

Lebanon Borough School

# English Language Arts

## Curriculum Guide

Grade 4



Approved by the Lebanon Borough BOE  
December 10, 2020/Revised

## Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief by incorporating the Common Core ELA Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 4 English Language Arts, students in the Lebanon Borough Public School:

- *Can read and comprehend grade – level fiction text. (RL.4.10)*
- *Can read and comprehend grade-level informational text. (RI.4.10)*
- *Can use word study and phonics skills to decode words.(RF.4.3)*
- *Can comprehend while reading with accuracy and fluency. (RF.4.4)*
- *Can read with purpose and understanding. (RF.4.4a)*
- *Can read with accuracy, fluency, and expression. (RF.4.4b)*
- *Can consider the purpose and the audience when writing. (W.4.4)*
- *Can write over different time periods for various purposes and audiences. (4.W.10)*
- *Can participate collaboratively in a variety of discussions. (SL.4.1)*
- *Can choose to use formal or informal language in different situations. (SL.4.6)*
- *Can use grammar correctly in my writing and speaking. (L.4.1)*
- *Can use correct capitalization, punctuation, and spelling when writing.(L.4.2)*
- *Can use language correctly when writing, speaking, reading, or listening. (L.4.3)*
- *Can learn and use academic and subject – specific vocabulary. I can use words that show action, emotion, and state of being. (L.4.6)*
- *Write in cursive*

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	4
		<b>Unit Title:</b>	Unit 1: What can we discover from new places and people?
		<b>Pacing:</b>	approx. 6 weeks

### ESSENTIAL QUESTIONS

- What experiences bring people together?
- What opportunities can be found in new places?
- Why do we want to explore new places?
- What can we discover in the landscape of the Southwest?
- How does Yosemite reflect the unique qualities of the West?

### TARGET STANDARDS

ELA NJSLS	Standard
RL.4.2	Determine a theme of a story, drama, or person from details in the text; summarize the text
RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text
RF.4.4	Read with sufficient accuracy and fluency to support comprehension
RI.4.1	Refer to details and examples in a text explaining what the text says explicitly and when drawing inferences from the text
RI.4.8	Explain how an author uses reason and evidence to support particular points in a text
L.4.2 (d)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Spell
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
W.4.2 (a)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections
W.4.3 (a, d)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
RL.4.2	Determine a theme of a story, drama, or person from details in the text; summarize the text

RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text
RF.4.4	Read with sufficient accuracy and fluency to support comprehension
SL.4.1 (b-c)	Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

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INSTRUCTIONAL PROGRESSION			
	Direct Instruction	Evidence of Learning	Tier III Vocabulary
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Model how to use context clues to determine unknown words or determine word meanings</li> <li>• Model and practice story summarizing</li> <li>• Practice and discuss story sequencing</li> <li>• Conduct mini lessons and guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Gather baseline writing sample via journal or prompt (e.g. realistic fiction, personal narrative or district pre-assessment)</li> <li>• Respond to literature utilizing textual evidence.</li> <li>• Provide explicit instruction and guided practice with Declarative and Interrogative Sentences as it relates to writing narratives.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Complete a graphic organizer of sequence using a short story.</li> <li>• Complete organizer to assess a summary</li> <li>• Support oral and written response(s) using evidence from the text.</li> <li>• Increase stamina for Independent Reading</li> <li>• Response to reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Complete baseline writing sample.</li> <li>• Demonstrate appropriate use Declarative and Interrogative sentences with correct punctuation when responding to text and when writing.</li> </ul>	<p>Word structure sequence summarize Realistic Fiction Declarative Interrogative</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Introduce various reasons of an Author's Purpose and practice determining with various texts</li> <li>• Use questioning for comprehension with informational text</li> <li>• Conduct mini lesson and Guided Reading</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identifying the different reasons of an Author's Purpose when writing a text</li> <li>• Respond to questioning to enhance comprehension</li> <li>• Identify examples of varied sentence structure within a piece of writing.</li> <li>• Increase stamina during independent reading</li> <li>• Respond to reading</li> </ul>	<p>Author's Purpose Imperative Exclamatory Questioning Expository topic sentence</p>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and practice the use of a 5 paragraph graphic organizer to set up topic sentences and supporting details within an expository text</li> <li>• Conduct writing activities focused on sentence variation such as offering an expository story topic to partners and having them use Imperative and Exclamatory Sentences to hook a reader with an introduction</li> <li>• Read examples of expository texts to identify key features</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create partner or team expository texts that include paragraphs organized around a main idea with strong topic sentences and supporting details and using varied, well-crafted sentences</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Evaluate how literary elements and background knowledge can help when describing character, setting and plot</li> <li>• Model and practice using context clues to determine multiple - meaning words</li> <li>• Introduce the connection between complete subjects and predicates</li> <li>• Conduct mini lessons and guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Introduce the key features of a parody</li> <li>• Model how to use a graphic organizer to organize a parody</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identify the character, setting and plot of both teacher selected and student selected texts</li> <li>• Respond to the text to show comprehension and use supporting textual evidence</li> <li>• Use context clues to determine multiple word meaning in various texts</li> <li>• Create sentences with complete subjects and predicates</li> <li>• Read with stamina independently</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer like a T chart to help organize a parody</li> <li>• Create a parody using key features in a writer's checklist emphasizing both the original story and details relating to characters, setting and plot</li> </ul>	<p>Literary Elements background knowledge Character Setting Plot Voice Parody Complete Subjects Predicates</p>

	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Evaluate the Author's Purpose in various texts to help with comprehension while analyzing supporting textual evidence</li> <li>Model and practice using antonym and synonym context clues to determine word meaning</li> <li>Introduce and apply the rules for identifying a compound sentence</li> <li>Conduct mini lessons and guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Introduce the key features of and examine model text of a friendly letter</li> <li>Brainstorm to generate ideas to include in a friendly letter</li> <li>Introduce the use of an outline to organize a draft of a letter</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify the Author's Purpose in selected texts to further comprehension and provide textual evidence</li> <li>Use antonym and synonym context clues to determine unknown word meaning through teacher selected text</li> <li>Create and identify compound sentences through writing and various sample texts</li> <li>Read independently with stamina</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use a graphic organizer like an outline to organize a friendly letter</li> <li>Produce a friendly letter with well organized paragraphs containing a main idea and details and varied sentence structure</li> </ul>	<p>Story Structure Friendly Letter Synonyms Antonyms Compound Sentences trickster tale</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Demonstrate the skill of finding main idea and detail and text structure as a tool to deepen understanding</li> <li>Introduce the rules for identifying dependent and independent clauses</li> <li>Read, model and analyze the key features in examples of personal narratives including first person point of view</li> <li>Conduct mini lessons and guided reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Introduce the use of a graphic organizer like a T chart to brainstorm topic ideas and supporting details for a personal narrative</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analyze an expository text in the form of a letter for its key features and to deepen comprehension</li> <li>Summarize main ideas and supporting details in text</li> <li>Respond to text using the headings and other key features as textual evidence</li> <li>Read independently</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce a personal narrative in response to a writing prompt utilizing a T chart to brainstorm and organize</li> </ul>	<p>main idea detail dependent clause independent clause complex sentence</p>

RESOURCES		
Required	Optional	Additional
<i>Because of Winn Dixie</i> , by Kate DiCamillo <i>Lewis and Clark and Me</i> , by Laurie Myers <i>On the Banks of Plum Creek</i> , by Laura Ingalls Wilder <i>The Horned Toad Prince</i> , by Jackie Mims Hopkins <i>Letters Home from Yosemite</i> , by Lisa Halvorsen	Suggested: Paired selections Optional Concept- Based reading selections Teacher selected text(s) from Grade- Level Optional Text List Teacher resources DVD-ROM <i>Sleuth</i> – Grade level text Trade book library www.ReadingStreet.com	"Laura Ingalls Wilder: A Biography" <a href="https://www.teachervision.com/reading-comprehension/printable/54919.html">https://www.teachervision.com/reading-comprehension/printable/54919.html</a>  Non-fiction: articles on discovering from new places and people



**Technology Infusion:**

Video on using varied sentence structure to hook a reader when writing:

[https://www.youtube.com/watch?v=i8X\\_w3OPi3M](https://www.youtube.com/watch?v=i8X_w3OPi3M)

You Tube Video "A Walk on the Banks of Blum Creek"

eStreet Interactive [www.readingstreet.com](http://www.readingstreet.com)

Grammar Jammer

Concept Talk Video

Background Building Audio CD

Envision it! Animations

RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>ENRICHMENT</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RSframework</li> <li>• I&amp;RS Intervention Bank</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

**CROSS CURRICULAR RESOURCES**

The Amistad Commission's Literacy components for Primary Grades: <http://njamistadcurriculum.net/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:** Bold all that apply

**21<sup>st</sup> Century Skills:** Bold all that apply

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

Creativity & Innovation  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
Media Literacy  
**Information Literacy**  
Information, Communication & Technology  
Life & Career Skills

**Lebanon Borough School Instructional Unit**

<b>Content:</b>	English Language Arts	<b>Grade:</b>	4
		<b>Unit Title:</b>	Unit 2: Teamwork
		<b>Pacing:</b>	5 Weeks

**ESSENTIAL QUESTION**

What is the value of teamwork?  
 How can we use background knowledge to help us draw conclusions?

**TARGET STANDARDS**

<b>ELA NJSLS</b>	<b>Standard</b>
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
RI.4.5	Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Ri.4.8	Explain how an author uses reasons and evidence to support particular points in a text
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions)
W.4.1 (a-c)	Write opinion pieces on topic or texts, supporting a point of view with reasons and information; introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; provide reasons that are supported by facts and details; link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition)
W.4.2 a, b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

**INSTRUCTIONAL PROGRESSION**

<b>Weekly Plan</b>	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Using a non-fiction piece from the topic of selected class novel, illustrate connections between the non-fiction text and literature.</li> <li>Conduct discussion on having background knowledge on a topic can help you draw conclusions.</li> <li>Introduce cause and effect relationships to aid in text-based comprehension</li> <li>Guided Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Introduce the key features of a limerick</li> <li>Illustrate how creative word choice and descriptions can create a humorous poem with examples</li> <li>Model how a graphic organizer like a web can assist in brainstorming rhyming word choice</li> <li>Model the key features of a shape poem and examine examples</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analyze text to draw conclusions using background knowledge on the topic and the cause and effect relationship present.</li> <li>Analyze literature to provide textual evidence in support of conclusions drawn</li> <li>Independent reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Partners will engage in dialogue about a limerick's key features and brainstorm ideas from a limerick prompt</li> <li>Develop a limerick with a a-a-b-b-a rhyming scheme about teamwork</li> <li>Complete graphic organizer or other tool to gather ideas and word choice</li> <li>Create a shape poem</li> </ul>	<p>idioms</p> <p>figurative language</p> <p>dialogue</p> <p>jargon</p> <p>singular</p> <p>perspective</p> <p>narration</p> <p>limerick</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Examine the text features an author uses to organize the selection (e.g., maps, photographs, newspaper articles, glossaries...)</li> <li>Introduce how to use the glossary within the selection for the translation and pronunciation of Spanish/unknown words</li> <li>Guided Reading</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Collect text evidence to support identified character traits.</li> <li>Analyze text for development of character point of view.</li> <li>Debate narrator reliability providing evidence through dialogue, character interactions, and direct descriptions.</li> <li>Independent Reading</li> </ul>	<p>figurative language</p>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model the news article writing process emphasizing how to craft a lead</li> <li>• Model strong conclusions</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Brainstorm news articles for our school</li> <li>• Create a newspaper with each student contributing a drafted and edited news article.</li> </ul>	<p>paragraphs Conclusion current event headline byline lead</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine the elements an authors uses in a text to let the reader know it is a play</li> <li>• Model how drawing conclusions and questioning can lead to drawing inferences from the text</li> <li>• Guided Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review procedures for peer editing.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Evaluate a text using questioning and drawing conclusions to find evidence to support inferences made</li> <li>• Respond to literature using details to make an inference</li> <li>• Independent Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Peer-edit news articles with particular attention to punctuation and sentence structure.</li> <li>• Finalize news articles and compile newspaper.</li> </ul>	<p>Examine Peer-edit</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine how an author uses fact and opinion to support points in the text</li> <li>• Model how to refer to examples and details in the text to draw inferences</li> <li>• Guided Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model the process for writing an informative/explanatory essay using a graphic organizer like the 5 paragraph outline and emphasizing effective topic sentences</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Determine fact versus opinion in the text using details to verify</li> <li>• Analyze opinions given by the author using text evidence to determine if it is well-supported</li> <li>• Independent reading for comprehension</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Analyze sample texts for topic sentences supporting a thesis, evidence of well-supported opinions and details</li> </ul>	<p>topic sentence thesis</p>

	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine the elements an authors uses in a text to let the reader know it is a play</li> <li>• Model how drawing conclusions and questioning can lead to drawing inferences from the text</li> <li>• Guided Reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review procedure for peer editing</li> <li>• Model the organization of a persuasive essay</li> <li>• Emphasis the order of ideas when making a claim focusing on transition words</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use all the elements of a play to comprehend and draw conclusions</li> <li>• Independently read</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Pairs will discuss opinions and ideas</li> <li>• Create a outline for an informative/explanatory essay</li> <li>• Draft an explanatory essay using strong topic sentences and supporting details</li> <li>• Revise the draft and peer edit for production</li> </ul>	<p>claim thesis persuasive essay</p>
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**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>What Jo Did</i>, by Charles R. Smith, Jr.  <i>Coyote School News</i>, by Joan Sandin  <i>Scene Two</i>, by Don Abramson and Robert Kausal  <i>Horse Heroes</i>, by Kate Petty  <i>So You Want to be President?</i> by Judith St. George</p>	<p>Suggested:  Paired selections  Optional Concept- Based reading selections  Teacher selected text(s) from Grade- Level  Optional Text List  Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text  Trade book library  Teacher-selected text(s) from Grade-Level  Optional Text List</p>	<p>Short Stories  Picture Books and Easy Readers: Biographies of Presidents  Non-fiction and fiction: articles supporting topic of selected text  <i>Stickfast Hoop</i>  <i>Up, Up and Down</i>  <i>Chasing after Tumbleweed</i>  <i>At a Guest Ranch</i>  <i>Visiting a California Guest Town</i>  <i>Bug Boys</i>  <i>Riding the Pony Express</i>  <i>A White House History</i></p>

**Technology Infusion:**

Video of Michael Jordan's Best Dunk <http://www.youtube.com/watch?v=0fMrMzxRHXQ>  
 eStreet Interactive [www.readingstreet.com](http://www.readingstreet.com)  
 Grammar Jammer  
 Concept Talk Video  
 Background Building Audio CD  
 Envision it! Animations  
 RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>I&amp;RS</b>	<b>ENRICHMENT</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> <li>• Read 180</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

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**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:** Bold all that apply

**21<sup>st</sup> Century Skills:** Bold all that apply

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

Creativity & Innovation  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
Media Literacy  
**Information Literacy**  
Information, Communication & Technology  
Life & Career Skills



## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	4
		<b>Unit Title:</b>	Unit 3: Exploring Patterns in Nature
		<b>Pacing:</b>	5 weeks

### ESSENTIAL QUESTIONS

How can we evaluate and communicate patterns through cause and effect partnerships and making generalizations?

### TARGET STANDARDS

ELA NJSL	Standard
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
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 a part of a text.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.2 (a)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension
W.4.3 (a)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**INSTRUCTIONAL PROGRESSION**

	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Discuss the term <i>value</i> in regards patterns in nature and observe/describe examples of patterns we see to determine how they might be valuable.</li> <li>• Model how the usage of graphic sources will help in understanding the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Introduce the key features of a narrative poem</li> <li>• Examine model text</li> <li>• Model using a graphic organizer like a sequence chart to organize and sequence ideas</li> <li>• Draft a sample narrative poem emphasizing sequence, stanzas and refrain</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Analyze information including graphic sources</li> <li>• Respond to the selected text about value of patterns in natures by citing evidence to support thoughts and opinions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create a narrative poem that flows in sequence and follows the stanza format chosen</li> <li>• Peer -edit drafts for suggestions on making the writing clearer and more informative.</li> </ul>	<p>sequence value stanza refrain</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Determine statements to be fact or opinion using clue words and deciding/finding how facts can be proven</li> <li>• Model how the evidence in other texts can help in understanding the selection</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Discuss the key features and tone of an invitation</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Conduct research using inquiry questions to determine whether fact or opinion</li> <li>• Distinguish between fact and opinion in expository text</li> <li>• Analyze flashbacks for comprehension and sequencing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create an invitation using appropriate voice</li> </ul>	<p>point of view flashback</p>

	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Model and practice how to generalize to arrive at a conclusion based on examples, facts or prior knowledge</li> <li>• Identify clue words that signal generalizations</li> <li>• Visual with selected read aloud text to help with information that is unfamiliar</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Examine a model texts of narratives that are myths for their key features</li> <li>• Model the use of an organizer like a T-chart to brainstorm a selected topic to create a myth</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Determine the whether generalizations are valid or faulty in selected myths</li> <li>• Describe the sensory images in their minds as text is visualized</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Utilize the key features of a myth while responding to a prompt to create their own narrative</li> <li>• Brainstorm with partners using a T-chart to explain a pattern in nature</li> </ul>	<p>myth generalize visualize</p>
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	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review cause and effect relationships within a text</li> <li>• Establish a purpose for reading to aid comprehension through predictions; model with a close read with selected read-aloud text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Define/review the key features of a formal letter</li> <li>• Analyze samples of formal letters while revising and proofreading for verb tense</li> <li>• Review use of a graphic organizer to brainstorm ideas for a formal letter to text selection's author</li> <li>• Conduct mini lessons and conferencing to revise writing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Conduct research of reference texts in response to student inquiries to build background knowledge of topic</li> <li>• Respond to text using evidence</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Work with partners to discuss what they like about the main character/ what they like about his photography</li> <li>• Produce a formal letter using key features and brainstormed questions for the main character of text selection</li> </ul>	<p>Personification Formal Letter Imagery Structure</p>
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	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Review ways to use word structure to determine the meanings of words with suffixes</li> <li>Discuss the elements of a tall tale.</li> <li>Review the skill of generalizing and the strategy of inferring as tools to deepen understanding of the text and practice with read aloud and teacher selections</li> <li>Identify and analyze hyperboles and humor in text selection</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Define the key features of a summary</li> <li>Read and examine an example of a summary written in response to a writing prompt.</li> <li>Review sensory details, showing versus telling, and using vivid verbs and descriptive adjectives</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Examine a tall tale for examples of how exaggeration adds to the humorous tone</li> <li>Make generalizations based on evidence from the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Respond to a selection writing a summary of the plot in sequential order using descriptive words</li> <li>Edit, peer edit and produce their summaries</li> </ul>	<p>tall tales figurative language humor jargon hyperbole dialogue</p>
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**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>The Man Who Named the Clouds</i>, by Julie Hannah and Joan Holeb  <i>Adelina's Whales</i>, by Richard Sobol  <i>How Night Came from the Sea</i>, retold by Mary-Joan Gerson  <i>The Eye of the Storm</i>, by Stephen Kramer  <i>Paul Bunyan</i>, by Mary Pope Osborne</p>	<p>Suggested:  Paired selections  Optional Concept- Based reading selections  Teacher selected text(s) from Grade- Level  Optional Text List  Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text  Trade book library  "A Very Grand Canyon" by Ann Gadzikowski  Teacher-selected text(s) from Grade-Level  Optional Text List</p>	<p>Seasonal Poetry Pairings - The Learning Network Blog  - NYTimes.com:  <a href="http://learning.blogs.nytimes.com/category/poetry-pairings/">http://learning.blogs.nytimes.com/category/poetry-pairings/</a>    Poetry with audio versions:  <a href="http://www.poetryfoundation.org/">http://www.poetryfoundation.org/</a>    Nonfiction texts: www.dogonews.com</p>

<p><b>Technology Infusion:</b></p> <p><a href="http://www.poetryfoundation.org/">http://www.poetryfoundation.org/</a></p> <p><a href="http://learning.blogs.nytimes.com/category/poetry-pairings/">http://learning.blogs.nytimes.com/category/poetry-pairings/</a></p> <p>eStreet Interactive <a href="http://www.readingstreet.com">www.readingstreet.com</a></p> <p>Grammar Jammer</p> <p>Concept Talk Video</p> <p>Background Building Audio CD</p> <p>Envision it! Animations, RazKids.com for leveled reading practice,</p> <p>Google Classroom, Seesaw Journal</p>
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DIFFERENTIATION			
Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NIDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> <li>• Read 180</li> <li>• System 44</li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>
CROSS CURRICULAR RESOURCES			
<p>The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a></p>			
<p>Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a></p>			

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts		<b>Grade:</b>	4
		<b>Unit Title:</b>	Unit 4: Puzzles and Mysteries	<b>Pacing:</b> 5 weeks
<b>ESSENTIAL QUESTION</b>				
Is there an explanation for everything? How can we monitor and clarify as we read a text?				
<b>TARGET STANDARDS</b>				
<b>ELA NJSLS</b>	<b>Standard</b>			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing conclusions from the text.			
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions)			
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.			
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text			
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.			
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.			
W.4.1 (a) (3)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information; introduce a topic clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			
W.4.2 (a)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension			
W.4.3 (a,d)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use concrete words and phrases and sensory details to convey experiences and events precisely.			
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			

	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review and practice compare and contrast using textual evidence with a text selection</li> <li>• Describe visualizations formed when listening to the text selection</li> <li>• Search for and identify meanings of examples of idioms and jargon in selected text</li> <li>• Model the use of synonyms and antonym context clues to identify unknown words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review the key features of a mystery</li> <li>• Read samples of mysteries identifying the key features, the plot and word choice</li> <li>• Create a graphic organizer such as a t-chart to brainstorm objects and their possible problem/mishaps to brainstorm an idea for a mystery</li> <li>• Use a story sequence organizer to plan a sample story</li> <li>• Mini-lesson on an author's style and word choice to convey the purpose, explain the problem and solution clearly</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast within the text</li> <li>• Visualize details of the text to respond and comprehend</li> <li>• Identify meanings of words from synonyms and antonym context clues</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create their own mystery about something that seems unexplainable using an organizer to plan their writing</li> <li>• Revise for word choice, style and clearly explained problem and solution with partners and through conferencing</li> </ul>	<p>Mystery alliteration idiom headings jargon</p>



	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identify the difference between implicit and explicit comparisons</li> <li>• Model and practice summarizing texts into a short statement with main ideas and details in a logical order</li> <li>• Review and guide students to identify the clue words when using context clues to determine multiple meaning words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Identify the key features of a song</li> <li>• Discuss what makes a song different from other types of writing</li> <li>• Rewrite sentences with more colorful nouns and adjectives</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Work with partners to practice using context clues to determine multiple meaning words</li> <li>• Make implicit comparisons within the text</li> <li>• Produce summaries with main ideas and supporting details in a logical order in response to the selected texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Select a theme and a melody to produce a song in response to a prompt using a checklist</li> <li>• Revise writing for colorful and interesting nouns and adjectives</li> <li>• Produce a summary piece in logical order with paragraphs containing main ideas and details with strong introductions and conclusions</li> </ul>	<p>verse refrain clarifying implicit word choice</p>
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	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Model how to identify the most important ideas an author has to say about the topic</li> <li>• Review sequencing and model using a graphic organizer to identify the implicit and explicit sequence of events</li> <li>• Model how to analyze a question to establish a purpose for reading a text.</li> <li>• Model how to select a reading approach (annotation, graphic organizer...) based on purpose for reading.</li> <li>• Reinforce how to respond to the text using the strategy of R.A.C.E. and text based evidence</li> <li>• Analyze how graphic sources can further comprehension</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Reinforce the elements of how- to writing/writing instructions through mini lessons</li> <li>• Examine examples of written instructions for sequencing, enough details, and use of time words</li> <li>• Model organizing instructional process/steps with a graphic organizer</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine text to identify the most important ideas</li> <li>• Sequence the events from the text using implicit and explicit events</li> <li>• Response to the text using the strategy of RACE and textual evidence</li> <li>• Use the graphic sources to deepen understanding with various text on related topics</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create and produce an instructional essay including the process, details and use of time words</li> <li>• Revise writing to add missing details with peers</li> </ul>	<p>literal tone</p>
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	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Model how to self predict to establish a purpose for reading a text.</li> <li>• Model how to compare information found in graphic sources with information in the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review the key features of a problem-solution essay</li> <li>• Model how to state a problem in the introduction and provide an opinion support by facts and details for the body of the essay with mini lessons and a graphic organizer</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Make predictions based on the features and illustrations of the selected text</li> <li>• Identify purpose for reading the selected text based on predictions</li> <li>• Analyze the graphic sources in the text and compare with text information through response</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Brainstorm ideas with a small group using a problem/solution organizer</li> <li>• Create a problem-solution essay draft utilizing the 5 paragraph model with a interest catching introduction, opinion supported by facts and details in the body and a strong conclusion; students will continue to revise and edit for publishing in the next week</li> </ul>	<p>idioms</p>
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	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review using the skills of character and plot and the strategy of monitoring and clarifying as tools to understand the text</li> <li>• Complete a graphic organizer to identify the plot's main ideas</li> <li>• Reinforce citing specific examples from the text to support responses</li> <li>• Analyze the text to gain knowledge of how attention to detail can help solve problems</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Model with mini lessons how to use the strategy of adding essential details to support the main idea</li> <li>• Reinforce with mini lessons and using examples that the central idea, or thesis, is introduced using a topic sentence and that students' position is expressed clearly</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine various texts to identify character and plot while monitoring and clarifying</li> <li>• Analyze the teacher selected text citing specific examples</li> <li>• Examine text details to try and solve the problem</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revise drafts to add essential details to support the main idea</li> <li>• Proofread and edit with both a peer and independently for mechanics before producing essay</li> </ul>	<p>monitor clarify similes metaphors</p>
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**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>The Case of the Gasping Garbage</i>, by Michele Torrey  <i>Encantado: Pink Dolphin of the Amazon</i>, by Sy Montgomery  <i>Navajo Code Talkers</i>, by Andrew Santella  <i>Seeker of Knowledge</i>, by James Rumford  <i>Encyclopedia Brown and the Case of the Slippery Salamander</i>, by Donald Sobol</p>	<p>Suggested:            Paired selections            Optional Concept- Based reading selections            Teacher selected text(s) from Grade- Level            Optional Text List            Teacher resources DVD-ROM  <i>Sleuth</i> – Grade level text            Trade book library</p>	<p>Room for Debate resources for evaluating arguments:  <a href="http://www.nytimes.com/roomfordebate">http://www.nytimes.com/roomfordebate</a></p>

**Technology Infusion:**  
 Learn Zillion: <https://learnzillion.com>  
 eStreet Interactive [www.readingstreet.com](http://www.readingstreet.com)  
[www.dogonews.com](http://www.dogonews.com)  
 Grammar Jammer  
 Concept Talk Video  
 Background Building Audio CD  
 Envision it! Animations  
 RazKids.com for leveled reading practice  
 Google Classroom  
 Seesaw Journal

## DIFFERENTIATION

Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

## CROSS CURRICULAR RESOURCES

The Amistad Commission's Literacy components for Primary Grades: <http://njamistadcurriculum.net/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	4
		<b>Unit Title:</b>	Unit 5: Adventures by Land, Air and Water
		<b>Pacing:</b>	5 weeks

### ESSENTIAL QUESTION

What makes an adventure?  
 How do we determine the theme of a text?  
 How can we draw conclusions from details in a text?

### TARGET STANDARDS

ELA NJSLS	Standard
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.5	Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.1 (a -d)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.3 (a-e)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
RL.4.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

**INSTRUCTIONAL PROGRESSION**

	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Conduct activity using various texts to determine the author's purpose and adjust the way we read once determined</li> <li>• Identify the important ideas in the selected text by focusing on the topic sentence and important details</li> <li>• Examine a persuasive essay for its purpose and how this is accomplished</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Mini lessons identify and discussing the key features of a narrative composition/fantasy</li> <li>• Examine model text of a narrative about an adventure</li> <li>• Conduct brainstorming activity with a t-chart to help select a story setting and a possible twist in response to a prompt</li> <li>• Use an organizer like a sequence chart to organize ideas for writing a narrative</li> <li>• Mini-lesson on consolidating to make writing more clear, interesting and informative</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Analyze paragraphs of the text by identifying the main ideas for understanding</li> <li>• Determine the author's purpose of the selected text and support with textual evidence</li> <li>• Summarize an important idea and its supporting details in logical order</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Work in pairs or small groups to brainstorm and discuss their narrative's twist</li> <li>• Examine an example student model of a fantasy model using a checklist</li> <li>• Create a fantasy using their organizer and a checklist of elements and fourth grade expectations</li> <li>• Self-examine drafts for story sequence and sentence variety</li> <li>• Revise drafts to consolidate and publish</li> </ul>	<p>Word choice Homographs fantasy consolidate</p>



	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review using a graphic organizer to track similarities and differences in a text</li> <li>• Model how to visual when comparing and contrasting to further comprehension and to draw inference</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Examine an example of a legend to determine the key features of legend</li> <li>• Review the use of a web and a sequence chart through mini lessons to brainstorm a topic and develop a story sequence in response to a prompt</li> <li>• Examine a student sample of a legend using a checklist</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Analyze the characters in the selected text for similarities and differences</li> <li>• Compare and contrast images visualized at different parts of the selected text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Partners decide if text examples are legends by analyzing for the key features</li> <li>• In groups, produce exaggerated deeds in response to a prompted character</li> <li>• Create a draft of a legend using a prompt and following the student sample as a model</li> </ul>	<p>Legend literary nonfiction</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review identifying character, plot and theme in selected text</li> <li>• Conduct activity of identifying various themes present in a selected text with at least three supporting examples of the theme</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Define the key features of a thank you note</li> <li>• Model using an outline for writing a thank you note</li> <li>• Discuss how students might feel if they were rescued using mini lessons on feeling words and showing not telling</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Explain an interpretation of the teacher-selected text's theme, using evidence to support the interpretation.</li> <li>• Identify the selected text's literary elements (character and plot)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Revise draft of students' legend</li> <li>• Create a thank you note for the character from the week's text imagining you were the main character that was helped</li> </ul>	<p>Imagery Heroism</p>

	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Conduct activity of identifying main ideas and supporting details with selected short texts</li> <li>• Review the elements and structure of an autobiography told in a journal format</li> <li>• Conduct a close read of the teacher selected text to help draw knowledge from the text</li> <li>• Define the acronym SQP3R as a set of study skills that can help read any text (Survey, Question, Predict, Read, Recite, Review)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Define the key features of a persuasive ad</li> <li>• Analyze sample persuasive ads for review of the key features and author's purpose</li> <li>• Reinforce the purposes for writing a persuasive ad</li> <li>• Mini lessons to show how to develop an outline to create a flyer or brochure</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identify the main ideas of each journal entry and a supporting detail from selected text</li> <li>• Examine main ideas and details of selected text to respond using text evidence to support thoughts</li> <li>• Self-select an autobiography or biography to use to conduct a research project in preparation of a speech/presentation (e.g. in the form of a wax museum); use SQP3R to begin the reading and research</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create an persuasive ad in response to a prompt with all the key features</li> <li>• Produce a print persuasive ad with media to be printed as a flyer or brochure</li> </ul>	<p>Survey persuasive ad</p>
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	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review when you put facts and details together to form an opinion, you are drawing conclusion; when drawing conclusions you must be able to support if with the text</li> <li>• Reinforce and model how to monitor your reading and then stop to clarify or adjust for understanding; review how you also may need to read on for an explanation</li> <li>• Analyze selected sample texts to draw conclusions based on facts and details in the passages</li> <li>• Review ways to use synonyms as context clues to find meaning of unfamiliar words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Review the key features of a personal narrative</li> <li>• Conduct mini lessons reviewing small moments, sensory descriptions, and showing not telling</li> <li>• Examine model texts using a writer's checklist</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to aid in drawing conclusions from the selected text</li> <li>• Examine selected text to draw conclusions based on facts and details</li> <li>• Analyze facts and details to draw conclusions about a character in selected text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Self-select a topic based on student's interests to write a personal narrative</li> <li>• Produce a personal narrative in one timed sitting using a rubric as a guide</li> </ul>	<p>draw conclusions</p>
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RESOURCES		
Required	Optional	Additional
<i>Smokejumpers</i> , by Mark Beyer <i>Lost City</i> , by Ted Lewin <i>Cliff Hanger</i> , by Jean Craighead George <i>Antarctic Journal</i> , by Jennifer Owings Dewey <i>Moonwalk</i> , by Ben Bovo	Suggested: <i>Write Guy</i> , by Jeff Anderson Paired selections Optional Concept- Based reading selections Teacher selected text(s) from Grade- Level Optional Text List Teacher resources DVD-ROM <i>Sleuth</i> – Grade level text Trade book library  Student Selected Biographys  Teacher-selected text(s) from Grade- Level Optional Text List	Teaching Tolerance: <a href="http://www.tolerance.org/">http://www.tolerance.org/</a>  Graphic organizers for character analysis: <a href="http://www.greececsd.org/files/filesystem/character%20study.pdf">http://www.greececsd.org/files/filesystem/character%20study.pdf</a>
<b>Technology Infusion:</b> Learn Zillion: <a href="https://learnzillion.com">https://learnzillion.com</a> Eyewitness to History: <a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a> <a href="http://www.dogonews.com">www.dogonews.com</a> RazKids.com for leveled reading practice Google Classroom Seesaw Journal		

## DIFFERENTIATION

Special Education	ELL	I&RS	ENRICHMENT
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

## CROSS CURRICULAR RESOURCES

The Amistad Commission's Literacy components for Primary Grades: <http://njamistadcurriculum.net/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

## Lebanon Borough School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	4
	<b>Unit Title:</b>	Unit 6: Reaching for Goals	<b>Pacing:</b> 5 Weeks
<b>ESSENTIAL QUESTION</b>			
<p>What does it take to achieve our goals and dreams?            How can words change people's lives?            How can the achievement of others influence our dreams?            How does the author's use of language help to create the tone</p>			
<b>TARGET STANDARDS</b>			
<b>ELA NJSLS</b>	<b>Standard</b>		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
RI. 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text		
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 from the text		
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		
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
W.4.1a	Demonstrate command of the convention of standard English grammar and usage when writing or speaking		
W.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences		
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing		
L.4.4	Determine or clarify meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.		
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic		

**INSTRUCTIONAL PROGRESSION**

	<b>Direct Instruction</b>	<b>Evidence of Learning</b>	<b>Tier III Vocabulary</b>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Mini lessons to guide through research, note taking and time line creating for biography/wax museum research project</li> <li>• Review skills and strategies for using root words and word structure to find meanings of new words</li> <li>• Analyze how the author's use of language help to create the tone through selected passages</li> <li>• Model how to use questioning to ask literal, interpretive and evaluative questions when reading a text</li> <li>• Define literal, interpretive and evaluative questioning</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Mini lesson on using an outline to help create a speech</li> <li>• Analyze model speeches using a rubric and a checklist</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Create a time line based on the research conducted for biography project</li> <li>• Describe the author's point of view using evidence from the text to support your answer</li> <li>• Analyze the author's language/word choice and how it effects the tone</li> <li>• Produce interpretive and evaluative questions to be used with the group with selected text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create a speech written in the first person from the research conducted and using a checklist as a guide for wax museum research project</li> <li>• Revise and edit draft</li> </ul>	<p>onomatopoeia literal interpretive evaluative</p>

	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Review how statements of fact can be proven while statements of opinion are judgments, beliefs, or ways of thinking about something</li> <li>Evaluate statements of opinion by using the selected text, prior knowledge and logic</li> <li>Reinforce summarizing information in texts deciding on the main ideas in logical order</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Mini lessons on revising wax museum speech</li> <li>Identify the key features of a critical review</li> <li>Examine model texts of critical reviews</li> <li>Model how to use a graphic organizer such as a four column chart to organize thoughts for a critical review</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify fact versus opinion in the text selection</li> <li>Summarize the text in chronological order</li> <li>Analyze author's statements as fact versus opinion using information from the text to support the response</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create a four column chart to organize thoughts for a critical review</li> <li>Write a draft of a critical review of the teacher selected text from the four column chart</li> <li></li> </ul>	<p>captions critical review</p>
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Review how to use a graphic organizer to sequence events that are told out of order in a text</li> <li>Reinforce that when inferring, you combine your background knowledge with evidence in the text to come up with your own idea about what the author is trying to present</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Identify the key features of a skit</li> <li>Examine a model text of a skit</li> <li>Mini lesson on developing a story map for a skit</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Make inferences through the selected text providing evidence to support response</li> <li>Sequence events of the selected text that are told out of order</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Pairs produce sentences that a favorite character might say reading the dialogue outloud</li> <li>Small groups create a written skit in response to a prompt</li> </ul>	<p>skit</p>



