

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Reading	Grade Level(s): 4th
Department: Humanities	Credits: N/A
BOE Adoption Date: 10/17/2019	Revision Date: 6/23/2021

Course Description

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade 4 ELA curriculum are designed with this in mind. Skills and strategies will be developed and reinforced through differentiated instruction and focus on developing phonological awareness, decoding words, fluent reading, vocabulary development, and comprehension while reading a variety of text genres. Students will be exposed to increasingly complex and varied texts over the course of the school year. This curriculum follows a Reader’s Workshop approach, including instructional contexts such as: Interactive Read Aloud, Mini-Lesson, Guided Reading, and Independent Reading.

Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking,

problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
<p>^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy</p> <p>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</p>

Pacing Guide

Course Title: 4th grade Reading

Prerequisite(s): 3rd grade Reading

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1	Trimester 1 60 days September - November	<p>Primary Standards</p> <ul style="list-style-type: none"> ● RL.4.1 ● RL.4.2 ● RL.4.3 ● RL.4.5 ● RL.4.7 ● RI.4.1 ● RI.4.2 ● RI.4.7 ● RI.4.8 ● RI.4.9 ● RF.4.4.a ● SL.4.1.a-c ● SL.4.2 ● SL.4.3 ● L.4.4.a, b <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.4.4 ● RL.4.10 ● RI.4.4 ● RI.4.10 ● RF.3.a ● RF.4.4.b-c ● SL.4.1.d ● SL.4.4 ● SL.4.5 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences ● Determine the theme ● Summarize the text ● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text ● Explain major differences between poems, drama, and prose ● Refer to the structural elements of poems and drama when writing or speaking about the text ● Make connections between descriptions and directions in a text and a visual or oral representation of the text ● Determine the main idea of a text and explain how it is 	<p>Reading Mini Lesson:</p> <ul style="list-style-type: none"> ● Be a respectful member of the classroom community ● Independently read ● Live a reading life ● Use a reader’s notebook ● Understand fiction and nonfiction genres ● Summarize a text ● Understand realistic fiction ● Think about the setting in fiction books ● Understanding plot ● Think about themes ● Write letters to share thinking about books ● Study memoir ● Study authors and their processes ● Participate in book clubs ● Solve multisyllable words ● Study illustrators and analyze an illustrator’s craft ● Maintain fluency while reading ● Understand characters’ feelings, motivations, and intentions

		<ul style="list-style-type: none"> ● SL.4.6 ● L.4.1.a-g ● L.4.2.a-d ● L.4.3.a-c ● L.4.4.c ● L.4.5.a-c ● L.4.6 ● W.4.1 ● W.4.4 ● W.4.5 ● W.4.6 ● W.4.8 ● W.4.9 ● W.4.10 	<p>supported by key details</p> <ul style="list-style-type: none"> ● Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text ● Explain how an author uses reasons and evidence to support points in a text ● Integrate and reflect on information from two texts on the same topic ● Read grade level text with purpose and understanding ● Engage in collaborative discussions on grade 4 topics and texts ● Paraphrase portions of a text read aloud or information presented in diverse media and formats ● Identify the reasons and evidence a speaker provides to support points ● Use context, affixes, and roots as clues to the meaning of words 	<ul style="list-style-type: none"> ● Use different genres and forms for responding to reading ● Use context and word parts to understand vocabulary <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Infer a writer’s purpose in writing a fiction text ● Use scientific or technical knowledge to understand science fiction ● Infer and understand the moral lesson or cultural teaching in traditional literature ● Follow a text with multiple plots ● Notice a writer’s use of multiple narratives to reveal the plot and relationships among characters ● Assess the extent to which a writer makes readers feel empathy or identify with characters ● Notice the narrator of a text and notice a change in narrator and perspective ● Understand the meaning of idioms, figurative words, some words that are used ironically, words with multiple meanings within
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				<p>the same text, and words from regional or historical dialects</p> <ul style="list-style-type: none"> ● Follow and understand some texts that have no illustrations ● Distinguish between fact and opinion in a text in order to reach new understanding ● Use headings and subheadings to search for and use information ● Recognize and understand a writer’s use of underlying text structures ● Hypothesize the writer’s reasons for choosing a topic and infer how the writer feels about a topic ● Notice and understand multiple points of view on the same topic ● Use some academic language to talk about nonfiction genres, forms, literary features, and book and print features <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Understand the connotative meanings of words that contribute to the mood of the text (P)
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				<ul style="list-style-type: none"> ● Adjust oral reading to show awareness of sentence variety (P) ● Infer complex relationships between and among characters by noticing evidence in their responses to each other (P) ● Assess how graphics add to the quality of the text or provide additional information (P) ● Search for information and language that states or implies the larger message(s) of the text (Q) ● Derive the meaning of new words and expand meaning of known words using flexible strategies (Q) ● Justify predictions with evidence from the text (Q) ● Make many different kinds of connections among texts and state explicitly the nature of connections (Q) ● Synthesize new content from a text and describe it to others with evidence from the text (Q) ● Recognize and understand variation in plot structure: story-within-a-story,
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				<p>flashback (Q)</p> <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Provide evidence from the text or from personal experience to support written statements about a text ● Draw and write about connections between the ideas in texts and their own life experiences ● Write to explore the writer's purpose and stance toward a story ● Describe relationships between characters as revealed through dialogue and behavior ● Demonstrate a beginning awareness of symbolism ● Write statements that reflect understanding of both the text body and the graphics or illustrations and how the two are integrated ● Write to compare and expand understanding of content and ideas from academic disciplines across texts ● Notice and make note of significant information from illustrations
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<p>Unit 2</p>	<p>Trimester 2 60 days December - March</p>	<p>Primary Standards</p> <ul style="list-style-type: none"> ● RL.4.2 ● RL.4.3 ● RL.4.4 ● RL.4.5 ● RL.4.6 ● RL.4.7 ● RI.4.1 ● RI.4.2 ● RI.4.3 ● RI.4.4 ● RI.4.6 ● RI.4.8 ● RI.4.9 ● RF.4.3.a ● RF.4.4.a-c ● SL.4.6 ● L.4.3.a-c ● L.4.4.a, b <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.4.1 ● RL.4.10 ● RI.4.10 ● SL.4.1.a-d ● SL.4.2 ● SL.4.3 ● SL.4.4 ● SL.4.5 ● L.4.1.a-g ● L.4.2.a-d ● L.4.4.c ● L.4.5.a-c 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Determine the theme ● Summarize the text ● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text ● Determine the meaning of words and phrases including those that allude to significant characters in literature ● Explain major differences between poems, drama, and prose ● Refer to the structural elements of poems and drama when writing or speaking about the text ● Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations ● Make connections between descriptions and directions in a text and a visual or oral representation of the text ● Determine the main idea of a text and explain how it is supported by key details 	<p>Reading Mini Lesson:</p> <ul style="list-style-type: none"> ● Understanding connectives ● Studying poetry ● Use different genres and forms for responding to reading ● Study historical fiction ● Read like a writer: analyze the writer’s craft ● Understand a character’s traits and development ● Study biography ● Use context and word parts to understand vocabulary ● Explore different kinds of poetry ● Monitor comprehension of difficult texts ● Read graphic texts ● Think about the authors’ purpose and message ● Notice book and print features ● Read in digital environments <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Infer a writer’s purpose in writing a fiction text ● Use scientific or technical knowledge to understand science fiction ● Infer and understand the moral lesson or cultural teaching in traditional
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		<ul style="list-style-type: none"> ● L.4.6 ● W.4.1 ● W.4.4 ● W.4.5 ● W.4.6 ● W.4.8 ● W.4.9 ● W.4.10 	<ul style="list-style-type: none"> ● Explain events, procedures, ideas, or concepts in a text, including what happened and why ● Determine the meaning of general academic and domain-specific words or phrases in a grade 4 text ● Compare and contrast a firsthand and secondhand account of the same event or topic, describing differences in focus and information ● Explain how an author uses reasons and evidence to support points in a text ● Integrate and reflect on information from two texts on the same topic ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words ● Read with sufficient accuracy and fluency to support comprehension ● Differentiate between contexts that call for formal English or informal discourse 	<p>literature</p> <ul style="list-style-type: none"> ● Follow a text with multiple plots ● Notice a writer’s use of multiple narratives to reveal the plot and relationships among characters ● Assess the extent to which a writer makes readers feel empathy or identify with characters ● Notice the narrator of a text and notice a change in narrator and perspective ● Understand the meaning of idioms, figurative words, some words that are used ironically, words with multiple meanings within the same text, and words from regional or historical dialects ● Follow and understand some texts that have no illustrations ● Distinguish between fact and opinion in a text in order to reach new understanding ● Use headings and subheadings to search for and use information ● Recognize and understand a
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			<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening ● Use context, affixes, and roots as clues to the meaning of words 	<p>writer’s use of underlying text structures</p> <ul style="list-style-type: none"> ● Hypothesize the writer’s reasons for choosing a topic and infer how the writer feels about a topic ● Notice and understand multiple points of view on the same topic ● Use some academic language to talk about nonfiction genres, forms, literary features, and book and print features <p>Guided Reading:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to skim and scan while reading silently to search for information quickly (R) ● Summarize a story including important aspects of setting, plot, characters, theme or lesson (R) ● Infer traits of multidimensional characters that have both good and bad traits and have choices to make (R) ● Infer messages of a text and discuss how they are applicable to people’s lives (R) <p>Writing About Reading:</p>
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				<ul style="list-style-type: none"> ● Provide evidence from the text or from personal experience to support written statements about a text ● Draw and write about connections between the ideas in texts and their own life experiences ● Write to explore the writer’s purpose and stance toward a story ● Describe relationships between characters as revealed through dialogue and behavior ● Demonstrate a beginning awareness of symbolism ● Write statements that reflect understanding of both the text body and the graphics or illustrations and how the two are integrated ● Write to compare and expand understanding of content and ideas from academic disciplines across texts ● Notice and make note of significant information from illustrations
Unit 3	Trimester 3	Primary Standards	Students will be able to:	Reading Mini Lesson:

	<p>60 days April - June</p>	<ul style="list-style-type: none"> ● RL.4.1 ● RL.4.2 ● RL.4.3 ● RL.4.5 ● RL.4.6 ● RL.4.7 ● RL.4.9 ● RI.4.1 ● RI.4.2 ● RI.4.3 ● RI.4.4 ● RI.4.5 ● RI.4.6 ● RI.4.7 ● RI.4.8 ● RI.4.9 ● SL.4.3 <p>Secondary Standards</p> <ul style="list-style-type: none"> ● RL.4.4 ● RL.4.10 ● RI.4.10 ● RF.4.3.a ● RF.4.4.a-c ● SL.4.1.a-d ● SL.4.2 ● SL.4.4 ● SL.4.5 ● SL.4.6 ● L.4.1.a-g ● L.4.2.a-d ● L.4.3.a-c ● L.4.4.a-c 	<ul style="list-style-type: none"> ● Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences ● Determine the theme ● Summarize the text ● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text ● Explain major differences between poems, drama, and prose ● Refer to the structural elements of poems and drama when writing or speaking about the text ● Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations ● Make connections between descriptions and directions in a text and a visual or oral representation of the text ● Compare, contrast, and reflect on stories in the same genre 	<ul style="list-style-type: none"> ● Read informational texts like a scientist ● Notice how nonfiction authors choose to organize information ● Use graphic organizers to share thinking about books ● Use text features to gain information ● Learn information from illustrations/graphics ● Study authors and their processes ● Explore persuasive texts ● Use different genres and forms for responding to reading ● Analyze the writer’s craft in fiction books ● Study fantasy ● Study fairy tales <p>Interactive Read Aloud:</p> <ul style="list-style-type: none"> ● Infer a writer’s purpose in writing a fiction text ● Use scientific or technical knowledge to understand science fiction ● Infer and understand the moral lesson or cultural teaching in traditional literature ● Follow a text with multiple plots
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		<ul style="list-style-type: none"> ● L.4.5.a-c ● L.4.6 ● W.4.1 ● W.4.4 ● W.4.5 ● W.4.6 ● W.4.8 ● W.4.9 ● W.4.10 	<ul style="list-style-type: none"> ● Determine the main idea of a text and explain how it is supported by key details ● Explain events, procedures, ideas, or concepts in a text, including what happened and why ● Determine the meaning of general academic and domain-specific words or phrases in a grade 4 text ● Describe the overall structure of events, ideas, concepts, or information in a text ● Compare and contrast a firsthand and secondhand account of the same event or topic, describing differences in focus and information ● Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text ● Explain how an author uses reasons and evidence to support points in a text ● Integrate and reflect on information from two texts on the same topic 	<ul style="list-style-type: none"> ● Notice a writer’s use of multiple narratives to reveal the plot and relationships among characters ● Assess the extent to which a writer makes readers feel empathy or identify with characters ● Notice the narrator of a text and notice a change in narrator and perspective ● Understand the meaning of idioms, figurative words, some words that are used ironically, words with multiple meanings within the same text, and words from regional or historical dialects ● Follow and understand some texts that have no illustrations ● Distinguish between fact and opinion in a text in order to reach new understanding ● Use headings and subheadings to search for and use information ● Recognize and understand a writer’s use of underlying text structures ● Hypothesize the writer’s
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			<ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support points 	<p>reasons for choosing a topic and infer how the writer feels about a topic</p> <ul style="list-style-type: none"> Notice and understand multiple points of view on the same topic Use some academic language to talk about nonfiction genres, forms, literary features, and book and print features <p>Guided Reading:</p> <ul style="list-style-type: none"> Adjust reading to follow texts that change perspective and/or narrator within the larger narrative (S) Make connections between students' lives and the content that are particularly appropriate for adolescents (S) Describe changing perspective as the story unfolds (S) Infer potential solutions, universal human themes, beliefs, customs, and perspectives of other cultures, attitudes that may be new or contrary to readers' current beliefs, and what life might be like and
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				<p>what people might believe and do at a time in the future (S)</p> <ul style="list-style-type: none"> ● Notice aspects of the writer’s craft: e.g., style, syntax, use of one or more narrators (S) ● After reading several books by an author, discuss style, use of language, typical content (S) <p>Writing About Reading:</p> <ul style="list-style-type: none"> ● Provide evidence from the text or from personal experience to support written statements about a text ● Draw and write about connections between the ideas in texts and their own life experiences ● Write to explore the writer’s purpose and stance toward a story ● Describe relationships between characters as revealed through dialogue and behavior ● Demonstrate a beginning awareness of symbolism ● Write statements that reflect understanding of both the text body and the
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				<p>graphics or illustrations and how the two are integrated</p> <ul style="list-style-type: none"> • Write to compare and expand understanding of content and ideas from academic disciplines across texts • Notice and make note of significant information from illustrations
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Instructional Unit Map				
Course Title: 4th Grade Reading				
Unit Title	Unit 1		Start Date:	September - November
			Length of Unit:	60 days - Trimester 1
Content Standards	Primary Standards	Learning Goals	Students will be able to:	
<i>What do we want them to know, understand, & do?</i>	<p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the</p>		<ul style="list-style-type: none"> • Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences • Determine the theme • Summarize the text • Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text • Explain major differences between poems, drama, and prose • Refer to the structural elements of poems and drama when writing or speaking about the text • Make connections between descriptions and directions in a text and a visual or oral representation of the text 	

	<p>text.</p> <p>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).</p> <p>RL.4.5 RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text</p>		<ul style="list-style-type: none"> ● Determine the main idea of a text and explain how it is supported by key details ● Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text ● Explain how an author uses reasons and evidence to support points in a text ● Integrate and reflect on information from two texts on the same topic ● Read grade level text with purpose and understanding ● Engage in collaborative discussions on grade 4 topics and texts ^O+* ● Paraphrase portions of a text read aloud or information presented in diverse media and formats ● Identify the reasons and evidence a speaker provides to support points ● Use context, affixes, and roots as clues to the meaning of words
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	<p>says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the</p>		
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	<p>subject knowledgeably.</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>SL.4.1.a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>		
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	<p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Secondary Standards</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or</p>		
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	<p>phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4.b-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in</p>		
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	<p>an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.1.a-g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2.a-d Demonstrate command of the</p>		
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	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3.a-c Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4.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.</p> <p>L.4.5.a-c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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 (e.g.,</p>		
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	<p>quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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;</p>		
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	<p>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How can we engage in classroom literacy work? ● How can we share our thinking about books? 		

	<ul style="list-style-type: none"> ● How does understanding genre help comprehension? ● How do good readers, writers, and speakers summarize effectively? ● How does understanding story structure help with comprehension? ● How can the story details help me to determine the theme of a story? ● How do authors and illustrators tell a story? ● What strategies can I use to solve unknown words? ● How do I become a fluent reader? ● What does a character’s thoughts, words, and actions reveal about him/her? ● What strategies can I use to determine the meaning of new vocabulary? ● How does knowledge of word parts help you figure out an unknown word? ● How can I use evidence from the text to support my thinking? ● How does understanding a text’s structure help me to interpret information from the text? ● How are visuals connected to text? ● Why is it important to compare/contrast stories? 								
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="575 760 1035 831">Formative</th> <th data-bbox="1035 760 1579 831">Summative</th> <th data-bbox="1579 760 2001 831">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 831 1035 1375"> <ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader’s Notebook/ Post-it Notes ● Student Self-Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork </td> <td data-bbox="1035 831 1579 1375"> <ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader’s Notebook ● Cold reads ● Common Summative Assessment </td> <td data-bbox="1579 831 2001 1375"> <ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader’s Notebook/ Post-it Notes ● Student Self-Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader’s Notebook ● Cold reads ● Common Summative Assessment 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports
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	<ul style="list-style-type: none"> ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 		
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● NWEA MAP ● Starting Position (background knowledge) 		
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader’s Notebooks ● Conferring ● Provide detailed and specific feedback 		

	<ul style="list-style-type: none"> ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading) ● Flexible/Strategic grouping 							
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Instructional <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Provide definitions of key terms in native language if available ● Small group instruction ● Consistent Lesson Structure ● Graphic Organizers ● Shorten Assignments 	Instructional <ul style="list-style-type: none"> ● Small group/ individual support ● Consistent Lesson structure ● Graphic Organizers ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions 	Instructional <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure ● Graphic Organizers ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions ● Leveled text ● Monitor on-task behavior ● Frequently check for understanding 	Instructional <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards ● Independent study/ Sidebar studies ● Peer leader/helper ● Literature Circles Assessments <ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format 					

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Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) 		<ul style="list-style-type: none"> ● Reader’s Notebook ● Reading Response Post-it Notes ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	

	<ul style="list-style-type: none"> ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: details, examples, connections, summarize, event, differences, details, interpret, author, illustrator, reasons, evidence, paraphrase, facts, feelings, motivations, intentions, context, empathy, perspective, dialect, opinion, structure</p> <p>Tier III: inferences, theme, character, setting, poem, drama, prose, structural elements, main idea, genre, fiction, nonfiction, realistic fiction, plot, memoir, fluency, idioms, figurative language</p>	
Integration of Technology SAMR	<p>S - Reader’s response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</p> <p>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online</p>	
Interdisciplinary Connections NJ Student Learning Standards	<p>Science (2020)</p> <ul style="list-style-type: none"> • 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+* • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.^O+* 	

	<ul style="list-style-type: none"> • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. O+ • 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. O+ • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. O+ <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.5.CS.1: Model how computing devices connect to other components to form a system. <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors • 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity O+ • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view O+ • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ^)+* 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Skills</p>
	<ul style="list-style-type: none"> • Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in 	<ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-direction • Social and Cross-cultural skills

	<p>personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. O+</p> <ul style="list-style-type: none"> ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<ul style="list-style-type: none"> ● Productivity and Accountability ● Leadership and Responsibility ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 4th Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader's Notebook ● Classroom Library ^O+* 	

Instructional Unit Map

Course Title: 4th Grade Reading

Unit Title	Unit 2		Start Date:	December - March
			Length of Unit:	60 days - Trimester 2
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Determine the theme ● Summarize the text ● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text 	

	<p>text.</p> <p>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).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are</p>		<ul style="list-style-type: none"> ● Determine the meaning of words and phrases including those that allude to significant characters in literature ● Explain major differences between poems, drama, and prose ● Refer to the structural elements of poems and drama when writing or speaking about the text ● Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations ● Make connections between descriptions and directions in a text and a visual or oral representation of the text ● Determine the main idea of a text and explain how it is supported by key details ● Explain events, procedures, ideas, or concepts in a text, including what happened and why ● Determine the meaning of general academic and domain-specific words or phrases in a grade 4 text ● Compare and contrast a firsthand and secondhand account of the same event or topic, describing differences in focus and information ● Explain how an author uses reasons and evidence to support points in a text ● Integrate and reflect on information from two texts on the same topic ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words ● Read with sufficient accuracy and fluency to support comprehension ● Differentiate between contexts that call for formal English or informal discourse ● Use knowledge of language and its conventions when writing, speaking, reading, or listening
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	<p>narrated, including the difference between first- and third-person narrations.</p> <p>RI.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4 Determine the</p>		<ul style="list-style-type: none"> ● Use context, affixes, and roots as clues to the meaning of words
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	<p>meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns,</p>		
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	<p>and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p>		
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	<p>L.4.3.b Choose punctuation for effect.</p> <p>L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Secondary Standards</p> <p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.10 By the end of the</p>		
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	<p>year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.4.1.a-d Engage effectively in a range of collaborative discussions (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.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the</p>		
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	<p>reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.4.1.a-g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2.a-d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.4.c Consult reference</p>		
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	<p>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.</p> <p>L.4.5.a-c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>W.4.1 Write opinion pieces on topics or texts,</p>		
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	<p>supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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.4.8 Recall relevant information from experiences or gather relevant information from print and digital</p>		
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	<p>sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● Why and how do we use connectives to convey our thinking? ● How does poetry differ from others forms of writing? ● How does understanding genre help comprehension? ● How do authors play with language? ● What role do characters play in a story? ● What strategies can I use to determine the meaning of new vocabulary? ● How does knowledge of word parts help you figure out an unknown word? ● How do illustrations and graphics help understanding? ● How can I determine the author’s purpose for writing? ● How can I determine the author’s message in a story? 		

	<ul style="list-style-type: none"> ● How do we determine the theme of a story? ● How does the narrator’s point of view influence the actions in the story? ● How is information related in a story? ● What is the difference between a first and second hand account of an event or subject? ● What strategies can I use to solve unknown words? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	Formative	Summative	Alternative
	<ul style="list-style-type: none"> ● Checklists ● Exit Tickets ● Reader’s Notebook/ Post-it Notes ● Student Self-Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records 	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment ● Reading Records ● Reader’s Notebook ● Cold reads ● Common Summative Assessment 	<ul style="list-style-type: none"> ● Dual modalities (visual and written) ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports

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	<ul style="list-style-type: none"> ● Single step directions ● Graphic organizers ● Additional Time ● Simplify language for tasks ● Verbal and Visual examples for instruction ● Concrete Examples ● Consistent Lesson structure 	<ul style="list-style-type: none"> ● Provide examples, notes or study guide ● Monitor on-task behavior ● Frequently check for understanding ● Read texts aloud (if appropriate) ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Varied test format / level of complexity ● Provide/ allow use of study guide ● Reword / clarify test directions ● Read test aloud (if appropriate) ● Highlight/ underline key words ● Additional Time 	<ul style="list-style-type: none"> ● Reword / clarify test directions 	
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		<ul style="list-style-type: none"> ● Accept short answers ● Allow retakes ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology 		<ul style="list-style-type: none"> ● Reader's Notebook ● Reading Response Post-it Notes ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	

<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: summarize, event, allude, compare, contrast, connections, detail, reasons, evidence, paraphrase, facts, formal, informal, context, purpose, message, features, infer, irony, dialect, opinion, structure</p> <p>Tier III: theme, character, setting, poem, drama, prose, first and third person narrations, main idea, firsthand and secondhand account, decoding, encoding, connectives, genre, historical fiction, character traits, biography, idiom, figurative language, headings, subheadings</p>
<p>Integration of Technology SAMR</p>	<p>S - Reader’s response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</p> <p>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online</p>
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Science (2020)</p> <ul style="list-style-type: none"> • 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+* • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ^O+* • 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. ^*

	<ul style="list-style-type: none"> • 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.5.CS.1: Model how computing devices connect to other components to form a system. <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors • 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 O+ • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ^* 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> • Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-direction • Social and Cross-cultural skills • Productivity and Accountability • Leadership and Responsibility

	<p>stories); Understanding other nations and cultures, including the use of non-English languages. O+</p> <ul style="list-style-type: none"> ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) ● Civic Literacy - Understand the local and global implications of civic decisions 	<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 4th Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader’s Notebook ● Classroom Library ^O+* 	

Instructional Unit Map

Course Title: 4th Grade Reading			
Unit Title	Unit 3		Start Date: April - June
			Length of Unit: 60 days - Trimester 3
Content Standards <i>What do we want them to know, understand, & do?</i>	Primary Standards RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. 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). RL.4.5 Explain major differences between poems, drama, and prose, and refer to the	Learning Goals	Students will be able to: <ul style="list-style-type: none"> ● Refer to details and examples in a text and make connections when explaining what the text says explicitly and when drawing inferences ● Determine the theme ● Summarize the text ● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text ● Explain major differences between poems, drama, and prose ● Refer to the structural elements of poems and drama when writing or speaking about the text ● Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations ● Make connections between descriptions and directions in a text and a visual or oral representation of the text ● Compare, contrast, and reflect on stories in the same genre ● Determine the main idea of a text and explain how it is supported by key details ● Explain events, procedures, ideas, or concepts in a text, including what happened and why ● Determine the meaning of general academic and domain-specific words or phrases in a grade 4 text ● Describe the overall structure of events, ideas, concepts, or information in a text

	<p>structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g.,</p>		<ul style="list-style-type: none"> ● Compare and contrast a firsthand and secondhand account of the same event or topic, describing differences in focus and information ● Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text ● Explain how an author uses reasons and evidence to support points in a text ● Integrate and reflect on information from two texts on the same topic ● Identify the reasons and evidence a speaker provides to support points
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	<p>mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.4 Determine the meaning of general academic and</p>		
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	<p>domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>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.</p> <p>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.</p> <p>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</p>		
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	<p>information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Secondary Standards</p> <p>RL.4.4 Determine the meaning of words and phrases as they are</p>		
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	<p>used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		
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	<p>RF.4.4.a-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.4.1.a-d Engage effectively in a range of collaborative discussions (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.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to</p>		
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	<p>support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.1.a-g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2.a-d Demonstrate command of the</p>		
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	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3.a-c Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4.a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5.a-c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal</p>		
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	<p>precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6 With some guidance and support</p>		
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	<p>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.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection,</p>		
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	metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences		
Essential Questions	<ul style="list-style-type: none"> • How does understanding a text’s structure help me to interpret information from the text? • How do readers use text features to find information about a topic? • How can we share our thinking about books? • How do illustrations and graphics help understanding? • How do authors and illustrators tell a story? • How do authors play with language? • How does understanding genre help comprehension? • How can I use evidence from the text to support my thinking? • How does understanding a text’s structure help me to interpret information from the text? • How does the narrator’s point of view influence the actions in the story? • How are visuals connected to text? • How can I find the main idea of a text? • What strategies can I use to determine the meaning of new vocabulary? • What is the difference between a first and second hand account of an event or subject? • Why is it important to compare/contrast stories? 		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Checklists • Exit Tickets 	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment • Reading Records 	<ul style="list-style-type: none"> • Dual modalities (visual and written)

	<ul style="list-style-type: none"> ● Reader’s Notebook/ Post-it Notes ● Student Self- Assessment/Reflection ● Respond to questions, orally or written ● Verbal or written summaries ● Student Observation ● Daily Independent Classwork ● Class Discussion ● Turn and Talk ● Hand signals to show understanding ● Whiteboards ● Graphic Organizers ● Student Conferencing ● Anecdotal records ● Interactive Online Assessment (Kahoot, Quizizz) 	<ul style="list-style-type: none"> ● Reader’s Notebook ● Cold reads ● Common Summative Assessment 	<ul style="list-style-type: none"> ● Create a presentation (multimedia, poster, etc.) ● Group presentation ● Book Reports
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<ul style="list-style-type: none"> ● Fountas & Pinnell Benchmark Assessment (Guided Reading Level) ● NWEA MAP ● Starting Position (background knowledge) 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Responsive Teaching ● Teacher Clarity (goals, expectations, criteria, assessment, etc.) ● Scaffolding ● Mini Lessons/Anchor Charts ● Direct Instruction ● Interactive Read Aloud/Mentor Texts ● Modeling ● Guided Practice ● Active Participation ● Independent Practice/Independent Reading ● Reader’s Notebooks ● Conferring ● Provide detailed and specific feedback ● Cooperative Learning ● Book Club/Literature Discussion ● Graphic Organizers ● Technology Integration ● Learning Centers ● Academic Games ● Problem Solving ● Small Group Instruction (skills, strategies, guided reading) ● Flexible/Strategic grouping 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Small group instruction ● Clarified directions 	Instructional <ul style="list-style-type: none"> ● Small group/individual support 	Instructional <ul style="list-style-type: none"> ● Small group instruction ● Consistent Lesson structure 	Instructional <ul style="list-style-type: none"> ● Leveled texts ● Choice Boards

	<ul style="list-style-type: none"> ● Provide key vocabulary prior to lesson and/or assessment ● Leveled text ● Allow oral responses ● Use multiple choice format ● Read test aloud ● Provide definitions of key terms in native language ● Use native language for directions ● Single step directions ● Graphic organizers ● Additional Time 	<ul style="list-style-type: none"> ● Consistent Lesson structure ● Graphic Organizers ● Shorten Assignments ● Additional time ● Reword/ Clarify directions ● Verbal and Visual examples, cues, directions ● Classroom buddy ● Leveled text ● Allow oral responses ● Sentence Frames ● Provide examples, notes or study guide 	<ul style="list-style-type: none"> ● Graphic Organizers ● Additional time ● Reword/ Clarify directions ● Visual and verbal examples, cues and directions ● Leveled text ● Monitor on-task behavior ● Frequently check for understanding <p>Assessments</p> <ul style="list-style-type: none"> ● Vary test format ● Highlight/ underline key words ● Chunk sections ● Additional Time ● Reword / clarify test directions 	<ul style="list-style-type: none"> ● Independent study/ Sidebar studies ● Peer leader/helper ● Literature Circles <p>Assessments</p> <ul style="list-style-type: none"> ● Tiered assessments ● Choice of test format
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	<ul style="list-style-type: none"> ● Simplify language for tasks ● Verbal and Visual examples for instruction ● Concrete Examples ● Consistent Lesson structure 	<ul style="list-style-type: none"> ● Monitor on-task behavior ● Frequently check for understanding ● Read texts aloud (if appropriate) ● No penalty for spelling errors <p>Assessments</p> <ul style="list-style-type: none"> ● Varied test format / level of complexity ● Provide/ allow use of study guide ● Reword / clarify test directions ● Read test aloud (if appropriate) ● Highlight/ underline key words ● Additional Time 		
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		<ul style="list-style-type: none"> ● Accept short answers ● Allow retakes ● Modified grading 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Independent Reading book choice ● Leveled Texts ● Learning Structures ● Group and Individual routines ● Students working at their own pace during independent reading ● Presenting materials in a variety of ways ● Flexible Small Group instruction (guided reading, skills, strategies) ● Learning centers ● Conferencing ● Interactive Promethean Board Activities ● General/Specific/Individual Help Options ● Manipulatives ● Reference Materials (anchor charts, rubrics, checklists) ● Peer assistance ● Choice/Options ● Learning Menus ● Chromebook/Technology ● Anchor Charts ● Epic 		<ul style="list-style-type: none"> ● Reader's Notebook ● Reading Response Post-it Notes ● Response Choice Menu ● Tiered assignments (based on individual student readiness) ● Rubrics ● Success Criteria Checklist ● Assessment Retakes 	

	<ul style="list-style-type: none"> • Flexible grouping
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<p>Tier II: details, examples, connections, summarize, event, compare, contrast, structure, reasons, evidence, illustrations, graphics, author, empathy, perspective, ironically, dialect</p> <p>Tier III: inferences, theme, character, setting, poem, drama, prose, structural elements, first and third person narrations, main idea, firsthand and secondhand account, text features, genre, fantasy, fairy tales, plot, idiom, figurative language, headings, subheadings</p>
Integration of Technology SAMR	<p>S - Reader’s response or worksheet in Google Slides or Docs; EPIC or other website for reading texts; Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p>A - Google Forms assessments with automatic grading and feedback; Teacher will use comment feature in Google Docs or Seesaw for feedback; Students use various tools or add-ons to improve work; Gamification programs (Kahoot, Quizziz, etc.)</p> <p>M - Students collaborate in Slides or Docs; Students comment and interact with each other in Google Classroom</p> <p>R - Students create a multimedia project; Students create an Imovie giving a book talk or review; Students publish their work online</p>
Interdisciplinary Connections NJ Student Learning Standards	<p>Science (2020)</p> <ul style="list-style-type: none"> • 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <p>Social Studies (2020)</p> <ul style="list-style-type: none"> • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ^O+* • 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. (oregon trail, Japanese internment) ^* • 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. (Haiti floods) • 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. (aviator, oregon trail, internment) ^*

	<ul style="list-style-type: none"> • 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. (aviator, houdini, braille) <p>Computer Science and Design Thinking (2020)</p> <ul style="list-style-type: none"> • 8.1.5.CS.1: Model how computing devices connect to other components to form a system. <p>Career Readiness, Life Literacies, and Key Skills (2020)</p> <ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors • 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 • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ^* 	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Skills</p>
	<ul style="list-style-type: none"> • Global Awareness - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories); Understanding other nations and cultures, including the use of non-English languages. O+ 	<ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-direction • Social and Cross-cultural skills • Productivity and Accountability • Leadership and Responsibility • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration

	<ul style="list-style-type: none"> ● Environmental Literacy - Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water and ecosystems; Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) 	<ul style="list-style-type: none"> ● Information, Communication, Technology Literacy
<p>Resources/Materials</p>	<ul style="list-style-type: none"> ● 4th Grade Crosswalk Document ● Fountas & Pinnell Literacy Continuum ● Guided Reading: Responsive Teaching Across Grades ● Fountas & Pinnell Online Resources ● Interactive Read Aloud Texts/lesson cards (FPC) ^O+* ● Reading Mini Lesson book (FPC) ● Guided Reading Leveled Texts/lesson cards (FPC) ^O+* ● Other leveled texts (Scholastic, EPIC, etc.) ^O+* ● Reader’s Notebook ^O+* ● Classroom Library 	