

# Kenilworth Public Schools

## Curriculum Guide

Content Area: ELA Readers Workshop

Grade: 4

BOE Approved: 12/12/22

Revision Date: N/A

Submitted by: Gina Folgar

BOE Revision Approved: N/A

## Grade 4 Writing Scope and Sequence

Unit 1- Launching	Unit 2- Nonfiction	Unit 3- Fiction	Unit 4- Poetry
September-October	November - January	February - April	May - June

<p><i>Unit Description:</i> This unit reviews and introduces skills and strategies that enhance reading comprehension which form a foundation for later reading analysis. The unit also serves to help students to learn how to think as readers and to develop skills that will enhance reading enjoyment. The unit begins by reviewing how to select books at a “just right level” and by teaching students how to select books across a variety of genres. It also sets up practices and procedures for the</p>	<p><i>Unit Description:</i> Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will be exposed to and become familiar with a variety of genres including the reading of nonfiction, narrative nonfiction, biography and autobiography. They will learn about the various text features, their use, and how they contribute to and clarify a text. Students will learn to locate key facts and information in informational text.</p>	<p><i>Unit Description:</i> Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every story. They will learn how to identify these components in various picture books, short stories, folktales, myths, and novels. Students will also deepen their</p>	<p><i>Unit Description:</i> Poetry is an art form that plays an integral role in students’ literacy skills. Throughout history, poetry has been recorded from people of a variety of cultures and have documented life experiences. In this unit, students will learn to read and appreciate this genre as unique forms of written expression. Students will study the techniques that poets use to express meaning in poems such as rhyme, repetition, line breaks, and figurative</p>
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<p>Reader’s Workshop. Other skills and strategies that will be taught include determining the meaning of unknown words; asking questions during reading; making predictions, connections, and inferences; evaluating, and responding to text with written reading responses utilizing textual evidence.</p>	<p>Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.</p>	<p>understanding of mythical characters. They will learn common elements in myths and folktales and compare similar myths and similar folktales.</p>	<p>language. Students will learn to analyze how the writer’s use of language enables them to visualize the text’s images, make meaning, and to connect emotionally to the words. A variety of poetry will be explored ranging from rhyming poems to free verse and narrative poems. Additionally, students will study poets and compare poems by the same author as well as poems on the same topic.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● 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.4.1</li> <li>● Determine the theme of a text. (RL.4.2)</li> <li>● Extract important details from a text to develop a summary. (RL.4.1, RL.4.2)</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● 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. RI.4.1</li> <li>● Determine the main idea of a text and explain how it is supported by key details; summarized the text. RI.4.2</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● 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.4.1</li> <li>● Determine a theme of a story, drama, or poem from details in the text; summarize the text RL.4.2.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.3</li> <li>● Read with sufficient accuracy and fluency to support comprehension. RF.4.4</li> <li>● Read grade-level text with purpose and</li> </ul>

<ul style="list-style-type: none"> <li>● 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.4.3</li> <li>● Determine the meaning of words and phrases in a text through the use of a variety of strategies, including context clues. RL.4.4</li> <li>● 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</li> <li>● Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.2</li> <li>● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,</li> </ul>	<ul style="list-style-type: none"> <li>● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened why , based on specific information in the text. RI.4.3</li> <li>● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.4</li> <li>● Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.5</li> <li>● Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided RI.4.6</li> </ul>	<ul style="list-style-type: none"> <li>● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. RL.4.3</li> <li>● Determine the meaning of words and phrases in a text through the use of a variety of strategies, including context clues. RL.4.4, RF.4.4.c, L.4.4, L.4.4.a</li> <li>● Explain major difference between poems, drama and prose. RL.4.5</li> <li>● Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narration. RL.4.6</li> <li>● Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. RL.4.7</li> <li>● Compare, contrast and reflect on genre</li> </ul>	<p>understanding. RF.4.4.A</p> <ul style="list-style-type: none"> <li>● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.B</li> <li>● Use context to confirm or self-correct word recognition and understanding , rereading as necessary RF.4.4.C</li> <li>● Answer literal and inferential questions to demonstrate understanding using evidence from the text. RL.4.1</li> <li>● Determine a theme of a story, drama, or poem from details in the text; summarize the text RL.4.2</li> <li>● Use specific details to describe in depth a character, setting, or event. RL.4.3</li> <li>● Determine the meaning of words and phrases in a text through the use of a variety of strategies, including context</li> </ul>
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<p>based on specific information in the text. RI.4.3</p> <ul style="list-style-type: none"> <li>● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.4</li> <li>● 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.4.7</li> <li>● By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. RI.4.10</li> <li>● Fluently read and comprehend stories,</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.7.</li> <li>● Explain how an author uses reasons and evidence to support particular points in a text. RI.4.8</li> <li>● Use information from two texts on the same topic to inform the reader or listener. RI.4.9</li> <li>● By the end of the year, read and comprehend literary nonfiction at grade level text-complexity RI.4.10</li> <li>● Read with sufficient accuracy and fluency to support comprehension RF.4.4</li> </ul>	<p>on their approaches to similar themes and topics RL.4.9</p> <ul style="list-style-type: none"> <li>● By the end of the year, read and comprehend literary nonfiction at grade level text-complexity RL.4.10</li> <li>● Read with sufficient accuracy and fluency to support comprehension RF.4.4</li> <li>● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.3</li> <li>● Read grade-level text with purpose and understanding RF.4.4.A</li> <li>● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression RF4.4.B</li> <li>● Use context to confirm or self-correct word recognition and understanding,</li> </ul>	<p>clues. RL.4.4, RF.4.4.c, L.4.4, L.4.4.a</p> <ul style="list-style-type: none"> <li>● Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text RL.4.5</li> <li>● Compare and contrast the point of view from which different stories are narrated (e.g., first and third person). RL.4.6</li> <li>● Discuss similarities and differences between a text and a multimedia version of the text. RL.4.7</li> <li>● Compare and contrast similar themes and topics presented from multi-cultural stories, myths and traditional literature. RL.4.9</li> <li>● Fluently read and comprehend stories, drama, and poetry. RL.4.10</li> <li>● Explicitly draw on previously read text</li> </ul>
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<p>drama, and poetry. RL.4.10</p> <ul style="list-style-type: none"> <li>● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C</li> <li>● Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1. B</li> <li>● Read with sufficient accuracy and fluency to support comprehension RF.4.4</li> <li>● Read grade-level text with purpose and understanding. RF.4.4.A</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF4.4.C</li> <li>● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</li> </ul>	<ul style="list-style-type: none"> <li>● Read grade-level text with purpose and understanding RF. 4.4.A</li> <li>● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF4.4.B</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF4.4.C</li> <li>● Know and apply grade-level phonics and word analysis skills in decoding and encoding words RF.4.3</li> <li>● Read with sufficient accuracy and fluency to support comprehension RF. 4.4</li> <li>● Read grade-level text with purpose and understanding RF.4.4.A</li> </ul>	<p>rereading as necessary. RF4.4.C</p> <ul style="list-style-type: none"> <li>● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A</li> <li>● Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.A</li> <li>● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C</li> <li>● Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D</li> <li>● Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually,</li> </ul>	<p>or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A</p> <ul style="list-style-type: none"> <li>● Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.A</li> <li>● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C</li> <li>● Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D</li> <li>● Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). SL.4.2</li> <li>● Identify the reasons and evidence a speaker provides to</li> </ul>
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<p>diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.1</p> <ul style="list-style-type: none"> <li>● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF4.4.B</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF4.4.C</li> <li>● Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A</li> <li>● Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.B</li> <li>● Pose and respond to specific questions to clarify or follow up on information SL.4.1.C</li> <li>● Review the key ideas expressed and</li> </ul>	<p>quantitatively, and orally). SL.4.2</p> <ul style="list-style-type: none"> <li>● Identify the reasons and evidence a speaker provides to support particular points. SL.4.3.</li> <li>● 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. SL.4.4</li> <li>● Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes SL.4.5</li> <li>● 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</li> </ul>	<p>support particular points. SL.4.3.</p> <ul style="list-style-type: none"> <li>● Consult dictionaries and other reference materials to determine word meaning. L.4.4.c</li> <li>● Understand the meaning of similes and metaphors to aid in comprehending text. L.4.5, L.4.5.a</li> <li>● Understand the meaning of common idioms, adages, and proverbs to aid in the comprehension text. L.4.5, L.4.5.b</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L.4.6</li> </ul>
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	<p>explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.SL.4.1.D</p> <ul style="list-style-type: none"> <li>● Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). SL.4.2</li> <li>● Identify the reasons and evidence a speaker provides to support particular points. SL.4.3.</li> <li>● 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. SL.4.4</li> </ul>	<p>formal English when appropriate to task and situation SL.4.6., L.4.3</p>	
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	<ul style="list-style-type: none"><li>● Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes SL.4.5</li><li>● 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. SL.4.6, L.4.3.c</li></ul>		
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# Reading- Grade 4- Unit 1

**Unit Title:** Schoolwide Reading - Launching

**Unit Summary:** This unit reviews and introduces skills and strategies that enhance reading comprehension which form a foundation for later reading analysis. The unit also serves to help students to learn how to think as readers and to develop skills that will enhance reading enjoyment. The unit begins by reviewing how to select books at a “just right level” and by teaching students how to select books across a variety of genres. It also sets up practices and procedures for the Reader’s Workshop. Other skills and strategies that will be taught include determining the meaning of unknown words; asking questions during reading; making predictions, connections, and inferences; evaluating, and responding to text with written reading responses utilizing textual evidence.

**Primary Interdisciplinary Connections:** Students will utilize skills learned in this unit such as **using schema, making inferences, determining importance, speaking to communicate, listening and responding, engaging in discussion/collaborating** to support their knowledge in other subject areas such as science, social studies, and math.

**Standards:** 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

**Career Readiness, Life Literacies, and Key Skills:**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

## Learning Targets

**NJSLS 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.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

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.

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.

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.

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.4.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension

RF.4.4.A

Read grade-level text with purpose and understanding

RF.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.4.1

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.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1. B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

<p>L.4.3.C Differentiate between context clues that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.</p>	
<p><b>Computer Science and Design Thinking Standards:</b> 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.  8.1.5.A.3 Use a graphic organizer to organize information about problem or issue  8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.  8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p>	
<p><b>Climate Change Standards:</b> 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>	
<p><b>Big Idea:</b> Students will develop an understanding of themselves as readers.</p>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What does a good independent reader look like?</li> <li>● How do readers monitor comprehension?</li> <li>● How do readers respect for the learning environment?</li> <li>● How can we ensure our workshop runs smoothly?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Readers employ strategies to help them understand text.</li> <li>● Readers contribute to a class discussion and adhere to procedures as a member of a community of learners.</li> <li>● Readers contribute to small group discussion and adhere to procedures as a member of a community of learners</li> <li>● Readers understand and reflect on what kind of reader they are.</li> </ul>
<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● 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.4.1</li> <li>● Determine the theme of a text. (RL.4.2)</li> <li>● Extract important details from a text to develop a summary. (RL.4.1, RL.4.2)</li> </ul>	

- 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.4.3
- Determine the meaning of words and phrases in a text through the use of a variety of strategies, including context clues. RL.4.4
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- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.4
- 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.4.7
- By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. RI.4.10
- Fluently read and comprehend stories, drama, and poetry. RL.4.10
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1. B
- Read with sufficient accuracy and fluency to support comprehension RF.4.4
- Read grade-level text with purpose and understanding. RF.4.4.A
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF4.4.C
- 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. SL.4.1
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A

## Evidence of Learning

<b>Summative Assessment:</b>	
<ul style="list-style-type: none"> <li>• Read-Works - Penguins</li> <li>• Read-Works – Shawn the Speedy Snail</li> </ul>	
<b>Formative Assessments:</b>	
<ul style="list-style-type: none"> <li>• Reader’s notebook</li> <li>• Teacher conferences</li> <li>• Whole/small group discussion</li> <li>• Student Performance Checklist</li> <li>• Reading Workshop Activities (KWL Chart, Theme Chart, Common Text Features)</li> <li>• Graphic Organizers</li> </ul>	
<b>Lesson Plans</b>	
<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Read Aloud 1- What is Reading Workshop</li> <li>• Read Aloud 2- Learning about Ourselves as Readers and Making Connections</li> <li>• Read Aloud 7- Tracking our Thinking</li> <li>• Mini Lesson 1- Our Reading Habits</li> <li>• Read Aloud 3- Creating a Reading Life</li> <li>• Mini Lesson 2- Growing as Readers</li> <li>• Read Aloud 4- Making Meaning and Digging Deeper (KWL chart for assessment)</li> <li>• Read Aloud 5- Knowing When I Get it</li> <li>• Mini Lesson 6- Being a Careful Reader</li> <li>• Read Aloud 6- Sharing our Thinking</li> <li>• Mini Lesson 3- What’s my Role in a Reading Community</li> <li>• Mini Lesson 4- Getting Ready to Discuss</li> <li>• Read Aloud 8- Keeping the Conversation Going</li> <li>• Mini Lesson 5- Think-Pair-Share</li> <li>• Mini Lesson 7- Making Pictures in Our Minds</li> </ul>	September-October