	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review that generalizations are broad statements or rules that apply to several examples</li> <li>• Reinforce that when reading it is important to set a purpose to guide your reading and help you understand</li> <li>• Review the text features of a drama</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Identify the key features of a play</li> <li>• Examine a model text of a play</li> <li>• Analyze how a play is like a story and how it is different</li> <li>• Model using logical order (e.g. a sequence chart) to map out what will happen in my example play</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Examine the title, illustrations, list of characters and setting of selected text to predict what it will be about and set a purpose for reading</li> <li>• Examine generalizations for validity from selected text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Discuss provided legendary characters with pairs</li> <li>• Self-select a legendary character and brainstorm what goal they would try and achieve</li> <li>• Produce a skit using a checklist in response to a prompt a legendary character achieving a goal with pairs</li> </ul>	drama
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Review how a graphic source such as a chart, diagram, graph or illustration helps organize information</li> <li>• Reinforce that good readers use background knowledge to monitor and adjust their reading</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Examine the key features of a narrative non-fiction piece</li> <li>• Analyze model texts looking for these key features</li> <li>• Determine what event the author is describing</li> <li>• Review sequence or timing words</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Compare information in the selected text to the information in the graphic source</li> <li>• Examine how background knowledge helped understand the facts and details in the selected text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Organize information using a graphic organizer then product a nonfiction narrative piece in one timed sitting</li> <li>• Examine in pairs how they organized their writing for time timed task</li> </ul>	

**RESOURCES**

<b>Required</b>	<b>Optional</b>	<b>Additional</b>
<p><i>My Brother, Martin</i>, by Christine King Farris</p> <p><i>Jim Thorpe's Bright Path</i>, by Joseph Bruchac</p> <p><i>How Tía Lola Came to <del>Visit</del> Stay</i>, by Julia Alvarez</p> <p>A Gift from the Heart, by Katacha Diaz</p> <p><i>The Man Who Went to the Far Side of the Moon</i>, by Bea Uusmo Schyffert</p>	<p>Suggested: Paired selections Optional Concept- Based reading selections Teacher selected text(s) from Grade- Level Optional Text List Teacher resources DVD-ROM <i>Sleuth</i> – Grade level text Trade book library</p> <p>Student's Novel Faces Plagiarism</p> <p>Non-fiction articles that pertain to the students' social issue topics.</p> <p>Teacher-selected text(s) from Grade- Level Optional Text List</p>	<p>Selected Biographies</p> <p><a href="http://www.worldbookonline.com">www.worldbookonline.com</a></p>

**Technology Infusion:**

Learn Zillion: <https://learnzillion.com>  
 Online citation generator: <http://www.easybib.com/>  
 Citation games: <http://library.williams.edu/citing/game/play.php?game=3>  
 eStreet Interactive [www.readingstreet.com](http://www.readingstreet.com)  
 Grammar Jammer  
 Concept Talk Video  
 Background Building Audio CD  
 Envision it! Animations  
 RazKids.com for leveled reading practice, Google Classroom, Seesaw Journal

**DIFFERENTIATION**

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<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student’s IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>

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## DIFFERENTIATION

Special Education	ELL	I&RS	ENRICHMENT
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## ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b> <b>Health Literacy</b> <b>Environmental Literacy</b>	Creativity & Innovation <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> Media Literacy <b>Information Literacy</b> Information, Communication & Technology Life & Career Skills

**Technology Infusion**

<b>College and Career Readiness Anchor Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Language</b>	<b>Other</b>
<p>CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		<p>Grade 4 Students</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W.4.8. Recall relevant information from experience or gather information from print and digital sources; take notes and categorize information, and provide a list of sources</p>	<p>Grade 4 Students</p> <p>L.4.4cc Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words or phrases.</p>	<p>Smart Board Applications</p> <p>Digital Texts</p> <p>Audio Texts</p>

### **Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

### **Additional Texts**

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

## Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the folio career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being. CRP4.

Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.



## 9.1 Personal Financial Literacy

### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

## 9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand

### B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

### 3rd-6th Grade ELA Assessments

<b>Formative</b>	<b>Summative</b>	<b>Benchmark</b>	<b>Alternative</b>
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	NJSLA	DIBELS 8th Ed.	Rubrics
Observation checklists	End-of-unit projects	RAZ Kids Benchmark Assessments	Interviews
Student interviews	Portfolios	Fountas & Pinnell Running Records	Essays
Student work samples		Freckle ELA Benchmark Assessments	Performance tasks
Journals		Orton-Gillingham Benchmark Assessments	Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Peer-to-peer evaluations			Teacher-created tests
Performance tasks			Self and peer evaluation
Seesaw Journal			Seesaw Journal

**SUGGESTED GRADE 4 OPTIONAL TEXT LIST**

<b>Grade</b>	<b>Title</b>	<b>AUTHOR</b>	<b>Genre</b>
4	Matilda	Roald Dahl	Fantasy
4	The Miraculous Journey of Edward Tulane	Kate DiCamillo	Fantasy
4	Wonder	Raquel J. Placio	Fiction
4	Auggie and Me	Raquel J. Placio	Fiction
4	Mr. Poppers Penguins	Florence and Richard Atwater	Fiction
4	Washington's Sock	Elvira Woodruff	Historical Fiction
4	Meet Felicity	Valerie Tripp	Historical Fiction

