

**Englewood on the Palisades Charter School**  
**NJ State Standards-Aligned Curriculum**  
**Grade Four**  
**English Language Arts**

## **Grade Four ELA Curriculum**

The grade four ELA curriculum aligns with NJSLs and aims to create a strong foundation for learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help fourth grade students continue to grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

### **NJSLS ELA Strands**

#### **Reading Literature and Informational Texts:**

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

#### **Writing:**

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

#### **Speaking and Listening:**

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

#### **Language:**

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

### **Teaching Strategies and Approaches**

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.

- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

### Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

### Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLS while considering the developmental needs and diverse learning styles of students.

### **New Jersey Legislative Statutes and Administrative Code**

**Amistad Law: *N.J.S.A. 18A 52:16A-88***

[Amistad's Commission for Literacy Components in the Primary Grades](#)

[10 African and African American Folktales for Children](#)

[Learning Materials for Black History](#)

**Holocaust Law: *N.J.S.A. 18A:35-28***

[Books About the Holocaust](#)

[Holocaust Books for Middle Grade Readers](#)

[Books for Teaching About the Holocaust](#)

**LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35***

[Books with LGBTQ+ Characters](#)

[Books with Characters on the Autism Spectrum](#)

[Books with Characters who Have Learning and Attention Challenges](#)

[Books with Characters Who Have Physical Disabilities or Chronic Illnesses](#)

**Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a***

[Books that Promote Diversity and Inclusion](#)

[Multicultural Literature List](#)

**Asian American and Pacific Islander : *N.J.S.A. 18A:35-4.44***

[Books with Asian, Asian American, and Pacific Islander Characters](#)

[Book List with Asian and Pacific Island Characters](#)

**Standards in Action: *Climate Change***

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

**Climate Change Suggestions for Fourth Grade:**

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

*Climate Change Example: Students may compare and contrast informational texts that chronicle weather events and patterns in regions of the world outside of the United States.*

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

*Climate Change Example: Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources.*

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
2. Provide reasons that are supported by facts from texts and/or other sources.
3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4. Provide a conclusion related to the opinion presented.

SL.PI.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.

*Climate Change Example: Students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans.*

| Grade Four ELA Unit                                                                  | Length   |
|--------------------------------------------------------------------------------------|----------|
| Unit 1: Literary and Informational Adventures: Uncovering Themes and Building Skills | 9 weeks  |
| Unit 2: The Art of Understanding: Analyzing, Writing, and Discussing Texts           | 9 weeks  |
| Unit 3: Exploring Texts: From Evidence to Inferences                                 | 9 weeks  |
| Unit 4: From Page to Stage: Evidence to Expression in Reading and Writing            | 9 weeks  |
| Total                                                                                | 36 weeks |

### Unit 1: Literary and Informational Adventures: Uncovering Themes and Building Skills

#### Unit Goal:

In this unit, students will strengthen their ability to analyze and interpret both literary and informational texts by using textual evidence to explain content and draw inferences. They will learn to summarize and interpret themes, as well as compare different points of view. In writing, students will focus on organizing their ideas clearly, applying proper spelling, grammar, and punctuation, and engaging in the writing process to produce well-structured and coherent texts. Through meaningful discussions, they will enhance their understanding of topics by drawing on evidence and prior knowledge while adapting their speech to different contexts. Additionally, students will master the conventions of English grammar and vocabulary, using these skills effectively in both writing and speaking, and develop strategies to understand unfamiliar words and phrases.

**Duration:** 9 weeks

**Essential Questions:**

- How can we use textual evidence and different perspectives to understand, explain, and infer meaning from a text?
- How does the organization and use of conventions in our writing enhance the clarity and effectiveness of our ideas?
- How can we use discussions and appropriate language choices to deepen our understanding and communicate effectively?
- How do grammar, usage, and vocabulary contribute to effective communication, and what strategies help us understand unfamiliar words?

**Enduring Understandings:**

- Using textual evidence and considering different perspectives helps us to understand, explain, and infer deeper meanings from a text, enriching our overall comprehension. Understanding a text deeply requires not only identifying what is stated explicitly but also interpreting what is implied. Different perspectives and narrative structures influence how a story or information is presented and understood.
- Effective writing is a process that involves organizing ideas clearly, using appropriate language and conventions, and revising for clarity and accuracy. The organization of ideas and the correct use of conventions such as spelling, grammar, and punctuation are crucial in enhancing the clarity and effectiveness of our writing, making our ideas more accessible to the reader.
- Engaging in discussions helps to clarify and expand understanding. Different contexts require different levels of formality in language use, and the ability to adapt language accordingly is crucial for effective communication.
- Mastery of grammar, usage, and vocabulary is essential for effective communication. Understanding and applying these conventions allows for precise expression of ideas in both spoken and written forms.

**NJSLS:**

**Reading**

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

L.L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4.A. Read grade-level text with purpose and understanding.

L.RF.4.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing**

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2 A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2 B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2 C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2 D. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3.C. Use independent clauses and coordinating conjunctions.

L.WF.4.3. D. Form irregular verbs; form and use progressive tenses.

L.WF.4.3.E. Form and use possessive nouns and pronouns.

L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3.H. Use apostrophes for possession.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.AW.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.

W.AW.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C. Consider writing as a process, including W.WP.4.4.D. self-evaluation, revision and editing.

With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

W.WP.4.4.E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

SL.PE.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.PE.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.

SL.PE.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.AS.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.

### **Language**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.A. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).

L.4.1.B. Form and use the progressive (e.g., *I was walking*; *I will be walking*) verb tenses.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.A. Use correct capitalization.

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

## **Companion Standards**

### **9.2 Career Awareness**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

### **9.4 Life Literacies and Key Skills**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### **9.4 Digital Citizenship**

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

### **9.4 Information/Media Literacy**

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

### **9.4 Technology Literacy**

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### Computers and Design Thinking

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

### Social Studies/Science/Other

4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas

| Reading Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text Type: (fiction and nonfiction)<br>1 Extended Text<br>3-6 shorter texts depending upon length and complexity                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li><li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li><li>• Refer to the text when drawing conclusions as well as when answering directly stated questions</li></ul> | <b>Close Reading for Meaning - Question, Highlight, and Pattern Hunt</b><br>Materials: <ol style="list-style-type: none"><li>1. Short literary or informational text</li><li>2. Highlighters</li><li>3. Sticky notes</li></ol> Directions: <ol style="list-style-type: none"><li>1. Provide students with a text and ask them to read it closely.</li><li>2. As they read, have them highlight important details and jot down questions on sticky notes.</li><li>3. Encourage them to look for patterns or repeated ideas.</li><li>4. After reading, students will share their findings in pairs and discuss the significance of the patterns they identified.</li></ol> |

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Identify similarities and differences between firsthand and secondhand accounts
- Explain how the point of view impacts the delivery of information in the text
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling

### **Making Connections - Text-to-Self, Text-to-Text, Text-to-World Connections**

Materials:

1. Chart paper
2. Markers
3. Sticky notes
4. Selected text

Directions:

1. After reading a text, students will use sticky notes to write down personal connections (Text-to-Self), connections to other texts (Text-to-Text), and connections to global or societal themes (Text-to-World).
2. Students will place their sticky notes on a large chart divided into these three categories. Discuss as a class how these connections enhance their understanding of the text.

### **Using Quotes for Explanation - Quote it Right!**

Materials:

1. Selected text
2. Quote cards
3. Response sheets

Directions:

1. Provide students with quote cards taken directly from the text.
2. Have them work in pairs to match the quotes with explanations of what the text says explicitly or what inferences can be drawn.
3. Then, students will use the quotes to write a brief paragraph explaining their thinking.

### **Text-Based Conclusions - Text Detective**

Materials:

1. Informational text
2. Graphic organizer

Directions:

1. Students will read a text and fill out a graphic organizer with directly stated information on one side and inferred conclusions on the other.

multisyllabic words

- Use various strategies to understand text and read with purpose
- Read grade-level poetry and prose aloud accurately
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

2. They will refer back to the text to support their conclusions, highlighting the sentences or phrases that helped them draw their inferences.

### **Identifying Key Details - Main Idea and Key Detail Sort**

Materials:

1. Index cards
2. Markers
3. Selected text

Directions:

1. Write main ideas and key details from a text on separate index cards.
2. After reading the text, students will work in groups to match the key details with the correct main ideas. Discuss how these details support the main ideas in a whole-class review.

### **Character Analysis - Character Webs**

Materials:

1. Chart paper
2. Markers
3. Selected literary text

Directions:

1. Students will choose a character from a text and create a character web.
2. They will analyze the character's actions, thoughts, and dialogue to identify patterns.
3. In groups, students will discuss how these patterns reveal the character's personality and motivations.

### **Theme and Main Idea - Theme Tracker**

Materials:

1. Selected literary or informational text
2. Theme tracker worksheet

Directions:

1. As students read, they will use the theme tracker to note key details that hint at the theme or main idea of the text.

2. After reading, students will summarize the theme or main idea and support it with evidence from their tracker.

### **Summarizing Key Points - One-Sentence Summary**

Materials:

1. Selected text
2. Summary cards

Directions:

1. After reading, challenge students to write a one-sentence summary of the key points of the text on a summary card.
2. Students will share their summaries with the class, and compare how they captured the essence of the text.

### **Author's Support in Informational Text - Detail Detectives**

Materials:

1. Informational text
2. Highlighters
3. Evidence charts

Directions:

1. Students will read an informational text and highlight key details that support the author's main ideas.
2. They will then fill out an evidence chart, listing the main ideas and corresponding details.
3. In pairs, students will discuss how these details strengthen the author's argument.

### **Understanding Words and Phrases - Word Detective**

Materials:

Text with challenging vocabulary  
Context clue worksheet

Directions:

Students will identify challenging words in a text and use context clues to infer their meanings.  
They will complete a worksheet where they write down the word, the inferred meaning, and the clues that helped them figure it out.

### **Allusions to Mythology - Mythological Match**

Materials:

1. Text with mythological allusions mythology reference guide

Directions:

1. Provide students with a text that includes words alluding to mythological characters.
2. Students will use a mythology reference guide to learn about the characters and write a brief explanation of the allusion in the context of the text.

### **Identifying Figurative Language - Metaphor and Simile Hunt**

Materials:

1. Selected text
2. Figurative language chart

Directions:

1. Students will search for metaphors and similes in a text, recording them on a figurative language chart. For each instance, they will write what is being compared and explain the meaning of the metaphor or simile.

### **Narrator's Point of View - Who's Telling the Story?**

Materials:

1. Two short texts with different points of view (first and third person)

Directions:

1. Students will read two short texts, one written in first person and the other in third person.
2. They will complete a Venn diagram to compare and contrast the narration styles, focusing on how the point of view affects the reader's understanding.

### **Firsthand vs. Secondhand Accounts - Account Comparison**

Materials:

1. Paired texts (firsthand and secondhand accounts of the same event)
2. Comparison chart

Directions:

1. Students will read a firsthand and a secondhand account of the same event.
2. Using a comparison chart, they will list the similarities and differences in the perspectives and discuss how each account shapes the reader's understanding of the event.

### **Decoding Multisyllabic Words - Word Work Stations**

Materials:

1. Word cards with multisyllabic words
2. Syllable division tools

Directions:

1. Set up stations with different activities focusing on decoding multisyllabic words (e.g., syllable division, root word identification).
2. Students will rotate through the stations, practicing their decoding skills with each activity.

### **Reading with Fluency - Fluency Partners**

Materials:

1. Grade-level poetry and prose
2. Timers
3. Fluency rubrics

Directions:

1. Students will partner up and take turns reading grade-level poetry or prose aloud.
2. Their partner will use a fluency rubric to provide feedback on accuracy, rate, and expression.
3. After receiving feedback, students will reread the text to improve their fluency.

### **Rereading for Comprehension - Reread Relay**

Materials:

1. Short challenging text
2. Comprehension questions

Directions:

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ol style="list-style-type: none"> <li>1. Students will read a short text and answer comprehension questions.</li> <li>2. After the first attempt, they will reread the text, focusing on areas they found difficult.</li> <li>3. They will answer the questions again, comparing their second set of answers to the first.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Writing Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Writing Genre:<br/>Opinion Writing<br/>Research<br/>Routine Writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Distinguish fact from opinions</li> <li>• Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)</li> <li>• Group supporting details to support the writer's purpose</li> <li>• Introduce a topic or text clearly</li> <li>• State an opinion to be supported with evidence</li> <li>• Write a thesis statement to focus the writing</li> <li>• Logically order reasons that are supported by facts</li> <li>• Support the opinion with facts and details from texts or other sources</li> <li>• Use transitional words and phrases to connect opinions to reasons</li> </ul> | <p><b>Distinguishing Fact from Opinion - Fact vs. Opinion Sort</b><br/>Materials:</p> <ol style="list-style-type: none"> <li>1. Index cards</li> <li>2. Markers</li> <li>3. Chart paper</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Write various statements on index cards, some factual and some opinion-based. Students will work in groups to sort the cards into two categories: fact and opinion.</li> <li>2. After sorting, students will explain why they categorized each statement as they did.</li> </ol> <p><b>Organizing Text Using Specific Structures - Graphic Organizer Exploration</b><br/>Materials:</p> <ol style="list-style-type: none"> <li>1. Various graphic organizers (e.g., cause/effect chart, timeline, Venn diagram)</li> <li>2. Selected text</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Introduce students to different organizational structures by</li> </ol> |

- Write a conclusion related to the opinion presented
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting
- Research a topic through investigation of the topic

- providing them with graphic organizers.
2. Have them read a text and organize the information using the appropriate structure.
  3. Discuss how the organization helps to convey the writer's message.

### **Grouping Supporting Details - Detail Cluster**

Materials:

1. Graphic organizer
2. Selected topic or text

Directions:

1. Students will brainstorm supporting details for a given topic or text and group them into clusters based on how they support the writer's purpose.
2. They will use a graphic organizer to visually represent these clusters and discuss how grouping details strengthens their writing.

### **Introducing a Topic Clearly - Strong Start!**

Materials:

1. Mentor texts
2. Writing journals

Directions:

1. Analyze the introductions of various mentor texts to identify techniques used to clearly introduce a topic.
2. Students will then write an introductory paragraph for a topic of their choice, using these techniques.
3. Peer feedback will help refine their introductions.

### **Stating an Opinion with Evidence - Opinion Statement Workshop**

Materials:

1. Opinion prompts
2. Evidence charts

Directions:

1. Provide students with opinion prompts.
2. They will write an opinion statement and list evidence that

- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

supports their opinion on an evidence chart.

3. After gathering evidence, students will revise their opinion statement to ensure it is strongly supported by facts.

### **Writing a Thesis Statement - Thesis Builder**

Materials:

1. Thesis statement examples
2. Graphic organizer

Directions:

1. Introduce students to the components of a strong thesis statement.
2. Using a graphic organizer, students will practice crafting thesis statements for various topics.
3. They will share their thesis statements with a partner and provide feedback.

### **Ordering Reasons Logically - Reason Sorting**

Materials:

1. Index cards with reasons and supporting facts

Directions:

1. Write reasons and corresponding supporting facts on index cards.
2. Students will work in pairs to arrange the reasons in a logical order, using the supporting facts as evidence.
3. They will then share their order with the class and explain their reasoning.

### **Supporting Opinions with Facts - Evidence Hunt**

Materials:

1. Selected texts
2. Evidence logs

Directions:

1. Students will read a text and identify facts that support an opinion related to the topic.
2. They will log the evidence in an evidence log and use it to write a persuasive paragraph that supports their opinion.

### **Using Transitional Words - Transition Match-Up**

Materials:

1. Transitional word cards
2. Sentence strips

Directions:

1. Provide students with sentence strips and transitional word cards.
2. They will match the transitional words with sentences, explaining how the transition connects the ideas.
3. After practicing, students will revise a paragraph, adding appropriate transitions.

### **Writing a Conclusion - Conclusion Clinic**

Materials:

1. Mentor texts
2. Writing journals

Directions:

1. Analyze conclusions in mentor texts to identify effective strategies.
2. Students will then write a conclusion for their own writing piece, ensuring it relates back to the opinion or topic presented.
3. Peer review will help refine their conclusions.

### **Producing Clear Writing - Peer Review Partners**

Materials:

1. Writing samples
2. Peer review checklists

Directions:

1. Students will exchange writing samples with a partner and use a checklist to review clarity and coherence.
2. After receiving feedback, they will revise their work to improve its readability and effectiveness.

### **Unpacking Writing Tasks - Task Breakdown**

Materials:

1. Writing prompts
2. Task analysis worksheet

Directions:

1. Provide students with a writing prompt.
2. They will use a task analysis worksheet to break down the prompt, identifying the type of writing required (e.g., narrative, persuasive) and the purpose.
3. Students will discuss their analyses in small groups.

### **Unpacking Writing Purposes - Purpose Planning**

Materials:

1. Purpose analysis chart
2. Selected writing tasks

Directions:

1. Students will select a writing task and use a purpose analysis chart to determine the writer's purpose.
2. They will then plan their writing, ensuring it aligns with the identified purpose.
3. Students will share their plans with a partner for feedback.

### **Focusing Organization and Development - Outline Builder**

Materials:

1. Topic prompts
2. Outline templates

Directions:

1. Students will choose a topic and use an outline template to organize their ideas, focusing on how the organization reflects the task and purpose.
2. They will draft their writing from the outline and review with a partner to ensure it meets the criteria.

### **Practicing Revising and Editing - Revising Stations**

Materials:

1. Writing samples
2. Revising checklists
3. Editing tools

Directions:

1. Set up stations focusing on different aspects of revising and editing (e.g., sentence structure, word choice, punctuation).

2. Students will rotate through the stations, applying each revising and editing strategy to their writing samples.

### **Changing Word Choice and Sentence Structure - Word Swap**

Materials:

1. Thesauruses
2. Sentence strips

Directions:

1. Students will rewrite sentences from their writing, swapping out common words for more precise or vivid choices using a thesaurus.
2. They will also experiment with different sentence structures to see how it changes the flow and tone of their writing.

### **Using Graphic Organizers - Organizer Exploration**

Materials:

1. Various graphic organizers
2. Writing prompts

Directions:

1. Introduce students to different graphic organizers.
2. They will select an organizer that best fits their writing task (e.g., story map for narratives, T-chart for compare/contrast) and use it to plan their writing.
3. Share the organizers with the class to discuss how they aid in structuring ideas.

### **Recognizing Errors - Error Hunt**

Materials:

1. Writing samples with intentional errors
2. Editing checklists

Directions:

1. Provide students with writing samples containing spelling, grammar, and punctuation errors.
2. Using an editing checklist, students will hunt for and correct the errors.
3. Discuss the importance of accuracy in writing.

### **Employing Strategies for Correcting Errors - Peer Editing Workshop**

Materials:

1. Writing samples
2. Peer editing checklists
3. Conference notes

Directions:

1. Students will engage in peer editing by exchanging writing samples and using a checklist to provide feedback on spelling, grammar, and punctuation.
2. After the peer review, students will meet in conferences with the teacher to discuss additional revisions.

### **Using Digital Tools - Digital Drafting**

Materials:

1. Computers or tablets
2. Word processing software

Directions:

1. Students will use word processing software to draft and revise their writing.
2. They will explore features like spell check, thesaurus, and formatting tools to enhance their work.
3. After drafting, they will share their documents digitally for peer feedback.

### **Using Technology for Publishing - Digital Publishing Project**

Materials:

1. Computers or tablets
2. Publishing software

Directions:

1. After completing a writing assignment, students will use publishing software (e.g., Google Docs, Microsoft Word) to format and publish their final drafts.
2. Encourage them to add images, headings, and other elements to enhance their work. They will share their published pieces with

the class.

### **Demonstrating Keyboarding Skills - Keyboarding Challenge**

Materials:

1. Typing software
2. Word processing software

Directions:

1. Set a keyboarding challenge where students must type a one-page document in a single sitting.
2. Use typing software to practice speed and accuracy beforehand.
3. After the challenge, students will review their work for errors and make corrections.

### **Researching a Topic - Research Rally**

Materials:

1. Computers or tablets
2. Research worksheets
3. Selected topics

Directions:

1. Students will choose a research topic and use digital resources to gather information.
2. They will complete research worksheets, summarizing their findings.
3. Students will then organize the information and prepare a brief presentation to share with the class.

### **Exploring a Topic in Detail - Research Question Exploration**

Materials:

1. Topic prompts  
Research question guide

Directions:

1. After selecting a topic, students will develop a focused research question using a guide.
2. They will conduct research to answer the question and present their findings in a report or presentation.

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Gathering Information to Support a Topic - Information Hunt</b><br>Materials:<br><ol style="list-style-type: none"> <li>1. Selected texts</li> <li>2. Research logs</li> </ol> Directions:<br><ol style="list-style-type: none"> <li>1. Provide students with various texts related to their research topic.</li> <li>2. They will use research</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Speaking and Listening Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Task Types:<br>Small and whole group discussions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> <li>• Speak for a variety of purposes</li> <li>• Distinguish between formal and informal discourse</li> <li>• Adapt speech to a variety of contexts and tasks</li> </ul> | <b>Use Previous Knowledge to Expand Discussions About a Topic - Knowledge Expansion Circle</b><br>Materials:<br><ol style="list-style-type: none"> <li>1. Chart paper</li> <li>2. Markers</li> </ol> Directions:<br><ol style="list-style-type: none"> <li>1. Students sit in a circle.</li> <li>2. The teacher presents a topic related to a recent lesson.</li> <li>3. Each student takes turns adding a new piece of information or insight based on their previous knowledge.</li> <li>4. The teacher records key points on chart paper to visualize the expanding knowledge.</li> </ol><br><b>Engage in Conversations About Grade-Appropriate Topics and Texts - Text Talk</b><br>Materials:<br><ol style="list-style-type: none"> <li>1. Selected grade-level text</li> <li>2. Discussion questions</li> </ol> Directions:<br><ol style="list-style-type: none"> <li>1. After reading a text, students discuss a series of teacher-provided questions in pairs or small groups.</li> </ol> |

2. Each student contributes their thoughts and listens to their partner's ideas, ensuring that they connect their comments to the text.

**Participate in a Variety of Rich, Structured Conversations - Think-Pair-Share Debate**

Materials:

1. Debate topic
2. Note cards
3. Pencils

Directions:

1. Present a debatable topic to the class.
2. Students first think about their stance, then pair up with a classmate to share their thoughts.
3. Finally, pairs join another group to discuss further, ensuring each student has a chance to speak.

**Engage in Whole Class, Small Groups, and Partner Conversations - Role Rotation Discussion**

Materials:

1. Discussion prompt
2. Role cards (participant, leader, observer)

Directions:

1. Provide a discussion prompt to the class.
2. Assign roles randomly using role cards.
3. Students discuss the prompt first in pairs, then in small groups, and finally as a whole class.
4. After each discussion, roles rotate so each student experiences different perspectives.

**Engage in Collaborative Conversations (Book Groups, Literature Circles, Buddy Reading) - Literature Circles**

Materials:

1. Selected book
2. Role sheets (discussion director, summarizer, questioner, connector)

3. Pencils

Directions:

1. Divide students into small groups, each with a selected book.
2. Assign each student a role using the role sheets.
3. During each literature circle session, students fulfill their roles, actively listening and participating in discussions about the book.
4. Rotate roles in each session.

**Speak for a Variety of Purposes - Purposeful Speaking Stations**

Materials:

1. Station cards (inform, persuade, entertain, describe)
2. Topic cards
3. Timer

Directions:

1. Set up four stations around the room, each representing a different speaking purpose (inform, persuade, entertain, describe).
2. Students pick a topic card, move to a station, and speak on their topic according to the purpose of the station.
3. After a set time, they rotate to the next station with a new topic.

**Distinguish Between Formal and Informal Discourse - Formal vs. Informal Role-Play**

Materials:

1. Scenario cards (formal situations like a school presentation, informal situations like talking with friends)
2. Props for role-play

Directions:

1. Students draw scenario cards and role-play conversations, first in a formal setting and then in an informal setting.
2. After each role-play, discuss as a class how language and tone shifted between the two contexts.

**Adapt Speech to a Variety of Contexts and Tasks - Contextual Speaking Practice**

Materials:

1. Task cards (e.g., giving instructions telling a story, asking for

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>help, making a suggestion)</p> <p>2. Whiteboard</p> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students pick a task card and practice speaking for that specific context.</li> <li>2. The class provides feedback on how well the speech was adapted to the task.</li> <li>3. Students can also switch roles to practice in a different context.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Language Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Skill focus:</p> <p>Demonstrate command of standard English grammar when writing or speaking</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Identify and define relative pronouns</li> <li>• Use appropriate relative pronouns and relative adverbs when writing or speaking</li> <li>• Identify progressive verb tenses in sentences</li> <li>• Select the appropriate verb tense to use when writing or speaking</li> <li>• Identify rules for capitalization</li> <li>• Apply capitalization rules consistently</li> <li>• Spell grade-appropriate words correctly</li> <li>• Use references as needed to aid in spelling</li> <li>• Decipher the meanings of words and phrases by using</li> </ul> | <p><b>Identify Words That Are Frequently Confused When Reading - Confusion Clarification Chart</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Chart paper</li> <li>2. Markers</li> <li>3. List of frequently confused words (e.g., their/there/they're, your/you're)</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students create a T-chart for pairs of frequently confused words.</li> <li>2. On one side, they write the word and its definition; on the other, they write a sentence using the word correctly.</li> <li>3. The chart is displayed in the classroom for reference.</li> </ol> <p><b>Use Frequently Confused Words Correctly in Writing - Confusing Words Writing Prompt</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Writing prompt</li> <li>2. List of frequently confused words</li> </ol> <p>Directions:</p> |

sentence context

- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 4th grade vocabulary fluently when discussing academic or domain specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

1. Students are given a writing prompt and must include a list of frequently confused words in their response.
2. After writing, students peer review each other's work, checking for correct usage of the words.

### **Spell Grade-Appropriate Words Correctly - Spelling Bee Challenge**

Materials:

1. Grade-appropriate spelling word list
2. Whiteboard

Directions:

1. Conduct a class spelling bee using grade-appropriate words.
2. Students take turns spelling words aloud.
3. The last few rounds can focus on particularly challenging words to reinforce correct spelling.

### **Use References as Needed to Aid in Spelling - Spelling Detective**

Materials:

1. Dictionaries
2. Word lists
3. Pencils

Directions:

1. Students are given a list of challenging words to spell.
2. They must use a dictionary to verify the correct spelling, writing each word correctly in their notebooks.
3. Students can then create their own sentences using the words.

### **Decipher the Meanings of Words and Phrases by Using Sentence Context - Context Clue Hunt**

Materials:

1. Short passages with underlined vocabulary words
2. Pencils

Directions:

1. Students read passages with underlined words they may not know.
2. Using context clues from the sentence, they write down what they think the word means.

3. Students then discuss their answers in pairs before the teacher reveals the correct definitions.

**Determine the Meaning of Commonly Used Prefixes and Suffixes - Prefix and Suffix Match-Up**

Materials:

1. Cards with prefixes, suffixes, and base words
2. Glue sticks
3. Construction paper

Directions:

1. Students are given a set of cards with prefixes, suffixes, and base words.
2. They must match the correct prefix or suffix with the base word and glue them onto construction paper.
3. Students then write the definition of the new word they created.

**Separate a Base Word from the Prefix or Suffix - Word Surgery**

Materials:

1. Word cards with prefixes and suffixes attached (e.g., "unhappily")
2. Scissors
3. Envelopes

Directions:

1. Students act as "word surgeons" by cutting the prefixes and suffixes off the word cards to reveal the base word.
2. They then place the pieces in an envelope and write down the base word's definition.

**Use the Definition of Known Prefixes and Suffixes to Define New Words - Prefix/Suffix Exploration**

Materials:

1. Worksheet with a list of new words that include known prefixes and suffixes
2. Pencils

Directions:

1. Students use their knowledge of prefixes and suffixes to define new words on the worksheet.

2. They then compare their answers with a partner before discussing them as a class.

### **Identify Root Words in Unknown Words - Root Word Scavenger Hunt**

Materials:

1. Books or magazines
2. Highlighters

Directions:

1. Students search through books or magazines to find words with identifiable root words.
2. They highlight the root word and write it in a notebook, along with the full word and its meaning.

### **Use Known Root Words to Aid in Defining Unknown Words - Root Word Puzzles**

Materials:

1. Puzzle pieces with root words and affixes, puzzle board

Directions:

1. Students work in pairs to put together puzzles where the root word and affixes must fit together to form a word.
2. Once the puzzle is complete, they write the definition of the new word based on the root word's meaning.

### **Identify the Purpose and Use of Glossaries and Dictionaries - Glossary & Dictionary Treasure Hunt**

Materials:

1. Textbooks with glossaries, dictionaries
2. List of words

Directions:

1. Students are given a list of words and must find the definitions using a textbook glossary and then verify using a dictionary.
2. They write the definitions and note which resource was easier to use and why.

### **Determine the Structure of Glossaries and Dictionaries -**

### **Alphabetical Order Challenge**

Materials:

1. Glossaries
2. DictionariesWord list
3. Timer

Directions:

1. Students are timed as they put a list of words in alphabetical order.
2. They then check their work by looking up the words in a glossary or dictionary, noting how these resources are structured alphabetically.

### **Use Both Print and Digital Glossaries and Dictionaries to Define and Clarify Words - Digital vs. Print Dictionary Duel**

Materials:

1. Computers/tablets with internet access
2. Print dictionaries
3. Word list

Directions:

1. Students work in pairs.
2. One student uses a print dictionary while the other uses a digital dictionary to find and define words from a list.
3. Afterward, they compare their experiences and discuss the advantages and disadvantages of each method.

### **Use 4th Grade Vocabulary Fluently When Discussing Academic or Domain-Specific Topics - Vocabulary Roundtable**

Materials:

1. Topic cards
2. Vocabulary word list
3. Whiteboard

Directions:

1. Students sit in a circle and pick a topic card.
2. They take turns discussing the topic, making sure to use vocabulary words from the list.
3. The teacher writes down notable uses of vocabulary on the

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|  | <p>whiteboard.</p> <p><b>Choose the Most Accurate Word When Describing Actions, Emotions, or States of Being - Synonym Sorting Game</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Synonym cards</li> <li>2. Emotion/action categories</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students receive synonym cards (e.g., happy, joyful, ecstatic).</li> <li>2. They must place each card under the correct emotion or action category on a classroom board.</li> <li>3. Discuss why certain words are more accurate than others in specific contexts.</li> </ol> <p><b>Choose the Most Accurate Word When Discussing a Particular Topic -Topic-Specific Vocabulary Challenge</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Topic cards</li> <li>2. Vocabulary word list</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students draw a topic card and must speak or write about it using words from a provided vocabulary list.</li> <li>2. After presenting, the class discusses which words were most effective and why.</li> </ol> |
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| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• <b>Textual Evidence Quizzes:</b> Short quizzes where students identify and provide textual evidence to support answers about literary and informational texts.</li> <li>• <b>Discussion Journals:</b> Regular entries where students reflect on the themes, points of view, and main ideas of texts they read, using textual evidence to support their reflections.</li> </ul> |  |

- **Comparative Essays:** Short essays comparing different points of view from various texts, focusing on similarities and differences in narration and themes.
- **Phonics and Word Analysis Activities:** Activities where students decode and spell multisyllabic words and apply knowledge of prefixes, suffixes, and roots.
- **Summarization Exercises:** Tasks where students summarize short passages from both literary and informational texts and interpret the author's theme or main idea.
- **Peer Reviews:** Students provide feedback on each other's writing, focusing on organization, grammar, and use of textual evidence.
- **Grammar and Punctuation Drills:** Exercises that reinforce the correct usage of grammar rules, punctuation, and spelling.
- **Vocabulary in Context:** Activities where students use context clues and reference materials to determine the meaning of unfamiliar words and phrases.

### Summative Assessments

- **Text Analysis Essays:** Essays where students analyze a literary or informational text, citing textual evidence to explain content and draw inferences, summarize themes, and interpret the author's purpose.
- **Comparative Text Projects:** Projects where students compare and contrast multiple texts on similar topics or events, highlighting different points of view and narrative styles.
- **Creative Writing Assignments:** Writing pieces where students create their own stories or informational texts, demonstrating their understanding of narrative structure, grammar, and spelling conventions.
- **Research Projects:** Short research projects where students use multiple sources to investigate a topic, compile their findings, and present them clearly in written form.
- **Formal Presentations:** Oral presentations where students use formal English to discuss and explain a literary or informational text, demonstrating their ability to convey ideas clearly and accurately.
- **Grammar and Vocabulary Tests:** Comprehensive tests covering grammar rules, punctuation, spelling, and vocabulary usage, assessing students' command of language conventions.
- **Comprehensive Reading Assessments:** Assessments where students read and analyze longer texts, summarizing and interpreting themes, making inferences, and identifying textual evidence

### Resources

#### Mentor Texts

- Literary Texts:
  - *Because of Winn-Dixie* by Kate DiCamillo
  - *Charlotte's Web* by E.B. White

#### Reading

- [North Carolina-4th Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)

- *The Tale of Despereaux* by Kate DiCamillo
  - *Wonder* by R.J. Palacio
- Informational Texts:
  - *Who Was Harriet Tubman?* by Yona Zeldis McDonough
  - *The Story of Ruby Bridges* by Robert Coles
  - *Earthquake Terror* by Peg Kehret
  - *National Geographic Kids* articles
- Distinguishing Fact from Opinion
  - Mentor Text: *Can We Save the Tiger?* by Martin Jenkins
- Organizing Text Using Specific Structures
  - Mentor Text: *If You Lived at the Time of Martin Luther King* by Ellen Levine (chronological order)
  - Mentor Text: *Cause and Effect* by Patricia Miller (cause/effect)
- Grouping Supporting Details
  - Mentor Text: *The Great Kapok Tree* by Lynne Cherry
- Introducing a Topic Clearly
  - Mentor Text: *The Day the Crayons Quit* by Drew Daywalt
- Stating an Opinion with Evidence
  - Mentor Text: *I Wanna Iguana* by Karen Kaufman Orloff
- Writing a Thesis Statement
  - Mentor Text: *Should We Have Pets?* by Sylvia Lollis and Joyce Marie Vaughn
- Ordering Reasons Logically
  - Mentor Text: *Owl Moon* by Jane Yolen
- Supporting Opinions with Facts
  - Mentor Text: *Those Shoes* by Maribeth Boelts
- Using Transitional Words
  - Mentor Text: *Because of Winn-Dixie* by Kate DiCamillo
- Writing a Conclusion
  - Mentor Text: *Stellaluna* by Janell Cannon
- Producing Clear Writing
  - Mentor Text: *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
- Unpacking Writing Tasks
  - Mentor Text: *Writing Radar* by Jack Gantos

- [Point of View Video](#)
  - [Main Idea Practice](#)
  - [Inference Practice](#)
  - [Read Aloud Strategy](#)
  - [Circle Plot Diagram](#)
  - [Fluency Packet](#)
  - [Flocabulary](#)
  - [Context Clues](#)
  - [Word Usage](#)
  - [Grammar and Usage](#)
  - [Spelling practice](#)
  - [Various ELA Practices](#)
  - [Word Relationships](#)
- Writing/Language
- [Brainstorm before Writing](#)
  - [Conferencing Video](#)
  - [Narrative Lessons](#)
  - [Compare/Contrast Map](#)
  - [Essay Map](#)
  - [Implementing the Writing](#)

- Unpacking Writing Purposes
  - Mentor Text: *Voices in the Park* by Anthony Browne
- Focusing Organization and Development
  - Mentor Text: *My Side of the Mountain* by Jean Craighead George
- Practicing Revising and Editing
  - Mentor Text: *The Best Story* by Eileen Spinelli
- Changing Word Choice and Sentence Structure
  - Mentor Text: *Crickwing* by Janell Cannon
- Using Graphic Organizers
  - Mentor Text: *Charlotte's Web* by E.B. White
- Recognizing Errors
  - Mentor Text: *The Boy Who Loved Words* by Roni Schotter
- Employing Strategies for Correcting Errors
  - Mentor Text: *Spilling Ink: A Young Writer's Handbook* by Anne Mazer and Ellen Potter
- Using Digital Tools
  - Mentor Text: *The Dot* by Peter H. Reynolds
- Using Technology for Publishing
  - Mentor Text: *The Brilliant Deep* by Kate Messner
- Demonstrating Keyboarding Skills
  - Mentor Text: *Keyboarding Made Simple* by Leah Bucher
- Researching a Topic
  - Mentor Text: *Finding Winnie: The True Story of the World's Most Famous Bear* by Lindsay Mattick
- Exploring a Topic in Detail
  - Mentor Text: *The Tarantula Scientist* by Sy Montgomery
- Gathering Information to Support a Topic
  - Mentor Text: *The Tree Lady* by H. Joseph Hopkins

### **Mentor Texts for Speaking and Listening Activities**

1. **Knowledge Expansion:** *What If You Had Animal Teeth?* by Sandra Markle
2. **Text Discussions:** *Charlotte's Web* by E.B. White
3. **Rich Conversations:** *The One and Only Ivan* by Katherine

### Process

- [Mini Lessons](#)
- [Writing Samples](#)
- [Graphic Organizers](#)
- [Grammar Practice](#)
- [More Grammar Practice](#)

### Speaking & Listening

- [Collaborative Discussions](#) [Video](#)
- [Notes for Discussions Video](#) • [Text Talk Time](#)
- [Literature Circles](#)
- [Speaking and Listening Rubric](#) • [In Character Presentation](#) • [Crafting a Persuasive Speech](#) • [New Report](#)

### Critical Thinking

- [Current Event Lessons](#)
- [Smithsonian Tween Tribune](#) • [Newsela Critical Thinking Handbook](#)
- [Critical Thinking Lessons in Literacy](#)
- [Whole Brain Teaching](#) [Video](#)
- [Critical Thinking Lesson Plans](#)

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| <p>Applegate</p> <ol style="list-style-type: none"> <li>4. <b>Role Rotation:</b> <i>Number the Stars</i> by Lois Lowry</li> <li>5. <b>Literature Circles:</b> <i>The BFG</i> by Roald Dahl</li> <li>6. <b>Purposeful Speaking:</b> <i>The Day the Crayons Quit</i> by Drew Daywalt</li> <li>7. <b>Formal vs. Informal Discourse:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary</li> <li>8. <b>Contextual Speaking:</b> <i>Because of Winn-Dixie</i> by Kate DiCamillo</li> </ol> <p><b>Mentor Texts for Language Activities</b></p> <ol style="list-style-type: none"> <li>1. <b>Confusion Clarification:</b> <i>There, Their, They're: A No-Tears Guide to Grammar from the Word Nerd</i> by Brian P. Cleary</li> <li>2. <b>Spelling and Prefix/Suffix Practice:</b> <i>If You Were a Prefix</i> by Marcie Aboff</li> <li>3. <b>Context Clues:</b> <i>The Word Collector</i> by Peter H. Reynolds</li> <li>4. <b>Root Words:</b> <i>Vocabulary Cartoon of the Day</i> by Marc Tyler Nobleman</li> <li>5. <b>Glossary &amp; Dictionary Use:</b> <i>A Mink, a Fink, a Skating Rink: What Is a Noun?</i> by Brian P. Cleary</li> <li>6. <b>Accurate Word Choice:</b> <i>Thesaurus Rex</i> by Laya Steinberg</li> </ol> |  |
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| <p><b>Support/Accommodations for Students with IEPs</b></p> <ul style="list-style-type: none"> <li>-Follow all IEP modifications</li> <li>-Work in a small group</li> <li>-Solidify and refine concepts through repetition</li> <li>-Allow answers to be given orally or dictated</li> </ul> | <p><b>Support/Accommodations for Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>-Follow all the 504 plan modifications</li> <li>-Text to speech/audio recorded selections</li> <li>-Amplification system as needed</li> <li>-Leveled texts according to ability</li> </ul> |
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| <ul style="list-style-type: none"> <li>-Use multi-sensory teaching approaches</li> <li>-Utilize assistive technology and materials</li> <li>-Use large print books, Braille, or books on CD (digital text)</li> <li>-Guided notes and/or scaffold outline for written assignments</li> <li>-Introduce key vocabulary before lesson</li> <li>-Work in a small group</li> <li>-Lesson taught again using a differentiated approach</li> <li>-Allow answers to be given orally or dictated</li> <li>-Use visuals / Anchor Charts</li> <li>-Leveled texts according to ability</li> </ul>                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>-Fine motor skill stations embedded in rotation as needed</li> <li>-Modified or constrained spelling word lists</li> <li>-Provide anchor charts with high frequency words and phonemic patterns</li> <li>-Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> </ul>                                                                                                                                                                                                                         |
| <p><b>Support/Accommodations for Multilingual Learners</b></p> <ul style="list-style-type: none"> <li>-Work toward longer passages as skills in English increase</li> <li>-Use visuals</li> <li>-Introduce/highlight key vocabulary before lesson</li> <li>-Teacher models reading aloud daily</li> <li>-Provide peer tutoring</li> <li>-Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers</li> <li>-Guided notes and/or scaffold outline for written assignments</li> <li>-Provide students with English Learner leveled readers</li> <li>-Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and</li> <li>-Descriptor Name Charts</li> <li>-Allow extra time to complete assignments or tests</li> <li>-Guided notes and/or scaffold outline for written assignments</li> </ul> | <p><b>Support/Accommodations for Gifted Students</b></p> <ul style="list-style-type: none"> <li>-Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>-Organize and offer flexible small group learning activities</li> <li>-Provide whole group enrichment explorations</li> <li>-Teach cognitive and methodological skills</li> <li>-Use center, stations, or contracts</li> <li>-Organize integrated problem-solving simulations</li> <li>-Propose interest-based extension activities</li> <li>-Expose students to beyond level texts</li> </ul> |

## Unit 2: The Art of Understanding: Analyzing, Writing, and Discussing Texts

**Unit Goal:**

In this unit, students will enhance their reading, writing, and communication skills by focusing on the analysis of literary and informational texts. They will learn to use textual evidence to support their explanations and inferences, summarize key ideas, and understand how authors structure their work. Students will develop their word analysis abilities, applying knowledge of phonics, syllabication, and morphology to read and spell accurately. Writing skills will be strengthened through a focus on standard English conventions, while speaking and listening skills will be honed through collaborative discussions and structured presentations. By the end of the unit, students will be able to apply these skills across various contexts, demonstrating a deeper understanding of both content and language.

This comprehensive approach ensures that students not only grasp the technical aspects of language but also appreciate how these elements contribute to effective communication and critical thinking. Through this unit, students will build a solid foundation for more advanced literacy skills in the future.

**Duration:** 9 weeks

**Essential Questions:**

- How can we use details and examples from a text to support our understanding and analysis?
- What strategies help us effectively summarize and interpret themes or main ideas in texts?
- How do authors use structure, facts, and visuals to develop and support their ideas?
- How does understanding phonics, word structure, and morphology enhance our reading and writing?
- In what ways can we use conventions of standard English to improve our communication in writing and speaking?
- How do we effectively engage in discussions and presentations to share ideas and information?

**Enduring Understandings:**

- Using details and examples from a text is crucial for explaining and supporting our interpretations, whether we are discussing explicit content or making inferences.
- Summarizing a text requires identifying key details, while interpreting themes or main ideas involves understanding the author's purpose and message.
- The structure of a text and the use of visuals (like diagrams or illustrations) play significant roles in how information is conveyed and understood.
- A strong grasp of phonics, syllabication, and morphology aids in decoding unfamiliar words and improves both reading comprehension and spelling.

- Mastery of grammar, punctuation, and spelling is essential for clear and effective written and spoken communication.
- Engaging in collaborative discussions and delivering organized presentations are key skills for conveying ideas clearly and persuasively in both formal and informal settings.

## **NJSLS:**

### **Reading**

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.
- RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning
- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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. Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- L.L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4.A. Read grade-level text with purpose and understanding.
- L.RF.4.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.2 A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- L.WF.4.2 B. Write affixed words that involve a sound or spelling change in the base word.
- L.WF.4.2 C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2 D. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3.C. Use independent clauses and coordinating conjunctions.

L.WF.4.3. D. Form irregular verbs; form and use progressive tenses.

L.WF.4.3.E. Form and use possessive nouns and pronouns.

L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3.H. Use apostrophes for possession.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

W.IW.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W.IW.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.4.2.E. Provide a conclusion related to the information or explanation presented.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C. Consider writing as a process, including W.WP.4.4.D. self-evaluation, revision and editing.

With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

W.WP.4.4.E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

SL.PE.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.

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

discussion.

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

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.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.PI.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.AS.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.

## **Language**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.C. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

## **Companion Standards**

### **9.2 Career Awareness**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

### **9.4 Life Literacies and Key Skills**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### **9.4 Digital Citizenship**

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

### **9.4 Information/Media Literacy**

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

### **9.4 Technology Literacy**

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### **Computers and Design Thinking**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of

users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

### **Social Studies/Science/Other**

4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas

| Reading Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Text Type: (fiction and nonfiction)<br>1 Extended Text<br>3-6 shorter texts depending upon length and complexity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li><li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li><li>• Refer to the text when drawing conclusions as well as when answering directly stated questions</li><li>• Identify the key details of a text that support the main idea</li><li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li></ul> | <p><b>Close Reading with Questioning - Text Detective</b><br/>Materials:</p> <ol style="list-style-type: none"><li>1. Short story or informational text</li><li>2. Highlighters</li><li>3. Sticky notes</li></ol> <p>Directions:</p> <ol style="list-style-type: none"><li>1. Read the text closely, highlighting key details and patterns.</li><li>2. Use sticky notes to jot down questions about the text's meaning and importance.</li><li>3. Discuss with a partner or small group how these details contribute to the overall meaning.</li></ol> <p><b>Making Connections - Connections Chart</b><br/>Materials:</p> <ol style="list-style-type: none"><li>1. Texts (literary and informational)</li><li>2. Chart paper</li><li>3. Markers</li></ol> |

- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Read text closely to identify key details
- Explain how or why historical events, scientific ideas or “how to” procedures happened
- Use the text to support their answers
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
- Identify similarities and differences between firsthand and secondhand accounts
- Explain how the point of view impacts the delivery of information in the text
- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through

Directions:

1. Read a selected text and create a chart with three columns:
2. Personal Connections, Text-to-Text Connections, and Global Connections.
3. Fill in each column with examples of how the text relates to personal experiences, other texts, or global issues.

