

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

<p style="text-align: center;">Sep tem ber</p>	<p style="text-align: center;">1</p>	<p>Liste ning/ Spea king focus for Septe mber & Octo ber S.L.P E.4.1 A</p> <p>Readi ng L.RF. 4.4: A-C (Com e back to stand ard throu ghou t trime ster)</p> <ul style="list-style-type: none"> • Read grade -level text with purp ose and unde rstan ding. • Read grade -level text orally with accur acy, appr opria te rate, and expre ssion • Use conte 	<p>I can activ ely contri bute to class discu ssion s by bringi ng in relev ant infor matio n from previ ously read texts and my knowl edge. I can ask and answ er quest ions that clarif y or deep en my under stand ing of the topic referr ing to previ ously read text and know n infor matio n. I can use speci fic evide nce</p>	<p>Sugg ested Them e - Back to Scho ol</p> <p>- Practi ce Classr oom routin es/ expec tation s - Intera ctive Read Aloud s - Team Buildi ng Activit ies - Introd uce Think Marks to show thinki ng as we read - Practi ce selecti ng indep enden t readin g books - Practi ce Indep enden t Readi ng -</p>	<p>IRA My Nam e is San goel The Dun derh eads The Othe r Side Rea ding Mini Less on Book Secti on 1: Umb rella 2 & 3 Secti on 2: Umb rella 2 - Secti on 3: Umb rella 4 Secti on 4: Umb rella 1 & 2 - Practi ce Indep enden t Readi ng -</p>	<p>Why do we have rules?</p> <p>Let's cooperate!</p>	<p>Role play expect ations</p> <p>Beginni ng of the year assess ments</p>				<p>use d throu ghou t the we ek</p>	<p>Act ivit y</p>		
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	<p>xt to confirm or self-correct word recognition and understanding, rereading as necessary .</p>	<p>from previously read texts to support my ideas and argument s in discussions. I can connect previously read texts and new information or topics discussed in class.</p> <p>I can read and understand grade-level text smoothly and accurately. I can use appropriate expression and phrasing when reading aloud</p>	<p>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</p>														
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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 in 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 and definitions accurately when participating in class discussion.

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 Match: Give each pair a set of vocabulary words and definitions related to the text. Have them match the words

Reading Mini Lesson : 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 Jennifer 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](#)

3	<p>New Focus RI.CR.4.1</p> <p>Text evidence/inferences</p> <p>Informational text</p> <p>also use SL.PE.4.1 A L.RF.4.4: A-C L.KL.4.1:A L.VL.4.2:A for independent/reading groups in the first trimester</p>	<p>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.</p>	<p>Suggested Theme - Whales</p> <p>Activities</p> <ul style="list-style-type: none"> - Interactive Read-alouds - Think-Pair-Share -Read a short informational article and highlight or underline the key facts and details. <p>-After reading a passage, answer questions that</p>	<p>From IRA The Boy and the Whale Symphonies of Whales Face-to-Face with Whales</p> <p>From GR Drones and Whales: Collecting Snot at Sea</p>	<p>Low-Level Decodable The Whale</p> <p>Higher Level Decodable The Humpback Whale</p> <p>Whale Books on Get Epic!</p> <p>Whale Facts for Kids</p> <p>Whale article NEWSLA</p> <p>Whale article 2 NEWSLA</p> <p>Whale article 3 NEWSLA</p>	<p>Daily Check For Understanding Examples</p> <ul style="list-style-type: none"> -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. <p>Longer Assessment Freckle Whale Passage Assessment</p>														
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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

4	<p>New Focus RL.C R.4.1</p> <p>Text evidence/inferences</p> <p>Literary text</p>	<p>I can identify and refer to details and examples in textual evidence I can explain what literary text says explicitly I can make relevant connections when drawing inferences</p> <p>- Interactive Read-Alouds</p> <p>-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.</p> <p>- Pictur</p>	<p>IRA - Fantasy Set</p> <p>Reading Mini Lesson Section 2 Umbrella 21</p>	<p>Jumanji The Garden of Abdul Gasazi The Stranger The Sweetest Fig Inferences Mini-Lesson</p>	<p>Daily Check For Understanding Examples</p> <p>-Read a short story and highlight or underline the key facts and details.</p> <p>-Create a list of the important details from the text.</p> <p>-After reading a passage, answer questions that ask for specific evidence from the text.</p> <p>Freckle Assessment inferencing</p>														
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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.

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Information Gap Activities:
Create activities where each student possesses different information or clues relate

			<p>reasoning and come to a consensus on what they expect to find in the reading.</p> <ul style="list-style-type: none">- 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															
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<p style="text-align: center;">October</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">New Focus RL.IT .4.3</p> <p style="text-align: center;">Refer to RL.C R.4.1</p>	<p>I can analyze the setting (time/place)</p> <p>I can analyze the events of the text (plot/mountain)</p> <p>I can describe the impact of characters on the plot of the text</p> <p>I can describe the impact of events in the plot of the text</p> <p>I can locate details and examples to answer a question.</p> <p>I can restate and</p>	<p>Suggested Theme-Week of Respect (Bullying and Violence Prevention Month)</p> <p>- RACE</p> <p>R</p> <p>Gallery Walk - Put students in groups to write RACE responses. Students will move around the room in small groups examining each response and discussing if students used each part of the rubric.</p> <p>- Inform</p>	<p>IRA The Junkyard Wonders Step Right Up Better Than You A Boy and the Jaguar</p>	<p style="text-align: center;">DEI Week of Respect</p> <p>Storyworks paired texts about differences</p> <p>-Nothing Can Stop Him</p> <p>-The Fastest Woman in the World</p> <p>-My Life Without Hair</p> <p>-The Magical World of Isaac</p> <p>-The Boy Who Couldn't Smile</p>	<p>Daily Check for Understanding Students will read a passage and complete a RACE R or piece of the RACE R response.</p>														
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		<p>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.</p>	<p>ation Gap Activity: The teacher will give students a part of the RACE R response. Students must work together to fill in the missing piece of the RACE R response. - Textual Analysis: Break the text into sections and assign each section to a small group of students. Have each group analyze their assigned</p>									
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RI.CR .4.1 & New Focus RI.JT. 4.3 Explain in event s, procedures , ideas etc. from an informational text.

I can explain in the events of a historical, scientific, or technical text I can explain in 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 Mari posa Jala peno Bag els The Upsi de Dow n Boy GR Bags Full of Ashe s: A Folkt ale from Mexi co Gro wing Up in the Ama zon/ Villa ge on Stilts A Time to Rem emb er

[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

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.

- Participate in group discussions where students share their inferences and justify them with text evidence.

- Answer comprehension questions that require citing specific text evidence to support inferences and conclusions.

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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 NEW SELA 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 NEWSLA [Frida Kahlo](#)

Daily Check for Understanding Read a short biography and answer questions about the impact the individual has on their outcomes.

[Freckle Assessment](#)

		<p>supporting the importance of a procedure.</p> <p>and break it down into steps . Present your findings in a class discussion , highlighting why each step is crucial.</p> <p>-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</p>															
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<p style="text-align: center;">November 1</p>	<p style="text-align: center;">Listening and Speaking focus for the month SL.P E.4.1: B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="text-align: center;">Vocabulary - L.VL. 4.2 C dictionaries, thesauruses, glossaries</p> <p style="text-align: center;">Continue with RI.IT. 4.3</p>	<p>I can actively participate in classroom discussions by contributing relevant ideas and responding to other's ideas respectfully.</p> <p>I can collaborate with classmates to make sure everyone has an opportunity to speak and contribute to the assignment.</p> <p>I can understand the purpose of a dictionary, gloss</p>	<p>Suggested Theme - Election</p> <p>- 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</p>	<p>Reading Mini Lesson Book Section 1 Umbrella 1</p> <p>Election Day Articles</p> <p>https://newsela.com/view/ckgvg74g000003ggccymlllyzhu</p> <p>Register to vote</p> <p>What voting looks like</p>	<p>Daily Check for Understanding</p> <p>- Students present their vocabulary findings in small groups, discussing the meanings and usage of the words they found.</p> <p>- students can create an entry of a word of their choice, complete with all parts from a thesaurus or dictionary.</p>																	
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		<p>ary, and thesaurus.</p> <p>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 thesaurus to</p>	<p>Wall” featuring definitions and sentences.</p> <p>- 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,”</p> <p>- Provide students with a sample dictionary or thesaurus entry. Ask them to identify</p>															
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		<p>improve my reading comprehension and writing.</p> <p>I can explain the ideas of a historical, scientific, or technical text.</p> <p>I can explain the concepts of a historical, scientific, or technical text.</p>	<p>fy and label different parts (e.g., word, pronunciation, definition, example usage).</p> <p>-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 comprehension</p>											
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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

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 significance

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.

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-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.

<p>with similar but not identical meanings (synonyms).</p>	<p>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</p>	<p>s, scavenger hunts, or sorting activities</p>			ms													
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		synonyms and antonyms for words. I can explain the relationship between a word and its synonym or antonym.																		
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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
<p>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.</p>	<ul style="list-style-type: none"> ○ Ask questions to demonstrate understanding of a text ○ Answer questions to demonstrate understanding of a text ○ Make relevant connections to demonstrate understanding of a text 	<ul style="list-style-type: none"> ● 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:

	<ul style="list-style-type: none"> ○ Refer explicitly to textual evidence 	<p>Create visual aids that outline steps for finding textual evidence and making inferences.</p> <ul style="list-style-type: none"> ● 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.
<p>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.</p>	<ul style="list-style-type: none"> ○ Describe the relationship between a series of historical events ○ Describe the relationship between scientific ideas or concepts ○ Describe the relationship between steps in a technical procedures ○ Use language that pertains to time and sequence ○ Use language that pertains to cause and effect 	<ul style="list-style-type: none"> ● 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

		<p>highlight or underline key events and individuals and their impacts.</p> <ul style="list-style-type: none"> • Independent Research Projects: Assign projects where students must independently research and explain the impact of significant individuals or events in history or science.
<p>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.</p>	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • 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.
<p>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p>Introduce the concept of referencing previously read texts and known information to discuss ideas.</p>	<ul style="list-style-type: none"> • 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.
<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Introduce the basic skills of purposeful reading, accurate oral reading, and using context for word recognition.</p>	<p>-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.</p> <p>-Model Reading: Read aloud to the class, modeling accuracy, rate, and expression. Discuss what makes an effective oral reading.</p> <p>-Context Clues: Teach students how to use context clues to determine the meaning of unknown words. Use think-alouds to model this strategy.</p>

		<p>-Independent Reading: Provide time for independent reading where students select texts with a clear purpose. Have students reflect on their reading purpose in journals.</p>
<p>Identify definitions within the text to figure out a word's meaning.</p> <p>Look for examples used to explain a new word.</p> <p>Consider rephrased words or phrases (restatements) to grasp the meaning.</p>	<p>Introduce the concept of using text-based clues (definitions, examples, restatements) to determine word meanings.</p>	<ul style="list-style-type: none"> • 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.
<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Introduce the concept of discussion rules and roles.</p>	<ul style="list-style-type: none"> • 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,

		<p>summarizer) and their responsibilities.</p> <ul style="list-style-type: none"> • 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."
<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Introduce the basic concepts of antonyms and synonyms.</p>	<ul style="list-style-type: none"> • 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

		<p>synonyms and antonyms to change the tone or meaning.</p>
<p>Acquire and use accurately grade-appropriate general academic words</p> <p>Acquire and use domain-specific words and phrases</p>	<p>Introduce the concept of general academic and domain-specific vocabulary.</p>	<ul style="list-style-type: none"> • 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.