# Unit 4: Fact Or Fiction?

Content Area: **ELL**
Course(s): **ELL Gr. 4**
Time Period: **JanFeb**
Length: **30 Days**
Status: **Published**

**Unit 4: Fact Or Fiction?**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Fourth Grade English Language Learners (ELL)

# Unit 4: Fact or Fiction?

**Belleville Board of Education**

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Board Approved: September 23, 2019

## Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

In Unit Four, ELLs will examine government and the need for it in society. Topics covered in Unit Four include our government, leadership, breakthroughs, wonders in the sky, and achievements.

## Enduring Understandings

Week 1. Describe why people need government.

Week 2. Examine and understand the traits of a good leader.

Week 3. Understand how technology and inventions affect people and different kinds of technology.

Week 4. Discuss various phenomenon that appear in the night sky.

Week 5. Describe what it means to the successful.

## Essential Questions

During Unit 4, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "How do different writers treat the same topic?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

**Week 1:**

**Concept:** Our Government

**Essential Question:** Why do we need government?

**Week 2:**

**Concept:** Leadership

**Essential Question:** Why do people run for public office?

**Week 3:**

**Concept:** Breakthroughs

**Essential Question:** How do inventions and technology affect your life?

**Week 4:**

**Concept:** Wonders in the Sky

**Essential Question:** How do you explain what you see in the sky?

**Week 5:**

**Concept:** Achievements

**Essential Question:** How do writers look at success in different ways?

## Exit Skills

By the end of this unit, ELLs will be able to:

- Develop oral vocabulary to use when talking about a topic.
- Ask and answer questions after actively listening to a read-aloud
- Ask and answer questions about key details in a text
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate comprehension of text through written response to a prompt
- Elaborate and ask questions to request clarification
- Support ideas with text evidence
- Determine the main idea and supporting details
- Apply grade level phonics skills

## New Jersey Student Learning Standards (NJSLS)

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| LA.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. |
| LA.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| LA.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). |
| LA.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. |
| LA.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. |
| LA.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. |
| LA.RL.4.7 | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. |
| LA.RL.4.8 | (Not applicable to literature) |
| LA.RL.4.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| LA.RI.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. |
| LA.RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| LA.RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| LA.RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| LA.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. |
| LA.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. |
| LA.RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and |

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| | teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.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. |
| LA.L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

## Interdisciplinary Connections

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| SOC.6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| SOC.6.1.4.A.3 | Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government. |
| SOC.6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| SOC.6.1.4.A.16 | Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need. |
| SOC.6.1.4.A.CS1 | Rules and laws are developed to protect people's rights and the security and welfare of society. |
| SOC.6.1.4.A.CS2 | The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. |
| SOC.6.1.4.B.9 | Relate advances in science and technology to environmental concerns, and to actions taken to address them. |
| SOC.6.1.4.B.CS6 | Advancements in science and technology can have unintended consequences that impact individuals and/or societies. |

## Learning Objectives

- Develop and expand oral vocabulary.
- Elaborate and ask questions to request clarification.
- Support ideas with text evidence.

- Determine the main ideas and supporting details.
- Paraphrase information to demonstrate understanding.
- Collaborate to converse about a topic.
- Describe traits of a character.
- Recognize different types of sentences.
- Write sentences to respond to a prompt.
- Form opinions.
- Ask and answer questions about key details in a text.
- Discuss activities and events that occur in a story.
- Develop language to use when talking about a topic.
- Identify and read High-Frequency Words.
- Identify and practice phonemes within words.
- Retell a story.
- Create words with Word Building Cards.
- Identify complete sentences and fragments.
- Draw conclusions about a character's feelings.
- Create an informational writing piece that describes characters in a story.
- Participate in an interactive Read Aloud.
- Summarize information.
- Identify similarities and differences.
- Respond to the text by revisiting the essential question, discussing it, and writing about it.
- Use conjunctions to connect sentences.
- Answer questions about a piece of writing.
- Use a graphic organizer.
- Write to a specific prompt.