<ul style="list-style-type: none"> <li>• Mini Lesson 8- The Magic of Fiction</li> <li>• Mini Lesson 9- Reading Poetry: What's it Really All About</li> <li>• Mini Lesson 10- The Amazing World of Nonfiction</li> <li>• Novel Study</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Fundamentals Spiral -</li> <li>• Launching Unit</li> <li>• Reader's Notebook</li> <li>• Mentor Texts</li> <li>• Classroom Library</li> <li>• Schoolwide Online platform</li> <li>• Read Works website</li> <li>• Epic books website</li> <li>• Scholastic Storyworks Magazine/website</li> </ul>	Use Pacing Guide to plan out lessons and activities.
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<b>Strategies and Practices that Support Students with Disabilities:</b> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content, student products, and assessment tools (rubrics for example)</li> <li>• Testing accommodations</li> <li>• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)</li> </ul>	



**Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Reading- Grade 4- Unit 2

**Unit Title:** Schoolwide Reading - Nonfiction

**Unit Summary:** Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will be exposed to and become familiar with a variety of genres including the reading of nonfiction, narrative nonfiction, biography and autobiography. They will learn about the various text features, their use, and how they contribute to and clarify a text. Students will learn to locate key facts and information in informational text. Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.

**Primary Interdisciplinary Connections:** Students will utilize skills learned in this unit such as **using schema, making inferences, determining importance, speaking to communicate, listening and responding, engaging in discussion/collaborating** to support their knowledge in other subject areas such as science, social studies, and math.  
**Standards:** 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

**Career Readiness, Life Literacies, and Key Skills:**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

### Learning Targets

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.

RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarized the text.

RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened 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.

RI.4.5

Describe the overall structure 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.4.7

Interpret information presented visually, orally, or quantitatively 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.

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.

RI.4.10

By the end of the year, read and comprehend literary nonfiction at grade level text-complexity.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.A

Read grade-level text with purpose and understanding.

RF4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3.

Identify the reasons and evidence a speaker provides to support particular points.

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.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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).

**Computer Science and Design Thinking Standards:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

**Climate Change Standards:**

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

**Big Idea:** Students will develop an understanding of the different types of nonfiction text.

**Unit Essential Questions:**

- Readers use multiple comprehension strategies to make non-fiction text relevant and useful.
- Readers understand non-fiction has unique elements.

**Unit Enduring Understandings:**

- What are the unique characteristics/elements of non-fiction?
- How can reading strategies be used when thinking about non-fiction texts?

**Unit Learning Targets**

*Students will...*

- 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. RI.4.1
- Determine the main idea of a text and explain how it is supported by key details; summarized the text. RI.4.2

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened why , based on specific information in the text. RI.4.3
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.4
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.5
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided RI.4.6
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.7.
- Explain how an author uses reasons and evidence to support particular points in a text. RI.4.8
- Use information from two texts on the same topic to inform the reader or listener. RI.4.9
- By the end of the year, read and comprehend literary nonfiction at grade level text-complexity RI.4.10
- Read with sufficient accuracy and fluency to support comprehension RF.4.4
- Read grade-level text with purpose and understanding RF.4.4.A
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF4.4.B
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF4.4.C
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words RF.4.3
- Read with sufficient accuracy and fluency to support comprehension RF.4.4
- Read grade-level text with purpose and understanding RF.4.4.A
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF4.4.B
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF4.4.C
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A
- Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1. B
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.SL.4.1.D
- Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). SL.4.2

- Identify the reasons and evidence a speaker provides to support particular points. SL.4.3.
- 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. SL.4.4
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes SL.4.5
- 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. SL.4.6, L.4.3.c

## Evidence of Learning

- Summative Assessment:**
- Assessment – Rolling Robots
  - Read-Works – When Lightning Strikes

- Formative Assessments:**
- Reader’s notebook
  - Teacher conferences
  - Whole/small group discussion
  - Student Performance Checklist
  - Reading Workshop Activities (NF features chart, chronological text structure, compare and contrast structure)
  - Graphic Organizers

## Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Read Aloud 1- Why and How Do We Read NonFiction</li> <li>• Read Aloud 2- Nonfiction Text Features</li> <li>• Read Aloud 3- Take your Time</li> <li>• Mini Lesson 1- Reading Like a Non-Fiction Expert</li> </ul>	November- January

<ul style="list-style-type: none"> <li>• Mini Lesson 2- Follow the Text Map to Understanding</li> <li>• Mini Lesson 3- Hey, Look at Me</li> <li>• Read Aloud 4- Organization is The Key</li> <li>• Read Aloud 5- What's the Problem</li> <li>• Mini Lesson 4- Sorting it Out</li> <li>• Mini Lesson 5- When Did That Happen</li> <li>• Mini Lesson 6- How Do These Compare</li> <li>• Read Aloud 6- Be a Word Detective</li> <li>• Mini Lesson 7- Putting the Parts Together</li> <li>• Read Aloud 7- Determining the Author's Purpose</li> <li>• Mini Lesson 8- What's the Author's Message</li> <li>• Read Aloud 8- Summarizing Like a Reporter</li> <li>• Mini Lesson 9- Sum it Up</li> <li>• Mini Lesson 10- Integrating Ideas Across Texts</li> <li>• Novel Study</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Fundamentals Spiral -</li> <li>• Nonfiction Unit</li> <li>• Reader's Notebook</li> <li>• Mentor Texts</li> <li>• Classroom Library</li> <li>• Schoolwide Online platform</li> <li>• Read Works website</li> <li>• Epic books website</li> <li>• Scholastic Storyworks Magazine/website</li> </ul>	Use Pacing Guide to plan out lessons and activities.
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<b>Strategies and Practices that Support Students with Disabilities:</b> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> </ul>	



- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Reading- Grade 4- Unit 3

**Unit Title:** Schoolwide Reading - Fiction

**Unit Summary:** Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every story. They will learn how to identify these components in various picture books, short stories, folktales, myths, and novels. Students will also deepen their understanding of mythical characters. They will learn common elements in myths and folktales and compare similar myths and similar folktales.

**Primary Interdisciplinary Connections:** Students will utilize skills learned in this unit such as **using schema, making inferences, determining importance, speaking to communicate, listening and responding, engaging in discussion/collaborating** to support their knowledge in other subject areas such as science, social studies, and math.

**Standards:** 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

**Career Readiness, Life Literacies, and Key Skills:**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

### Learning Targets

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.

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.

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.

RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narration.

RL.4.7

Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9

Compare, contrast and reflect on genre on their approaches to similar themes and topics.

RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity.

RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.A

Read grade-level text with purpose and understanding.

RF.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

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.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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).

**Computer Science and Design Thinking Standards:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

**Climate Change Standards:**

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

**Big Idea:** Students will develop an understanding of the different types of fiction.

**Unit Essential Questions:**

- What is traditional literature and what purpose does it serve?
- What explanations do different cultures provide as an answer to the same unexplained phenomena?
- How does knowing the elements of literature enhance understanding of traditional literature?

**Unit Enduring Understandings:**

- The use of a variety of comprehension strategies enhance the reader's understanding of the text.
- Traditional literature has identifiable and common story elements to effectively tell a complete story.
- Traditional Literature plays an important role in cultures around the world.
- Similarities exist in traditional literature across cultures around the world.

**Unit Learning Targets**

*Students will...*

- 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.4.1
- Determine a theme of a story, drama, or poem from details in the text; summarize the text RL.4.2.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. RL.4.3

- Determine the meaning of words and phrases in a text through the use of a variety of strategies, including context clues. RL.4.4, RF.4.4.c, L.4.4, L.4.4.a
- Explain major difference between poems, drama and prose. RL.4.5
- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narration. RL.4.6
- Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. RL.4.7
- Compare, contrast and reflect on genre on their approaches to similar themes and topics RL.4.9
- By the end of the year, read and comprehend literary nonfiction at grade level text-complexity RL.4.10
- Read with sufficient accuracy and fluency to support comprehension RF.4.4
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.3
- Read grade-level text with purpose and understanding RF.4.4.A
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression RF.4.4.B
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.4.C
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A
- Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.A
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D
- Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). SL.4.2
- Identify the reasons and evidence a speaker provides to support particular points. SL.4.3.
- 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. SL.4.4
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes SL.4.5
- 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 SL.4.6., L.4.3

## Evidence of Learning

### Summative Assessment:

- Assessment – Kissy Face
- Read-Works – Ms. Johnson’s Plant Experiment

### Formative Assessments:

- Reader’s notebook
- Teacher conferences
- Whole/small group discussion
- Student Performance Checklist
- Reading Workshop Activities (Retelling a story organizer, understanding character organizer, and common themes organizer)
- Graphic Organizers

## Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>● Read Aloud Lesson 1-Narration From The Imagination</li> <li>● Read Aloud Lesson 2-Following the Story’s Time Line</li> <li>● Read Aloud Lesson 3-Who’s Telling the Story?</li> <li>● Read Aloud Lesson 4-The Key Elements in Fiction Stories</li> <li>● Read Aloud Lesson 5-What’s the Theme or Universal Message?</li> <li>● Mini-Lesson 7-Setting a Tone Creating a Mood</li> <li>● Mini-Lesson 1-Examining the Cast of Characters</li> <li>● Mini-Lesson 3-Types of Characters in Fiction</li> <li>● Mini-Lesson 4-Characters May Change Over Time</li> </ul>	<p>February-April</p>

<ul style="list-style-type: none"> <li>• Mini-Lesson 10-Making Connections across Texts</li> <li>• Mini-Lesson 8-Responding and Making Connections to Text</li> <li>• Mini-lesson 9-Stories Have Conflict or Tension</li> <li>• Read Aloud Lesson 6-A Closer Look At Traditional Literature</li> <li>• Mini-Lesson 6-How Myths Influenced Or Language Today</li> <li>• Read Aloud Lesson 7-The Trickery Feature</li> <li>• Read Aloud Lesson 8-Understanding the Language of Ancient Tales</li> <li>• Mini-Lesson 2-What’s the Purpose of These Ancient Stories?</li> <li>• Mini-Lesson 5-Tips for Reading and Discussing Drama</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Fundamentals Spiral</li> <li>• Fiction Unit</li> <li>• Reader’s Notebook</li> <li>• Mentor Texts</li> <li>• Classroom Library</li> <li>• Schoolwide Online platform</li> <li>• Read Works website</li> <li>• Epic books website</li> <li>• Scholastic Storyworks Magazine/website</li> </ul>	Use Pacing Guide to plan out lessons and activities.
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	



**Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Reading- Grade 4- Unit 4

**Unit Title:** Schoolwide Reading - Poetry

**Unit Summary:** Poetry is an art form that plays an integral role in students' literacy skills. Throughout history, poetry has been recorded from people of a variety of cultures and have documented life experiences. In this unit, students will learn to read and appreciate this genre as unique forms of written expression. Students will study the techniques that poets use to express meaning in poems such as rhyme, repetition, line breaks, and figurative language. Students will learn to analyze how the writer's use of language enables them to visualize the text's images, make meaning, and to connect emotionally to the words. A variety of poetry will be explored ranging from rhyming poems to free verse and narrative poems. Additionally, students will study poets and compare poems by the same author as well as poems on the same topic.

**Primary Interdisciplinary Connections:** Students will utilize skills learned in this unit such as **using schema, making inferences, determining importance, speaking to communicate, listening and responding, engaging in discussion/collaborating** to support their knowledge in other subject areas such as science, social studies, and math.

**Standards:** 3-ESS2-2, 3-5-ETS1-2, 6.1.5.GeoPP.2, 6.1.5.EconNM.2, 6.3.5.CivicsPD.1

**Career Readiness, Life Literacies, and Key Skills:**

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

### Learning Targets

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.A

Read grade-level text with purpose and understanding.

RF.4.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4.C

Use context to confirm or self-correct word recognition and understanding , rereading as necessary.

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.4.2

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.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

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.

RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.

RL.4.7

Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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.

SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion.

SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information.

SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3.

Identify the reasons and evidence a speaker provides to support particular points.

L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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.

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>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g. pretty as a picture) in context.</p> <p>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</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><b>Computer Science and Design Thinking Standards:</b></p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p>	
<p><b>Climate Change Standards:</b></p> <p>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</p>	
<p><b>Big Idea:</b> Students will develop an understanding of the purpose and components of poetry.</p>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do writers engage their audience in an imagined event?</li> <li>● How do writers use their own experiences to generate ideas for stories or poems?</li> <li>● How does poetry create mental/visual and sensory images that engage the</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The use of a variety of comprehension strategies enhance the reader's understanding of the text.</li> <li>● Traditional literature has identifiable and common story elements to effectively tell a complete story.</li> <li>● Traditional Literature plays an important role in cultures around the world.</li> <li>● Similarities exist in traditional literature across cultures around the world.</li> </ul>

reader in thinking beyond the literal/superficial?

### **Unit Learning Targets**

*Students will...*

- Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.3
- Read with sufficient accuracy and fluency to support comprehension. RF.4.4
- Read grade-level text with purpose and understanding. RF.4.4.A
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. RF.4.4.B
- Use context to confirm or self-correct word recognition and understanding , rereading as necessary RF.4.4.C
- Answer literal and inferential questions to demonstrate understanding using evidence from the text. RL.4.1
- Determine a theme of a story, drama, or poem from details in the text; summarize the text RL.4.2
- Use specific details to describe in depth a character, setting, or event. RL.4.3
- Determine the meaning of words and phrases in a text through the use of a variety of strategies, including context clues. RL.4.4, RF.4.4.c, L.4.4, L.4.4.a
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text RL.4.5
- Compare and contrast the point of view from which different stories are narrated (e.g., first and third person). RL.4.6
- Discuss similarities and differences between a text and a multimedia version of the text. RL.4.7
- Compare and contrast similar themes and topics presented from multi-cultural stories, myths and traditional literature. RL.4.9
- Fluently read and comprehend stories, drama, and poetry. RL.4.10
- Explicitly draw on previously read text or material and other information known about the topic to explore ideas and under discussion. SL.4.1.A
- Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.A
- Pose and respond to specific questions to clarify or follow up on information SL.4.1.C
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion make comments that contribute to the discussion and link to the remarks of others. SL.4.1.D
- Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally). SL.4.2

- Identify the reasons and evidence a speaker provides to support particular points. SL.4.3.
- Consult dictionaries and other reference materials to determine word meaning. L.4.4.c
- Understand the meaning of similes and metaphors to aid in comprehending text. L.4.5, L.4.5.a
- Understand the meaning of common idioms, adages, and proverbs to aid in the comprehension text. L.4.5, L.4.5.b
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L.4.6

### Evidence of Learning

**Summative Assessment:**

- Assessment – The Beach
- Read-Works

**Formative Assessments:**

- Reader’s notebook
- Teacher conferences
- Whole/small group discussion
- Student Performance Checklist
- Reading Workshop Activities (Retelling a story organizer, understanding character organizer, and common themes organizer)
- Graphic Organizers

### Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Read Aloud 1: What Makes a Poem a Poem</li> <li>• Read Aloud 6: Reading and Rereading</li> <li>• Read Aloud 7: What are You Thinking?</li> <li>• Mini Lesson 4: What’s the Big Idea?</li> <li>• Mini Lesson 9: Monitoring for Meaning</li> <li>• Mini Lesson 8: So That’s What you Mean?</li> <li>• Mini Lesson 2: Doing What is Sensible</li> <li>• Read Aloud 3: Do you See the Poem?</li> </ul>	May-June



<ul style="list-style-type: none"> <li>● Mini Lesson 7: What do You See?</li> <li>● Read Aloud 2: Do you Hear What I Hear?</li> <li>● Mini Lesson 3: Does the Pattern Fit</li> <li>● Read Aloud 5: Are you in a Good Mood?</li> <li>● Mini Lesson 5: Are You in a Mood?</li> <li>● Read Aloud 4: What Made you Think of That?</li> <li>● Mini Lesson 1: Try Connecting</li> <li>● Read Aloud 8: What’s the Same, What’s Different?</li> <li>● Mini Lesson 6: Using the Author’s Purpose to Determine the Message</li> <li>● Mini Lesson 10: Putting it All Together</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>● Fundamentals Spiral</li> <li>● Poetry Unit</li> <li>● Reader’s Notebook</li> <li>● Mentor Texts</li> <li>● Classroom Library</li> <li>● Schoolwide Online platform</li> <li>● Read Works website</li> <li>● Epic books website</li> <li>● Scholastic Storyworks Magazine/website</li> </ul>	Use Pacing Guide to plan out lessons and activities.
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<b>Strategies and Practices that Support Students with Disabilities:</b> <ul style="list-style-type: none"> <li>● Use of visual and multisensory formats</li> <li>● Use of assisted technology</li> <li>● Use of prompts</li> <li>● Modification of content, student products, and assessment tools (rubrics for example)</li> <li>● Testing accommodations</li> </ul>	

- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups