Reading Grade 4 Trimester 1

Content Area: **ELA**
Course(s):   **ELA Grade 1**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA.L.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.

Rationale and Transfer Goals

SL.PE.4.1: B & SL.PE.4.1: A

Rationale: This standard emphasizes the importance of effective communication, a crucial skill for academic and social success. By engaging in collaborative discussions, students develop their ability to express ideas clearly, listen to others, and build on the contributions of their peers.

Transfer Goals: Students will be able to engage in meaningful discussions, both in academic settings and in everyday life, using their communication skills to express their thoughts, listen actively, and collaborate effectively with others.

L.RF.4.4: A-C

Rationale: This standard addresses the need for fluency in reading, which includes accuracy, appropriate pacing, and expression. Fluency is critical for overall reading comprehension and enjoyment.

Transfer Goals: Students will be able to read grade-level texts fluently and with comprehension, enabling them to access and engage with a wide range of texts for both academic purposes and personal enjoyment.

L.KL.4.1: A, L.VL.4.2: A, L.VL.4.2 C, L.VI.4.3: D

Rationale: Vocabulary acquisition and use are critical for reading comprehension and effective communication. This standard emphasizes strategies for determining the meaning of unknown words and phrases. **Transfer Goals:** Students will be able to use context clues and other strategies (synonyms, antonyms, thesaurus, and dictionary) to determine the meanings of unfamiliar words and phrases, thereby expanding their vocabulary and improving their comprehension and communication skills.

RL.CR.4.1

Rationale: This standard focuses on developing students' abilities to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. This skill is fundamental to reading comprehension and critical thinking.

Transfer Goals: Students will be able to use textual evidence to support their understanding and interpretations of texts across various genres, enhancing their ability to think critically and analytically about what they read.

RI.CR.4.1

Rationale: Understanding and interpreting informational texts are essential skills for academic success and informed citizenship. This standard emphasizes the importance of citing specific evidence from the text to support analysis and inferences.

Transfer Goals: Students will be able to analyze and interpret informational texts by citing specific evidence, allowing them to comprehend and evaluate complex information in academic and real-world contexts.

RL.IT.4.3

Rationale: Understanding the characters, settings, and plots of stories is an important analytical skill that helps students understand literature more deeply. This standard encourages higher-level thinking and comprehension.

Transfer Goals: Students will be able to analyze the characters, settings, and plots of various stories, enabling them to appreciate literary elements and deepen their understanding of different texts.

RI.IT.4.3

Rationale: This standard highlights the ability to explain relationships or interactions between individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. This is crucial for understanding complex informational texts.

Transfer Goals: Students will be able to analyze and explain relationships or interactions in informational texts, aiding their comprehension and ability to convey complex ideas clearly and accurately.

Enduring Understandings

Speaking and Listening:

- Effective communication involves active listening and clear expression of ideas.
- Collaborative discussions enhance understanding through diverse perspectives and respectful dialogue
- Presenting ideas clearly and logically is key to effective communication.
- Using appropriate facts and descriptive details enhances presentations and supports arguments.

Language: Foundational Skills

- Accurate and fluent reading supports overall comprehension.
- Decoding skills and word recognition strategies are essential for reading proficiency.
- Developing reading fluency allows for better engagement with texts.

Language: Vocabulary Acquisition and Use

- Acquiring and using a rich vocabulary supports understanding and expression.
- Understanding word relationships and nuances in word meanings aids in comprehension and communication.

Reading Literature: 4.1 & 4.3

- Understanding the structure and elements of a story, including characters, settings, and plots, deepens comprehension.

Reading Informational Text: 4.1 & 4.3

- Identifying the main idea and supporting details is crucial for comprehension of informational texts.

Essential Questions

How can I effectively engage in collaborative discussions with diverse partners on grade-level topics and texts, building on others' ideas and expressing my own clearly?

How can I use details and examples from the text to explain what the text says explicitly and to draw

inferences?

How can I determine the main idea of a text and explain how it is supported by key details?

How can I read with sufficient accuracy and fluency to support comprehension?

How can I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content?

How can I describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text?

How can I 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?

Content, Learning Targets, and Activities

1st Trimester															
Month	Week	Standards	Possible Learning Targets to be used throughout the week	Theme of the week/ Weekly Student-Centered Activities	F&P Resources	Other Resources	Assessment	Month	Weeks	Standards	Possible Learning Targets to be	Suggested Student Centered	F&P Resources	Other Resources	Assessment (best to do before activity)

| September | 1 | **Listening/Speaking focus for September & October SL.PE.4.1A**

Reading L.RF.4.4: A-C (Come back to standard throughout trimester)
• **Read grade-level text with purpose and understanding.**
• **Read grade-level text orally with accuracy, appropriate rate, and expression.**
• **Use conte** | I can actively contribute to class discussions by bringing in relevant information from previously read texts and my knowledge. I can ask and answer questions that clarify or deepen my understanding of the topic referring to previously read text and known information. I can use specific evidence | **Suggested Theme - Back to School**

- Practice Classroom routines/ expectations
- Interactive Read Alouds
- Team Building Activities
- Introduce Think Marks to show thinking as we read
- Practice selecting independent reading books
- Practice Independent Reading
- | IRA My Name is Sangoel The Dunderheads The Other Side

Reading Mini Lesson Book Section 1: Umbrella 2 & 3 Section 2: Umbrella 2 Section 3: Umbrella 4 Section 4: Umbrella 1 &2 | [Why do we have rules?](#)

[Let's cooperate!](#) | Role play expectations

Beginning of the year assessments | | used throughout the week | Activity | | | |

| | | xt to confirm or self-correct word recognition and understanding, rereading as necessary. | from previously read texts to support my ideas and arguments in discussions. I can connect previously read texts and new information or topics discussed in class. I can read and understand grade-level text smoothly and accurately. I can use appropriate expression and phrasing when reading aloud | Teaching Tracking Reading Strategies Teachers may use post-it notes to explicitly teach and reinforce reading strategies such as making predictions, visualizing, summarizing, and inferring. Students can practice using these strategies independently by applying them on post-its as they read - Teachers Introd | | | | | | | | | | | | | | | |

		. I can pause and reflect on my reading to ensure I follow the text accurately. I can use strategies such as breaking down the word into parts (prefixes, suffixes, roots) and using prior knowledge to understand new words.	uce Interactive Notebooks: to organize and track students' reading progress, thoughts, and responses over time. They can be easily moved and rearranged as students continue reading and reflecting. - student interviews														

| 2 | Vocabulary L.KL.4.1:A (Come back to standards throughout trimester) • Acquire and use accurately grade-appropriate general academic words • Acquire and use domain-specific words and phrases L.VL.4.2:A • Identify definitions within the text to figure out a | I can use context clues to infer the meanings of new words. I can explain the meaning of grade-level vocabulary in my own words. I can recognize and use newly learned vocabulary words in my writing and speaking. I can use general academic words accurately when participating in class discu | Suggested Theme - Alcatraz - Visualizing: Provide students with a descriptive passage from the text and ask them to create a visual representation of the unknown vocabulary word. - Vocabulary Matching: Give each pair a set of vocabulary words and definitions related to the text. Have them match the words | Reading Mini Lesson Book: Section 3 Umbrella 2 | NEWSELA Alcatraz Growing Up on Alcatraz Escape from Alcatraz Virtual Tour of Alcatraz Historical Fiction Al Capone Does My Shirts by Gennifer Choldenko Context Clues Task Cards | | Freckle Alcatraz Vocabulary Assessment Daily check for understanding -short sentences or paragraphs and students will find out the definition of an underlined word. - example |

word's meaning. **• Look for examples used to explain a new word.** **• Consider rephrased words or phrases (restatements) to grasp the meaning.**	ssions.	with their meanings, and then discuss how they think these words might be used in the reading. - Encourage students to identify unfamiliar words from the reading and research their meanings. They can create flashcards, and word maps, or use them in sentences to practice using the words in context. -Word Splash:															

			Create a word splash by listing key vocabulary words related to the reading on the board or a handout. Have students write sentences or short paragraphs using as many words from the word splash as possible.																			

| 3 | New Focus RI.CR.4.1 Text evidence/ inferences Informational text also use SL.PE.4.1A L.RF.4.4: A-C L.KL.4.1:A L.VL.4.2:A for independent/ reading groups in the first trimester | I can identify and refer to details and examples in textual evidence. I can explain what an informational text says explicitly. I can make relevant connections when drawing inferences. | Suggested Theme - Whales Activities -Interactive Read-alouds -Think-Pair-Share -Read a short informational article and highlight or underline the key facts and details. -Create a list of the most important facts and details from the text. -After reading a passage, answer questions that | From IRA The Boy and the Whale Symphony of Whales Face-to-Face with Whales From GR Drones and Whales: Collecting Snot at Sea | Low-Level Decodable [The Whale](#) Higher Level Decodable [The Humpback Whale](#) [Whale Books on Get Epic!](#) [Whale Facts for Kids](#) [Whale article NEWSELA](#) [Whale article 2 NEWSELA](#) [Whale article 3 NEWSELA](#) | Daily Check For Understanding Examples -Read a short informational article and highlight or underline the key facts and details. -Create a list of the most important facts and details from the text. -After reading a passage, answer questions that ask for specific evidence from the text. Longer Assessment [Freckle Whale Passage Assessment](#) |

			ask for specific evidence from the text. For example, "What evidence in the text supports the idea that whales are mammals?" -Write a short paragraph explaining how certain details support a statement made in the text. -After reading a passage, answer questions that ask for specific evidence from																				

				the text. For example, "What evidence in the text supports the idea that whales are mammals?" -Write a short paragraph explaining how certain details support a statement made in the text. -Find specific quotes or sentences from the text that support the main idea. -Write a short essay explaining the main idea																						

			of a text and include at least three pieces of evidence from the text to support your explanation.																					

| 4 | New Focus RL.CR.4.1 Text evidence/inferences Literary text | I can identify and refer to details and examples in textual evidence I can explain in what literary text says explicitly I can make relevant connections when drawing inferences | **Suggested Theme - Fantasy** -Interactive Read-Alouds -Stop and Jot: Students pause at predetermined points in the text and jot down their thoughts, questions, predictions, or connections on post-it notes. This helps them actively engage with the text and monitor their comprehension as they read. -Pictur | IRA - Fantasy Set Reading Mini Lesson Section 2 Umbrella 21 | Jumanji The Garden of Abdul Gasazi The Stranger The Sweetest Fig Inferences Mini-Lesson | Daily Check For Understanding Examples -Read a short story and highlight or underline the key facts and details. -Create a list of the important details from the text. -After reading a passage, answer questions that ask for specific evidence from the text. Freckle Assessment inferencing |

				e Prompts: Show students a series of images or visuals related to the lesson topic and ask them to discuss what they see, make predictions, and make inferences based on what they see. - Information Gap Activities: Create activities where each student possesses different information or clues relate																						

| | | | | d to the lesson topic. Students must communicate with each other to exchange information and fill in the gaps, fostering communication and cooperation. - Prediction Exchange: Pair up students and have them share their predictions about the text based on the title, headings, and any visuals. They can discuss their | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | reasoning and come to a consensus on what they expect to find in the reading.
- Character Analysis: Have students use post-it notes to track the development of characters throughout the text. They can write down observations about the characters' traits, motivations, and actions on the notes and stick them next | | | | | | | | | | | | | | | |

				to relevant passages in the text. Response to Reading: Using the learning targets in a RACER response																						

| October | 1 | **New Focus RL.IT.4.3** Refer to RL.CR.4.1 | I can analyze the setting (time/place) I can analyze the events of the text (plot mountain) I can describe the impact of characters on the plot of the text I can describe the impact of events in the plot of the text

I can locate details and examples to answer a question. I can restate and | **Suggested Theme-Week of Respect (Bullying and Violence Prevention Month)**

-RACER Gallery Walk - Put students in groups to write RACER responses. Students will move around the room in small groups examining each response and discussing if students used each part of the rubric. -Inform | IRA The Junkyard Wonders Step Right Up Better Than You A Boy and the Jaguar | DEI Week of Respect

Storyworks paired texts about differences
-Nothing Can Stop Him
-The Fastest Woman in the World
-My Life Without Hair
-The Magical World of Isaac
-The Boy Who Couldn't Smile | Daily Check for Understanding Students will read a passage and complete a RACER or piece of the RACER response. | | | | | | | | | | | | | | | | | | | | | | | |

| | | | answer a question using supporting details. I can cite evidence supporting my answer. I can explain my understanding of the text evidence. I can use the RACER strategy to answer questions about the text I read. | ation Gap Activity: The teacher will give students a part of the RACER response. Students must work together to fill in the missing pieces of the RACER response. - Textual Analysis: Break the text into sections and assign each section to a small group of students. Have each group analyze their assigned | | | | | | | | | | | | | | | | | | | |

				section and present their findings using the RACER response. -Peer Editing: Have pairs of students exchange their written responses to the reading and provide feedback to each other. They can offer suggestions for improvement and help each other clarify their ideas.																

| 2 | RI.CR.4.1 & **New Focus** RI.IT.4.3 **Explain events, procedures, ideas etc. from an informational text.** | I can explain the events of a historical, scientific, or technical text I can explain what happened in a historical, scientific, or technical text I can explain why an event occurred in a historical, scientific, or technical text I can cite evidence supporting the what and why | **Suggested Theme - Hispanic Heritage - Day of the Dead** - Interactive Read-alouds - Think-Pair-Share - Picture Prompts: Show students a series of images or visuals related to the lesson topic and ask them to discuss what they see, make predictions, or generate questions based on the image | From IRA La Mariposa Jalapeno Bagels The Upside Down Boy GR Bags Full of Ashes: A Folktale from Mexico Growing Up in the Amazon/Village on Stilts A Time to Remember | [NEWSELA Day of the Dead](#) [Hispanic Heritage Virtual Library](#) [Day of the Dead Infographic from Storyworks](#) | Daily Check for Understanding Read small passages and explain the events of an informative text. Explain why an event occurred using evidence from the passage. [Freckle Passage Assessment Day of the Dead](#) |

s. This activity helps activate prior knowledge, spark curiosity, and stimulate conversation.

- Information Gap Activities: Create activities where each student possesses different information or clues related to the lesson topic. Students must communicate with each other to exchange information and fill in

the gaps, fostering communication and cooperation. -Read a short informational text and highlight key details that provide important information. -Prediction Exchange: Pair up students and have them share their predictions about the text based on the title, headings, and any visuals. They can discuss their reasoning

			and come to a consensus on what they expect to find in the reading. -Create a chart or map that shows connections between new information in the text and prior knowledge or other texts. -Keep an inference journal where students write down their inferences and the evidence from the text that supports																				

			them. - Partici pate in group discus sions where stude nts share their infere nces and justify them with text evide nce. - Answ er compr ehens ion questi ons that requir e citing specifi c text evide nce to suppo rt infere nces and concl usion s.																		

| 3 | Continue with RI.IT.4.3 Explain how individuals and events influence each other. | I can analyze the influence of individuals. I can understand how individuals influence society. I can determine the importance of individuals' actions in shaping their outcomes. I can identify a biography. | Suggested Theme - Artists

-Read a short NEWSELA article about Frida Kahlo and create a list of their key achievements -What impact did Frida Kahlo's upbringing have on her art? - Repeat questions and activities with Jean-Michel Basquiat's article -Ansel Adams article - What key events and influences | IRA Action Jackson Mary Cassat The Radiant Child Me, Frida East West House

Mini Lesson Book Section 2: Umbrella 14 | Many Artists articles from NEWSELA Frida Kahlo | Daily Check for Understanding Read a short biography and answer questions about the impact the individual has on their outcomes.

Freckle Assessment |

			in Ansel Adams' life led him to become a renowned photographer? Use evidence from the article to support your answer.				
4	RI.IT. 4.3	I can explain in the procedures of a historical, scientific, or technical text. I can explain in the steps of a historical, scientific, or technical text and why they are important. I can cite evidence	**Suggested Theme - Animals Living in a Habitat - Students can create a flowchart that visually represents the steps of a procedural text. - Select a procedure from a text**	IRA - These Books from Telling a Story with Photos Wolf Island A Bear's Life The Seal Garden	Epic - A Whale's World [The Great Bear Rainforest](#) [Storyworks - Saving America's Wolves](#) [Storyworks -Night of the Grizzlies -](#) [Storyworks - The Fattest Bear in Alaska](#)	Daily Check for Understanding -Write a short paragraph explaining the key procedures and their significance. [Freckle Assessment for 4.3 Sea Turtles](#)	

| | | | supporting the importance of a procedure. | and break it down into steps. Present your findings in a class discussion, highlighting why each step is crucial. -Role Play: Assign each group a procedure related to the reading and have them create a short role play demonstrating the procedures of a text | | | | | | | | | | | | | | | | | | | |

| November | 1 | Listening and Speaking focus for the month SL.PE.4.1: B Follow agreed-upon rules for discussions and carry out assigned roles.

Vocabulary - L.VL.4.2 C dictionaries, thesauruses, glossaries

Continue with RI.IT.4.3 | I can actively participate in classroom discussions by contributing relevant ideas and responding to other's ideas respectfully. I can collaborate with classmates to make sure everyone has an opportunity to speak and contribute to the assignment. I can understand the purpose of a dictionary, gloss | **Suggested Theme - Election**

- Activity: While reading, students select five unknown words. Using a print or digital dictionary, they look up each word and write down its definition, part of speech, and an example sentence. Students share their words with the class, creating a "Word | Reading Mini Lesson on Book Section 1 Umbrella 1 | [Election Day Articles](#)

https://newsela.com/view/ckgvg74g000003gqcymllyzhu

[Register to vote](#)

[What voting looks like](#) | Daily Check for Understanding - Students present their vocabulary findings in small groups, discussing the meanings and usage of the words they found. - students can create an entry of a word of their choice, complete with all parts from a thesaurus or dictionary. |

			ary, and thesaurus. I can use a (print or digital) dictionary to find the meaning of an unknown word I found while reading. I can identify and understand the different parts of a dictionary or thesaurus entry. I can apply the knowledge gained from using dictionaries, glossaries, and thesauruses to	**Wall" featuring definitions and sentences. - Create a scavenger hunt where students must find specific information in a dictionary or thesaurus (e.g., find a word that starts with "p," identify a synonym for "happy," - Provide students with a sample dictionary or thesaurus entry. Ask them to identi**																		

			improve my reading comprehension and writing. I can explain the ideas of a historical, scientific, or technical text. I can explain the concepts of a historical, scientific, or technical text.	fy and label different parts (e.g., word, pronunciation, definition, example usage). -Read a passage that contains several challenging words. After the reading, students use a dictionary or glossary to look up unknown words and discuss how understanding these words enhances their comprehen																			

			sion of the text.																								
2	**RL.IT .4.3**	- I can identify the main characters in a story using specific details from the text. - I can describe the character traits of the main characters. -I can describe the characters	**Suggested Theme - Author Study** - Students can create a visual representation of a character (like a poster or drawing) that includes quotes from the text that reflect	IRA Allen Say Set Grandfather's Journey Reading Mini-Lessons: Section 2 Umbrella 3, 24, & 25	Allen Say Autobiography	Freckle Assessment Daily Check for Understanding -check for students' ability to identify character traits, characters, character feelings, and motivations																				

		motivations of the main characters. -I can describe the feelings of the main characters.	the character's traits, motivations, and feelings. - Assign each group a different character related to the reading and have them create a short role-play based on their assigned role. This encourages students to think critically about the different viewpoints and motivations of a character. - Character Analysis:																					

				Have students choose a character from the reading and write a character analysis. They can describe the character's traits, and motivations, and how they change throughout the story. -Have students use Post-it notes to track the development of characters throughout the text. They can write observations about the																						

			character's traits, motivations, and actions on the notes and stick them next to relevant passages in the text.				
3	RL.IT.4.3	I can explain in how a character's choices influence the text's plot. I can explain in how and why a character changes throughout the story I can describe the setting of a story	**Suggested Theme - Native American Heritage Month** **- Assign students to read a section of the story independently or in small groups. Provide sticky notes or**	IRA Buffalo Bird Girl From GR The Boy Who Lived with Bears: A Native American Tale Reading Mini Lessons: Section 2 Umbrella 26 & 27	[Storyworks - Fancy Dancer](https://storyworks.scholastic.com/pages/collections/celebrating-native-american-heritage.html) https://storyworks.scholastic.com/pages/collections/celebrating-native-american-heritage.html	Daily Check for Understanding Assessment for RL.IT.4.3 Use Freckle Targeted Practice for RL.4.3 Cognitively Complex Task: Create a story, changing one element of the original story, the characters, setting, or an event,	

| | | and explain how it influences the plot and characters. I can explain how a significant event changes the direction of the story or affects the characters. I can ask and answer questions about the text to deepen my understanding of character development, setting details, and event significanc | index cards for them to jot down observations about: - Character choices and their impact on the plot. - Character changes and the reasons behind these changes. - Setting details and how they influence the characters and plot. - Significant events and their effects on the story's direct | | | and providing details showing how the chosen element shapes the plot of the text. | | | | | | | | | | | | | | | | | | | |

| | | | e. | ion. | | | | | | | | | | | | | | | | | | |

-Form small groups and have students share their annotations. Facilitate a discussion using guided questions such as:

-How did the character's choices affect the plot? Can you provide examples?

-Why did the character change throughout the story?

-What events or decisions contributed to

				this change? -How does the setting contribute to the mood or actions of the characters? -Which event in the story had the most significant impact on the characters or plot? Why? -Ask each group to create a visual representation (such as a poster or infographic) illustrating their discussion points.																								

			Include key quotes or scenes from the text that support their analysis.					
4		**Vocabulary- L.VI.4.3 D Demonstrate understanding of words by relating them to their opposites (antonyms) and words**	I can recognize and identify synonyms for a given word. I can recognize and identify antonyms for a given word. I can use context	**Suggested Theme - Continue Native American Heritage Month / Thanksgiving - Synonym/ Antonym matching game**	Reading Mini Lesson Book Section 3 Umbrella 2	From Elementary DEI Classroom Native American Heritage Month The Wampanoag Synonym/ Antonym	The First Thanksgiving Daily Check for Understanding - synonyms/antonyms Cognitively Complex Task -Create original examples of synonyms and antony

| with similar but not identical meanings (synonyms). | clues in a sentence or paragraph to determine the meanings of unfamiliar words and find appropriate synonyms or antonyms. I can use synonyms in sentences to show I understand their meanings. I can use antonyms in sentences to show I understand their meanings. I can use a thesaurus to find | s, scavenger hunts, or sorting activities | | | ms | | | | | | | | | | | | | | | | |

			syno nyms and anton yms for word s. I can expla in the relati onshi p betw een a word and its syno nym or anton ym.																				

Assessments

See the content above in the Assessment column.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Refer to details and examples as textual evidence when explaining what an informational text or literature says explicitly and make relevant connections when drawing inferences from the text.	o Ask questions to demonstrate understanding of a text o Answer questions to demonstrate understanding of a text o Make relevant connections to demonstrate understanding of a text	• Read Alouds: Use engaging informational texts. Model how to identify key details and examples. • Guided Practice: Have students work in pairs or small groups to identify details and examples in a short, simple text. • Anchor Charts:

	o Refer explicitly to textual evidence	Create visual aids that outline steps for finding textual evidence and making inferences. • **Writing Responses:** Have students write short responses to questions that require them to use textual evidence. • **Text-Dependent Questions:** Pose more complex questions that require deep thinking and multiple pieces of evidence to answer.
Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.	o Describe the relationship between a series of historical events o Describe the relationship between scientific ideas or concepts o Describe the relationship between steps in a technical procedures o Use language that pertains to time and sequence o Use language that pertains to cause and effect	• Read Alouds: Use age-appropriate historical or scientific texts. Discuss key individuals and events and their immediate impacts. • Guided Practice: Work as a class to identify and discuss the importance of specific individuals and events in short texts. • Anchor Charts: Create visual aids showing steps for identifying impacts and explaining events. • **Text Annotation:** Teach students to

		highlight or underline key events and individuals and their impacts. • **Independent Research Projects:** Assign projects where students must independently research and explain the impact of significant individuals or events in history or science.
Describe the impact of individuals and events throughout a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	○ Describe a character's traits ○ Describe a character's motivation ○ Describe a character's feelings ○ Explain how a character's traits, motivation, and feelings contribute to the plot ○ Identify a setting ○ Identify a story's events	• Read Alouds: Use engaging, grade-appropriate texts. Discuss the main characters, settings, and events and their immediate impacts. • Guided Practice: Work as a class to identify key individuals, events, and their impacts in short, simple texts. • Anchor Charts: Create visual aids that outline steps for analyzing characters, settings, and events, and finding textual evidence. • **Close Reading:** Engage in multiple readings of a text, each time focusing on different aspects of characters,

		settings, or events.
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	Introduce the concept of referencing previously read texts and known information to discuss ideas.	- Modeling: Demonstrate how to refer to previous texts during class discussions. Show examples of how to integrate known information with new ideas. - Read Alouds: Use engaging texts and pause to make connections to previously read material. - Think-Alouds: Model thinking aloud to connect new information with prior knowledge or previously read texts.
Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Introduce the basic skills of purposeful reading, accurate oral reading, and using context for word recognition.	-Purposeful Reading: Discuss the purpose of reading different texts (e.g., to inform, entertain, or persuade). Use graphic organizers to identify the purpose of various texts. -Model Reading: Read aloud to the class, modeling accuracy, rate, and expression. Discuss what makes an effective oral reading. -Context Clues: Teach students how to use context clues to determine the meaning of unknown words. Use think-alouds to model this strategy.

		-Independent Reading: Provide time for independent reading where students select texts with a clear purpose. Have students reflect on their reading purpose in journals.
Identify definitions within the text to figure out a word's meaning. Look for examples used to explain a new word. Consider rephrased words or phrases (restatements) to grasp the meaning**.**	Introduce the concept of using text-based clues (definitions, examples, restatements) to determine word meanings.	• Context Clues Introduction: Explain different types of context clues: definitions, examples, and restatements. • Anchor Charts: Create visual aids that define and provide examples of each type of context clue. • Modeling: Read aloud and model how to identify context clues within the text to determine the meaning of unfamiliar words.
Follow agreed-upon rules for discussions and carry out assigned roles.	Introduce the concept of discussion rules and roles.	• Class Discussion Guidelines: Create a set of classroom discussion rules collaboratively with students, such as taking turns speaking, listening respectfully, and staying on topic. Display these rules prominently in the classroom. • Role Descriptions: Explain different discussion roles (e.g., facilitator, recorder, timekeeper,

		summarizer) and their responsibilities. • Modeling: Demonstrate a discussion with a small group of students, modeling how to follow rules and carry out roles. • **Discussion Prompts:** Use specific prompts to encourage students to follow rules and carry out roles, such as "Let's hear from our summarizer" or "Remember to raise your hand before speaking."
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Introduce the basic concepts of antonyms and synonyms.	• Word Pairs: Introduce simple word pairs (e.g., hot/cold for antonyms, big/large for synonyms). • Anchor Charts: Create visual aids that define antonyms and synonyms with examples. • Guided Practice: Use interactive activities like matching games or flashcards to identify antonyms and synonyms. • **Story Rewriting:** Have students rewrite short stories or paragraphs, substituting

		synonyms and antonyms to change the tone or meaning.
Acquire and use accurately grade-appropriate general academic words Acquire and use domain-specific words and phrases	Introduce the concept of general academic and domain-specific vocabulary.	- Vocabulary Lists: Introduce students to lists of grade-appropriate general academic words and domain-specific terms. - Contextual Learning: Use read-alouds and classroom texts to highlight new vocabulary words in context. Discuss meanings and usage. - Anchor Charts: Create visual aids that define and provide examples of general academic and domain-specific vocabulary. **Vocabulary Journals:** Have students maintain journals where they record new words, definitions, and example sentences. **Daily Vocabulary Practice:** Incorporate daily vocabulary activities, such as word of the day, to continuously expose students to new words.

Career Awareness, Exploration, Preparation, and Training

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.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Life Literacies & Key Skills

TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary Connections

SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SCI.4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.