## Suggested Activities & Best Practices

Unit 4, Week 1

- Review Weekly Vocabulary - display the visual vocabulary cards amendments, commitment, compromise, democracy, eventually, legislation, privilege, version. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Have students sort the weekly vocabulary words and more vocabulary words in their notebooks according to part of speech.
- Writing Prompt - write about why people follow rules and why they are important. Include some rules that you follow in your life.

Unit 4, Week 2

- Review Weekly Vocabulary - display the visual vocabulary cards accompanies, campaign, governor, intend, opponent, tolerate, overwhelming, and weary. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have students sort the weekly vocabulary words and more vocabulary words in their notebooks according to which words relate directly to running for public office and those that do not.
- Writing Prompt - pretend you are major of your town, write about what you would do to better your community.

Unit 4, Week 3

- Review Weekly Vocabulary - display the visual vocabulary cards decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words.
- Writing Prompt - Imagine living before computers, television, and phones were invented. Write a story about one day in your life.

Unit 4, Week 4

- Review Weekly Vocabulary - display the visual vocabulary cards astronomer, crescent, phases, rotates, series, silver, specific, telescope. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have students play a game of charades using the vocabulary words. The team that correctly guesses the most words win.
- Writing Prompt - describe the night sky. Use figurative language to describe what you see.

Unit 4, Week 5

- Review Weekly Vocabulary - display the visual vocabulary cards attain, dangling, hovering, triumph. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have partners take turns pantomiming to show a word and then guessing it.
- Writing Prompt - write a poem about a time when you experiences success.

## Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing
- Option for Paper/Pencil and Digital Assessments

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster

- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Literature Anthology
- ELD Visual Vocabulary Cards
- ELD Oral Language Cards
- Your Turn
- Interactive Read Alouds
- Reading/Writing Workshop
- ELD  Companion Worktexts (Beginning, Intermediate, Advanced)

## Ancillary Resources

- Sound-Spelling Cards
- High-Frequency Cards
- Letter Cards
- Word Building Cards
- Leveled Readers
- Photo Cards
- eBooks
- Differentiated Texts
- Student Practice Worksheets

## Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| TECH.8.1.5 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.5.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| TECH.8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. |
| TECH.8.1.5.A.CS1 | Understand and use technology systems |
| TECH.8.1.5.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.5.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |

TECH.8.1.5.B.CS2 Create original works as a means of personal or group expression.

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy

- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- If children don't use descriptive words to talk about characters, plot or setting then review images from the story and have children describe what they see.
- If children use incorrect language when speaking about classroom work then provide different scenarios and model using the correct language for each.
- If children don't use academic language and lesson vocabulary in their writing then review academic language and lesson vocabulary in context.
- If children answer questions with one-word answers then repeat their answer using a complete sentence. Then have them try again.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Have children write a few sentences in response to the following prompt. Tell children you will ask them questions about what they wrote.

Week 1. Think about what you read this week. Tell two things you learned about what the government does to help people.

Week 2. Think of a character you read about this week. Tell one thing that person did to run for an office in the government.

Week 3. Choose one story you've read this week. Tell how a character in that story felt about a new technology or invention.

Week 4. Choose one object you see in the sky that you learned about this week. Tell two things you learned about it.

Week 5. Think about the character you read about this week. Describe how one character worked hard to improve at an activity.

- Prove sentence frames.
- Have partners collaborate.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Use online Reteaching lessons for phonemic awareness, phonics, high-frequency words, and vocabulary.
- Use the Language Development Cards for grammar and vocabulary.
- Use Foundational Skills Lesson Cards for phonological awareness, phonemic awareness, phonics, word recognition, structural analysis, and fluency.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

At the end of each unit:

- Use the paragraph children wrote in Write to Two Sources for evaluation.
- After children have finished their writing, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact or ideas they included or to explain why they included certain information.
- If advanced children are able to write and express ideas to meet a variety of academic task, they may be ready to move to on-level for some tasks.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: