evidence

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UNIT 2

Text Types: Informational
Writing Genres: Informative and Explanatory Writing
Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

Lucy Calkins Reader's Workshop - Unit 2: Reading the Weather, Reading the World: Purposeful Reading Nonfiction
Lucy Calkins Writer's Workshop - Unit 2: Boxes & Bullets: Personal & Persuasive Essay

READING Critical Knowledge and Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	WRITING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
RI.4.1 ● **Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read** ● **Make personal connections, make connections to other texts, and/or make global connections when relevant** ● **Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text** ● **Refer to the text when drawing conclusions as well as when answering directly stated questions** **RI.4.2** ● **Identify the key details of a text that support the main idea** ● **Analyze the actions and thoughts of characters or speakers in texts, looking for patterns** ● **Determine the theme or main idea of the text** ● **Summarize the key points of a text** ● **Explain how the author supports main ideas in informational text with key details**	**W.4.1.A, B, C, D** ● **Distinguish fact from opinions** ● **Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)** ● **Group supporting details to support the writer's purpose** ● **Introduce a topic or text clearly** ● **State an opinion to be supported with evidence** ● **Write a thesis statement to focus the writing** ● **Logically order reasons that are supported by facts** ● **Support the opinion with facts and details from texts or other sources** ● **Use transitional words and phrases to connect opinions to reasons** ● **Write a conclusion related to the opinion presented** *W.4.4* ● *Produce writing that is clear and understandable to the reader* ● *Unpack writing tasks (type of writing assignment)* ● *Unpack writing purpose (the writer's designated reason for writing)*

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RI.4.3
- **Read text closely to identify key details**
- **Explain how or why historical events, scientific ideas or "how to" procedures happened**
- **Use the text to support their answers**

RI.4.4
- **Determine the meaning of words and phrases in a text**
- **Identify words that allude to significant characters (ie: Herculean)**
- **Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)**
- **Identify metaphors and similes**

RI.4.5
- **Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)**

RI.4.6
- **Identify similarities and differences between firsthand and secondhand accounts**
- **Explain how the point of view impacts the delivery of information in the text**

RI.4.7
- **Analyze information presented in various formats to identify the key details**
- **Understand what is heard, viewed, or presented through various media formats to help make meaning of the text**
- **Explain how the information presented in various formats aids to the overall meaning**

RI.4.8
- **Identify reasons and evidence an author uses to support a claim**
- **Describe how an author uses proof to support a point in the text**

RI.4.9
- **Read two texts closely on the same subject to identify key details**

- *Focus the organization and development of a topic to reflect the task and purpose*

W.4.5
- *Practice revising and editing skills*
- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.4.6
- *Use digital tools*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate proficiency in keyboarding skills*
- *Type at least one page in a single setting*

W.4.7
- **Research a topic through investigation of the topic**
- **Explore a topic in greater detail by developing a research question that helps bring focus to the topic**
- **Gather information to support a topic**
- **Select relevant information from texts to support main ideas or claims**
- **Group like ideas to organize writing**

W.4.10
- *Produce numerous pieces of writing over various time frames*
- *Develop skills in research*
- *Reflect on and revise writing*
- *Develop a topic related to the content area they are writing about to reflect task, audience, and purpose*

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- **Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject**

RI.4.10
- **Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year**
- **Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts**
- **Read texts with scaffolding as needed**

RF.4.3.A
- *Identify specific strategies for decoding words in texts*
- *Apply the specific strategies for decoding and spelling multisyllabic words*

RF.4.4.A, B, C
- *Use various strategies to understand text and read with purpose*
- *Read grade-level poetry and prose aloud accurately*
- *Use an appropriate rate and expression when reading aloud*
- *Use various strategies to support word recognition and understanding*
- *Reread texts when appropriate to support increased accuracy, fluency, and comprehension*

LANGUAGE **Critical Knowledge & Skills** ***Italicized** - spiraling skills throughout units* ***Bold** - Focus skills of this unit*	SPEAKING & LISTENING **Critical Knowledge & Skills** ***Italicized** - spiraling skills throughout units* ***Bold** - Focus skills of this unit*
L.4.1.C, D ● **Identify and define modal auxiliaries** ● **Use the appropriate modal auxiliary to convey various conditions** ● **Identify adjectives in sentences to determine their purpose** ● **Place adjectives in conventional order when writing or speaking** **L.4.2.B**, *D*	**SL.4.1A,B,C,D** ● *Use previous knowledge to expand discussions about a topic* ● *Engage in conversations about grade-appropriate topics and texts* ● *Participate in a variety of rich, structured conversations* ● *Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer*

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- **Identify the format for marking direct speech and quotations**
- **Apply the rules for marking direct speech and quotations when writing**
- *Spell grade-appropriate words correctly*
- *Use references as needed to aid in spelling*

L.4.3.A, B, C

- **Select the most precise word to convey ideas**
- **Select punctuation to create effect in writing**
- **Use formal English and informal English in the appropriate settings**

L.4.4.A, C

- *Decipher the meanings of words and phrases by using sentence context*
- *Identify the purpose and use of glossaries and dictionaries*
- *Determine the structure of glossaries and dictionaries*
- *Use both print and digital glossaries and dictionaries to define and clarify words*

L.4.6

- *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics*
- *Choose the most accurate word when describing actions, emotions, or states of being*
- *Choose the most accurate word when discussing a particular topic*
- *Use knowledge of synonyms and antonyms to broaden vocabulary*

- *Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)*

SL.4.2

- **Identify the key points and supporting details of a text presented orally**
- **Restate the key information from a written text read aloud or information presented in multiple formats**

SL.4.3

- **Identify the reasons and evidence a speaker provides to support particular points.**

SL.4.6

- *Speak for a variety of purposes*
- *Distinguish between formal and informal discourse*
- *Adapt speech to a variety of contexts and tasks*

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
Teacher Manuals: Lucy Calkins Reader's Workshop - Unit 2: Reading the Weather, Reading the World: Purposeful Reading Nonfiction Lucy Calkins Writer's Workshop - Unit 2: Boxes & Bullets: Personal & Persuasive Essay *Notice and Note - Strategies for Close Reading* by Kylene Beers & Robert Probst	**STANDARDS** 8.1.5.D.2 Analyze the resource citations in online materials for proper use. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo **Learning Progression:** ● [Learning Progression Unit 2](#) **Mentor Texts:** ● *Everything Weather* by Kathy Furgang ● *DK Eyewitness: Hurricanes and Tornado* by Jack Challoner **Mentor Texts/Articles:** ● [The Big Thirst](#) by Charles Fishman ● ["Fast Moving Water"](#) by Kathiann M. Kowalski ● ["Katrina Strikes"](#) by Julie Lakes ● ["Drought Rearranges Kingdoms" from Calliope: Exploring World History](#) ● ["A Sport" text](#) ● [Hybrid Text Set](#) ● ["In the Grip of Epic Drought"](#) ● ["A Summer Scorcher"](#) ● ["What Do You Do With An Idea?" excerpts](#) ● ["U.S. Drought Monitor"](#) ● ["Drought Rearranges Kingdoms"](#) **Video Links:** ● ["The Phoenix Zoo Saves Arabian Oryx" video](#) ● [National Geographic video, "Droughts 101"](#) ● [Science is for Everyone, Kids Included TED Talk](#) ● [Ted Talks to Watch with Kids](#) ● [A performance of "Mathemagic" TED Talk](#) ● [Nat Geo "Hurricane Destruction"](#) ● ["9.0 Japanese Earthquake"](#) ● ["Tsunami Destroys Building"](#) ● ["Making Fire with Sticks"](#) **Suggested Classroom Texts:** ● *Hurricanes* by Seymour Simon ● *Chasing the World's Most Deadly Storms* by Clive Gifford	8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. 8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills. ● Google Classroom ● Google Docs ● Google Slides ● SeeSaw ● Raz-Kids ● Learning Ally ● Reading A-Z ● Readworks ● Newsela ● BrainPop ● Storyworks ● Freckle ● Superscience

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- *Extreme Weather* by Margaret Hynes
- *Natural Disasters* by Claire Watts and Trevor Day
- *Natural Disasters: Violent Weather* by Steve Parker and David West
- *The Science of an Earthquake* by Lois Sephaban Superstorm Sandy by Lynn Peppas
- *Tsunamis* by Chana Steifel Weather by Seymour Simon
- *Weather: Whipping Up a Storm!* by Dan Green
- *Blizzard! The Storm that Changed America* by Jim Murphy
- *Tornadoes* By Seymour Simon
- *You Wouldn't Want to Live without Extreme Weather* by Roger Canavan
- *Earthquakes and Other Natural Disasters* by Harriet Griffey
- *Tornado! The Story Behind These Twisting, Turning, Spinning, and Spiraling Storms* by Judith Bloom Fradin
- *Volcano Earthquake* by James Putnam

Anchor Charts
- *"Common Nonfiction Text Structures" chart*
- *"To Teach Well…" chart*
- *"Tackle the Hard Parts of Nonfiction Reading" chart*
- *"Coding Nonfiction Texts" chart*
- *"Figuring Out the Meaning" chart*
- *"Ways to Push Your Thinking" chart*
- *"When Preparing for a Group Presentation, Think About" chart*
- *"Phrases We Can Use" chart*
- *"Techniques for Writing to Grow Ideas" chart*
- *"Questions Researchers Ask About Their Sources" chart*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Grade 4 ELA Curricular Framework - Reading Workshop

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)](#) [Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#) **HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk** ● Go Noodle - https://www.gonoodle.com/ ● Just Dance - https://justdancenow.com/ ● Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids	

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

KEY VOCABULARY

Key vocabulary may include but are not limited to:

text feature, organizational structure (chronological, comparative, cause/effect), modal auxiliaries, direct speech, quotation

Grade 4 ELA Curricular Framework - Reading Workshop

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
- WIDA Can Do Descriptors for Grades 4-5* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: - Listen to audio recordings instead of reading text - Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge - Work with fewer items per page and/or materials in a larger print size - Use a visual blocker - Use visual presentations of verbal material, such as word webs and visual organizers - Be given a written list of instructions/picture cues **Response accommodations**: - Give responses in a form (oral or written) that's easier for him/her - Dictate answers to a scribe - Capture responses on an audio recorder - Use a spelling dictionary or electronic spell-checker	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 4 ELA Curricular Framework - Reading Workshop

	● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

READING - Instructional Best Practices

- RI.4.7 - Students will use their social studies textbook to identify informational text features used by authors as tools to aid the readers' understanding by completing a [Scavenger Hunt activity](#).

Grade 4 ELA Curricular Framework - Reading Workshop

- Notice & Note Strategies
- Noticing Nonfiction Signposts
- Weather Research Project Links

WRITING - Instructional Best Practices

- Evidence based persuasive writing prompt and article: Should animals be kept in zoos and aquariums?
- Persuasive writing prompt: Should children have pets?
- Virtual Opinion Essay Writing: Should dogs be allowed in restaurants? 2 weeks of lessons

LANGUAGE - Instructional Best Practices

- Mentor Sentences by Jivey - Volume 2

UNIT 3

Text Types:	Informational
Writing Genres:	Research Writing, Informative and Explanatory Writing
Unit Pacing:	3rd Marking Period - **Middle of January - End of March**

Lucy Calkins Reader's Workshop - Unit 3: Reading History: The American Revolution
Lucy Calkins Writer's Workshop - Unit 3: Bringing History to Life

READING **Critical Knowledge and Skills** *Italicized* - spiraling skills throughout units	WRITING **Critical Knowledge & Skills** *Italicized* - spiraling skills throughout units

Grade 4 ELA Curricular Framework - Reading Workshop

*Bold - Focus skills of this unit	*Bold - Focus skills of this unit
RI.4.1 ● *Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read* ● *Make personal connections, make connections to other texts, and/or make global connections when relevant* ● *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text* ● *Refer to the text when drawing conclusions as well as when answering directly stated questions* **RI.4.2** ● *Identify the key details of a text that support the main idea* ● *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns* ● *Determine the theme or main idea of the text* ● *Summarize the key points of a text* ● *Explain how the author supports main ideas in informational text with key details* **RI.4.3** ● *Read text closely to identify key details* ● *Explain how or why historical events, scientific ideas or "how to" procedures happened* ● *Use the text to support their answers* **RI.4.4** ● *Determine the meaning of words and phrases in a text* ● *Identify words that allude to significant characters (ie: Herculean)* ● *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)* ● *Identify metaphors and similes* **RI.4.5** ● ● *Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)*	**W.4.2.A, B, C, D, E** ● *Introduce a topic clearly* ● *Compose a clear thesis statement* ● *Group related information in paragraphs and sections* ● *Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate* ● *Purposefully select information to develop the topic* ● *Link ideas within paragraphs and sections of information using words and phrases* ● *Use transitional words and phrases* ● *Select specific language and vocabulary to convey ideas and information* ● *Provide a conclusion related to the information or explanation* **W.4.4** ● *Produce writing that is clear and understandable to the reader* ● *Unpack writing tasks (type of writing assignment)* ● *Unpack writing purpose (the writer's designated reason for writing)* ● *Focus the organization and development of a topic to reflect the task and purpose* **W.4.5** ● *Practice revising and editing skills* ● *Change word choice and sentence structure in writing to strengthen the piece* ● *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing* ● *Recognize spelling, grammar, and punctuation errors* ● *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)* **W.4.6** ● *Use digital tools* ● *Use technology for producing and publishing writing, and collaborating with others*

Grade 4 ELA Curricular Framework - Reading Workshop

RI.4.6
- *Identify similarities and differences between firsthand and secondhand accounts*
- *Explain how the point of view impacts the delivery of information in the text*

RI.4.7
- *Analyze information presented in various formats to identify the key details*
- *Understand what is heard, viewed, or presented through various media formats to help make meaning of the text*
- *Explain how the information presented in various formats aids to the overall meaning*

RI.4.8
- *Identify reasons and evidence an author uses to support a claim*
- *Describe how an author uses proof to support a point in the text*

RI.4.9
- *Read two texts closely on the same subject to identify key details*
- *Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject*

RI.4.10
- *Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year*
- *Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts*
- *Read texts with scaffolding as needed*

RF.4.3.A
- *Identify specific strategies for decoding words in texts*
- *Apply the specific strategies for decoding and spelling multisyllabic words*

RF.4.4.A, B, C
- *Use various strategies to understand text and read with purpose*
- *Read grade-level poetry and prose aloud accurately*
- *Use an appropriate rate and expression when reading aloud*

- *Demonstrate proficiency in keyboarding skills*
- *Type at least one page in a single setting*

W.4.7 (Option: At least one from W.4.7, W.4.8, or W.4.9)
- *Research a topic through investigation of the topic*
- *Explore a topic in greater detail by developing a research question that helps bring focus to the topic*
- *Gather information to support a topic*
- *Select relevant information from texts to support main ideas or claims*
- *Group like ideas to organize writing*

W.4.8 (Option: At least one from W.4.7, W.4.8, or W.4.9
- *Research information from print and digital sources*
- *Integrate information from personal experience*
- *Take notes and organize their information into categories*
- *List the sources used*

W.4.9 (Option: At least one from W.4.7, W.4.8, or W.4.9
- *Use strategies for reading literary and informational text to investigate topics*
- *Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events*
- *Explain how an author uses proof to support a point in informational text*
- *Prove each point with evidence from the text*

Grade 4 ELA Curricular Framework - Reading Workshop

● *Use various strategies to support word recognition and understanding* ● *Reread texts when appropriate to support increased accuracy, fluency, and comprehension*	
LANGUAGE **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	**SPEAKING & LISTENING** **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**

L.4.1.E, F
- **Recognize the purpose and function of prepositional phrases**
- **Identify prepositions and prepositional phrases when reading**
- **Use prepositional phrases in writing**
- **Identify the components of complete sentences**
- **Consistently write in complete sentences**
- **Distinguish complete sentences, fragments, and run-on sentences**
- **Revise fragments and run-ons to form complete sentences**

L.4.2.C, *D*
- **Identify coordinating conjunctions in sentences**
- **Use a comma before a coordinating conjunction in a compound sentence**
- *Spell grade-appropriate words correctly*
- *Use references as needed to aid in spelling*

L.4.4.A, C
- *Decipher the meanings of words and phrases by using sentence context*
- *Identify the purpose and use of glossaries and dictionaries*
- *Determine the structure of glossaries and dictionaries*
- *Use both print and digital glossaries and dictionaries to define and clarify words*

L.4.5.A, B, C
- **Identify similes and metaphors in text**
- **Explain the meaning of simple similes and metaphors**

SL.4.1A,B,C,D
- *Use previous knowledge to expand discussions about a topic*
- *Engage in conversations about grade-appropriate topics and texts*
- *Participate in a variety of rich, structured conversations*
- *Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer*
- *Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)*

SL.4.2
- *Identify the key points and supporting details of a text presented orally*
- *Restate the key information from a written text read aloud or information presented in multiple formats*

SL.4.4
- **Report on a topic or text, telling a story, or recounting an event in an organized, logical manner**
- **Present information orally and in coherent, spoken sentences**
- **Use an appropriate pace when presenting**
- **Present and logically support personal opinions**

SL.4.6
- *Speak for a variety of purposes*
- *Distinguish between formal and informal discourse*
- *Adapt speech to a variety of contexts and tasks*

Grade 4 ELA Curricular Framework - Reading Workshop

● **Identify idioms, adages, and proverbs in text** ● **Explain the meaning of common idioms, adages, and proverbs** ● **Determine synonyms and antonyms of words to show meaning** *L.4.6* ● *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics* ● *Choose the most accurate word when describing actions, emotions, or states of being* ● *Choose the most accurate word when discussing a particular topic* ● *Use knowledge of synonyms and antonyms to broaden vocabulary*	
ASSESSMENTS & RESOURCES	**TECHNOLOGY INTEGRATION**
Teacher Manuals: Lucy Calkins Reader's Workshop - Unit 3: Reading History: The American Revolution Lucy Calkins Writer's Workshop - Unit 3: Bringing History to Life *Notice and Note - Strategies for Close Reading* by Kylene Beers & Robert Probst *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* by Jennifer Serravallo *Learning Progression:* ● **Learning Progression Unit 3** *Mentor Texts:* *George Washington Socks* *Suggested Mentor Texts:* ● *The Fourth of July Story* by Alice Dalgliesh ● *George Washington* by Wil Mara ● *George the Drummer Boy* by Nathaniel Benchley ● *Paul Revere and the Bell Ringers* by Jonah Winter ● *A Picture Book of Paul Revere* by David A. Adler ● *The Fighting Ground* by Avi	Standards: 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. 8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Grade 4 ELA Curricular Framework - Reading Workshop

- *George Vs. George: The American Revolution as Seen From Both Sides* by Rosalyn Schanzer
- *Guns for George Washington* by Seymour Reit
- *If You Lived at the Time of the American Revolution* by Kay Moore
- *Phoebe the Spy* by Judy Berry Griffin
- *The Secret Soldier* by Ann McGovern
- *Sophia's War: A Tale of the Revolution* by Avi
- *George Washington's Spy* by Elvira Woodruff
- *Give Me Liberty* by L.M. Elliott
- *The Keeping Room* by Anna Myers
- *Midnight Rider* by Joan Hiatt Harlow
- *Mr. Revere and I* by Robert Lawson
- *Secret Weapons: A Tale of the Revolutionary War* by Johann Wyss
- *Sybil Ludington's Midnight Ride* by Marsha Amstel
- *Washington's War* by Stacia Deutsch
- *And Then What Happened Paul Revere?* by Jean Fritz
- *The Birth of the United States* by Linda Crotta Brennan
- *Heroes of the Revolution* by David Adler
- *Let it Begin Here!* by Dennis Fradin
- *A More Perfect Union* by Betsy Maestro
- *The Revolutionary War* by Josh Gregory
- *Shh!! We're Writing the Constitution* by Jean Fritz
- *Voices of the American Revolution* by Lois Miner Huey
- *Who Was George Washington?* by Roberta Edwards
- *When Washington Crossed the Delaware* by Lynne Cheney

Video Links:
- *"Give me liberty, or give me death!" speech*
- *"Liberty's Kids Samuel Adams Speech"*
- *"No More King!"*

Articles/Images

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.
- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

Grade 4 ELA Curricular Framework - Reading Workshop

- *"The Famous Ride of Paul Revere"*
- *"Tea Troubles: The Boston Tea Party"*
- *"The Wigmaker's Boy and the Boston Massacre"*
- *Paul Revere's Boston Massacre Engraving link*
- *Captain Preston's Testimony*
- *British Viewpoints and Primary Sources*
- *"Paul Revere's Ride" poem*
- *"This Day in History" on History.com, "Revere and Dawes warn of British Attack"*
- *American Revolution Images*
- *Tea Drinking in 18th-Century America*
- *Benjamin Franklin's "Join, or Die" Cartoon*
- *Woman Hugging Her Husband Image*
- *"ushistory.org" link*
- *"Siege of Yorktown" challenging passage link*
- *Excerpts Containing Unfamiliar Term*

Anchor Charts
- *"The American Revolution Before 1775" chart*
- *"Lenses to Carry When Reading History" chart*
- *"Taking Notes" chart*
- *"A Detail" chart*
- *"Note-Taking to Support Nonfiction Reading" checklist*
- *"Phrases that Help Synthesize Related Information" chart*
- *"Questions to Ask About a Primary Source" chart*
- *"Tips for Being a Great Debater" chart*
- *"Phrases to Use in Debates" chart*
- *"Story Elements" chart*
- *"Figuring Out the Meaning" chart*
- *"Knowing a Word" chart*
- *"Taking Notes to Record Important Information and Explain It" chart*
- *"How to Build an Interpretation" chart*

Grade 4 ELA Curricular Framework - Reading Workshop

Suggested Classroom Books:

American Revolution Leveled Books List

Katie's Trunk Ann Turner and Ron Himler

Aaron and the Green Mountain Boys Patricia Lee Gauch and Margot Tomes

"This Time, Tempe Wick?" Patricia Lee Gauch

Paul Revere's Ride Henry Wadsworth Longfellow and Ted Rand

"*And Then What Happened, Paul Revere?"* Jean Fritz

 "Can't You Make Them Behave, King George?" Jean Fritz

Traitor: The Case of Benedict Arnold Jean Fritz

Where Was Patrick Henry on the 29th of May? Jean Fritz

"Why Don't You Get a Horse, Sam Adams?" Scott Foresman

The Battle of Lexington and Concord Neil Johnson

The War for Independence Albert Marrin

The American Revolutionaries: A History in Their Own Words Milton Meltzer

The American Revolution: At the Forge of Liberty Alden R. Carter

"Will You Sign Here, John Hancock?" Jean Fritz

The American Revolution: Colonies in Revolt Alden R. Carter

The American Revolution: Darkest Hours Alden R. Carter

"Pass the Quill, I'll Write a Draft: A Story of Thomas Jefferson" Robert Quackenbush

The Revolutionary War: A Sourcebook on Colonial America Carter Smith

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Grade 4 ELA Curricular Framework - Reading Workshop

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Grade 4 ELA Curricular Framework - Reading Workshop

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Setting accommodations:
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- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

Grade 4 ELA Curricular Framework - Reading Workshop

READING - Instructional Best Practices
- Revolutionary War RAFT - RI.4.1, W.4.9 (Reading & Writing Project)   - Notice & Note Strategies   - King George III Taxation Project, King George III Letter   - Unit 3 Interactive Journal.pdf   - Noticing Nonfiction Signposts   - Battle of Cowpens   - Battle of LongIsland   - Battle of Germantown   - Soldiers Uniforms and Gear   - american revolutionary heroes 4th grade   - American Revolution Subtopics sheet
WRITING - Instructional Best Practices
- Revolutionary War RAFT - RI.4.1, W.4.9 (Reading & Writing Project)   - Writing American Revolution   - TEACHER SAMPLE - Writing American Revolution
LANGUAGE - Instructional Best Practices
Mentor Sentences by Jivey - Volume 3

Grade 4 ELA Curricular Framework - Reading Workshop

UNIT 4

Text Types: Literary and Informational
Writing Genres: Literary Analysis, Explanatory, Narrative
Unit Pacing: 4th Marking Period - **End of March - Middle of June**

Lucy Calkins Reader's Workshop - Unit 4: Historical Fiction Book Clubs
Lucy Calkins Writer's Workshop - Unit 4: Literary Essay: Writing About Fiction

READING **Critical Knowledge and Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	WRITING **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**

RL.4.1
  ● *Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
  ● *Make personal connections, make connections to other texts, and/or make global connections when relevant*
  ● *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*
  ● *Refer to the text when drawing conclusions as well as when answering directly stated questions*
RL.4.2
  ● *Identify the key details of a text that support the main idea*
  ● *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
  ● *Determine the theme of a text*
  ● *Summarize the key points of a text*
RL.4.3
  ● *Read text closely, looking for key details regarding character, setting, or plot*
	W.4.3.A, B, C, D
	  ● *Compose a story hook to engage the reader*
	  ● *Establish the story's background or situation*
	  ● *Introduce a narrator and/or characters*
	  ● *Purposefully arrange events to make the story flow*
	  ● *Use dialogue and description to develop experiences and events*
	  ● *Show the responses of characters to situations, when appropriate*
	  ● *Use a variety of transitional words and phrases to manage the sequence of events*
	  ● *Use concrete words and phrases to relay story details*
	  ● *Use sensory details to convey experiences and events precisely*
	  ● *Provide a conclusion that follows from the narrated experiences or events*
	W.4.4
	  ● *Produce writing that is clear and understandable to the reader*
	  ● *Unpack writing tasks (type of writing assignment)*
	  ● *Unpack writing purpose (the writer's designated reason for writing)*

Grade 4 ELA Curricular Framework - Reading Workshop

- *Analyze story elements for literal and inferential meaning*
- *Refer to the text to describe various story elements*

RL.4.4

- *Determine the meaning of words and phrases in a text*
- *Identify words that allude to mythological characters (ie: Herculean)*
- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*

RL.4.5

- *Explain the differences between poems, drama, and prose*
- *Explain how structural elements are used to create an oral or written response to a text*
- *Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)*

RL.4.6

- *Identify the narrator's point of view*
- *Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view*
- *Identify similarities and differences between firsthand and secondhand accounts*
- *Explain how the point of view impacts the delivery of information in the text*

RL.4.7

- *Link the reading of the text to listening or viewing the same story*
- *Compare what was read to what was visualized and heard*
- *Cite textual evidence to support comparisons*

RL.4.9

- *Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature*
- *Analyze how the theme is presented in the text*
- *Analyze the influence of culture on similar themes*

RL.4.10

- *Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year*

- *Focus the organization and development of a topic to reflect the task and purpose*

W.4.5

- *Practice revising and editing skills*
- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.4.6

- *Use digital tools*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate proficiency in keyboarding skills*
- *Type at least one page in a single setting*

W.4.9

- **Use strategies for reading literary and informational text to investigate topics**
- **Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events**
- **Explain how an author uses proof to support a point in informational text**
- **Prove each point with evidence from the text**
- **Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject**

W.4.10

- *Produce numerous pieces of writing over various time frames*
- *Develop skills in research*
- *Reflect on and revise writing*

Grade 4 ELA Curricular Framework - Reading Workshop

Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts **Read texts with scaffolding as needed** *RF.4.3.A* *Identify specific strategies for decoding words in texts* *Apply the specific strategies for decoding and spelling multisyllabic words* *RF.4.4.A, B, C* *Use various strategies to understand text and read with purpose* *Read grade-level poetry and prose aloud accurately* *Use an appropriate rate and expression when reading aloud* *Use various strategies to support word recognition and understanding* *Reread texts when appropriate to support increased accuracy, fluency, and comprehension*	*Develop a topic related to the content area they are writing about to reflect task, audience, and purpose*
LANGUAGE **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	**SPEAKING & LISTENING** **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**
L.4.1.G **Identify words that are frequently confused when reading** **Use frequently confused words correctly in writing** *L.4.2. D* *Spell grade-appropriate words correctly* *Use references as needed to aid in spelling* **L.4.4**.*A,* **B,** *C* *Decipher the meanings of words and phrases by using sentence context* *Determine the meaning of commonly used prefixes and suffixes* *Separate a base word from the prefix or suffix* *Use the definition of known prefixes and suffixes to define new words*	**SL.4.1A,B,C,D** *Use previous knowledge to expand discussions about a topic* *Engage in conversations about grade-appropriate topics and texts* *Participate in a variety of rich, structured conversations* *Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer* *Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)* **SL.4.2** *Identify the key points and supporting details of a text presented orally*

Grade 4 ELA Curricular Framework - Reading Workshop

- **Identify root words in unknown words**
- **Use known root words to aid in defining unknown words**
- *Identify the purpose and use of glossaries and dictionaries*
- *Determine the structure of glossaries and dictionaries*
- *Use both print and digital glossaries and dictionaries to define and clarify words*

L.4.6

- *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics*
- *Choose the most accurate word when describing actions, emotions, or states of being*
- *Choose the most accurate word when discussing a particular topic*
- *Use knowledge of synonyms and antonyms to broaden vocabulary*

- *Restate the key information from a written text read aloud or information presented in multiple formats*

SL.4.5

- *Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes*

SL.4.6

- *Speak for a variety of purposes •*
- *Distinguish between formal and informal discourse*
- *Adapt speech to a variety of contexts and tasks*

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION

Teacher Manuals:
Lucy Calkins Reader's Workshop - Unit 4: Historical Fiction Book Clubs
Lucy Calkins Writer's Workshop - Unit 4: Literary Essay: Writing About Fiction
Notice and Note - Strategies for Close Reading by Kylene Beers & Robert Probst
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo

Learning Progression:
- [*Learning Progression Unit 4*](#)

Mentor Texts:
- *Number the Stars*
- *The Yellow Star: The Legend of King Christian* by Carmen Agra Deedy (Holocaust)
- *The Butterfly* Patricia Polacco (Holocaust)
- *Rose Blanche* by Christophe Gallaz and Roberto Innocenti

STANDARDS
8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

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Suggested Book Club Texts:
- **Historical Fiction Clubs Texts**

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

8.1.5.A.5 Create and use a database to answer basic questions.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.
- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

Grade 4 ELA Curricular Framework - Reading Workshop

HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance. HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

KEY VOCABULARY
Key vocabulary may include but are not limited to: **dialogue, sensory detail, poem, drama, prose, visualize, prepositional phrase, idiom, adage, proverb, synonym, antonym**

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: ● Listen to audio recordings instead of reading text	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities **Students with 504 Plans**

Grade 4 ELA Curricular Framework - Reading Workshop

● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
At Risk Learners / Differentiation Strategies		

Grade 4 ELA Curricular Framework - Reading Workshop

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

READING - Instructional Best Practices

- Notice & Note Strategies
- Historical Research Project
- Number the Stars by Lois Lowry Notice & Note Signposts.pdf
- HistoricalFictionScavengerHunt.pdf

WRITING - Instructional Best Practices

- Virtual Literary Essay Writing: Winn-Dixie Teacher Model 7 days of lessons
- *Number the Stars* literary essay
- *Fox* literary essay
- Literary Essay Planner & Rubric
- Literary Essay Structure, Graphic Organizer, Samples

LANGUAGE - Instructional Best Practices

- Mentor Sentences by Jivey - Volume 4