### **Using Quotes in Explanations - Quote Finder**

Materials:

1. Text excerpts
2. Quote cards (pre-made with text excerpts)

Directions:

1. Select quotes from the provided text excerpts and use them to explain what the text says explicitly.
2. Write a short paragraph using the quotes to support your explanations and inferences.

### **Drawing Conclusions - Evidence Hunt**

Materials:

1. Informational texts
2. Evidence tracking sheets

Directions:

1. Read an informational text and use the evidence tracking sheet to record quotes or references that support your conclusions.
2. Answer both direct and inferred questions about the text using this evidence.

### **Identifying Key Details- Detail Detective**

Materials:

1. Texts
2. Key details worksheet

Directions:

1. Read a text and fill out the worksheet by identifying key details that support the main idea.
2. Share your findings with a partner and discuss how these details contribute to the main idea.

various media formats to help make meaning of the text

- Explain how the information presented in various formats aids to the overall meaning
- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text
- Read two texts closely on the same subject to identify key details
- Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

### **Analyzing Character Actions and Thoughts - Character Analysis Map**

Materials:

1. Literary texts
2. Character analysis maps (templates)

Directions:

1. Choose a character from the text and use the character analysis map to detail their actions and thoughts.
2. Look for patterns and discuss how these contribute to the character's development and the overall story.

### **Determining Theme or Main Idea - Theme Finder**

Materials:

1. Literary and informational texts
2. Theme finder worksheets

Directions:

1. Read the texts and use the worksheets to identify and record the theme or main idea.
2. Include key details that support your determination of the theme or main idea.

### **Summarizing Text - Summary Spinner**

Materials:

1. Texts
2. Summary spinner worksheets

Directions:

1. Read a text and use the summary spinner worksheet to create a summary.
2. Focus on the key points and main ideas.
3. Share summaries with a classmate and compare them.

### **Explaining Author's Support - Author's Toolkit**

Materials:

1. Informational texts
2. Author's toolkit worksheet

Directions:

1. Analyze how the author supports main ideas with key details.
2. Fill out the worksheet by identifying specific evidence and explaining how it supports the author's reasoning.

### **Understanding Word Meanings - Context Clues Challenge**

Materials:

1. Texts with challenging words
2. Context clues worksheets

Directions:

1. Read texts and use context clues worksheets to determine the meaning of unfamiliar words and phrases.
2. Discuss how context helps in understanding these words.

### **Identifying Metaphors and Similes - Figurative Language Detective**

Materials:

1. Texts with metaphors and similes
2. Figurative language worksheets

Directions:

1. Find and highlight metaphors and similes in the texts.
2. Use the worksheets to describe their meanings and how they contribute to the text's imagery.

### **Text Structure Analysis - Structure Sort**

Materials:

1. Texts with different structures (chronological, cause/effect)
2. Structure sorting cards

Directions:

1. Read the texts and use the sorting cards to identify and describe the structure of each text.
2. Discuss how the structure affects the presentation of information.

### **Comparing Accounts - Account Comparison Chart**

Materials:

1. Firsthand and secondhand accounts
2. Comparison charts

Directions:

1. Compare and contrast firsthand and secondhand accounts of the same event using the comparison chart.
2. Note similarities and differences in perspective and detail.

### **Analyzing Point of View - Point of View Analysis**

Materials:

1. Texts with different points of view
2. Point of view worksheets

Directions:

1. Read texts from various points of view and use the worksheets to analyze how the point of view impacts the delivery of information.

### **Analyzing Graphics and Visuals - Visual Impact Review**

Materials:

1. Texts with graphics and visuals
2. Visual impact review sheets

Directions:

1. Examine how graphics and visuals support the central ideas in the texts.
2. Use the review sheets to explain the role of each visual element in conveying information.

### **Synthesize Information from Multiple Texts - Text Synthesis Project**

Materials:

1. Two texts on the same subject
2. Synthesis planning sheets

Directions:

1. Read and analyze two texts on the same subject.
2. Use the planning sheets to synthesize the information and write or present a summary that demonstrates knowledge of the subject.

### **Strategies for Decoding Words - Decoding Strategies Practice**

Materials:

1. Texts with multisyllabic words
2. Decoding strategies guides

Directions:

|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                           | <ol style="list-style-type: none"> <li>1. Practice decoding multisyllabic words using the strategies guide.</li> <li>2. Read aloud and apply these strategies to improve word recognition and understanding.</li> </ol> <p><b>Fluent Reading Aloud - Poetry and Prose Reading</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Grade-level poetry and prose</li> <li>2. Fluency checklists</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Read selected poetry and prose aloud, focusing on appropriate rate and expression.</li> <li>2. Use the fluency checklist to evaluate and improve your reading performance.</li> </ol> <p><b>Rereading for Accuracy and Fluency - Rereading Relay</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Texts</li> <li>2. Fluency tracking sheets</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Read a text several times, focusing on improving accuracy and fluency with each read.</li> <li>2. Use the tracking sheets to monitor progress and reflect on improvements.</li> </ol> |
|                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Writing Skills</b>                                                                                                     | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Writing Genre:</p> <p>Research/Informative</p> <p>Routine Writing</p>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Introduce a topic clearly</li> <li>• Compose a clear thesis statement</li> </ul> | <p><b>Topic Introduction and Thesis Statement - Speech Prep</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Paper</li> <li>2. Pencil</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

- Group related information in paragraphs and sections
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information using words and phrases
- Use transitional words and phrases
- Select specific language and vocabulary to convey ideas and information
- Provide a conclusion related to the information or explanation
- Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing

### 3. Rubric

Directions:

1. Have students select a topic they are interested in.
2. They will write an introduction that clearly states the topic and a thesis statement that presents their main argument or point of view.
3. Students then practice presenting their introduction and thesis to a partner.

### **Grouping Related Information and Using Text Features - Information Organizer**

Materials:

1. Graphic organizers
2. Markers
3. Sample texts with headings and illustrations

Directions:

1. Provide students with a sample text that includes headings and illustrations.
2. Have them use a graphic organizer to group related information into paragraphs and sections.
3. They will then present their organized information to the class.

### **Linking Ideas with Transitional Words and Phrases - Transition Practice**

Materials:

1. Sentences with missing transitions
2. List of transitional words

Directions:

1. Students receive a set of sentences that need transitional words.
2. They will fill in the blanks with appropriate transitional phrases and then read their revised sentences aloud to demonstrate how transitions improve the flow of ideas.

### **Selecting Specific Language and Vocabulary - Vocabulary Enhancement**

Materials:

1. Vocabulary lists
2. Sample paragraphs

Direction:

- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting
- Research information from print and digital sources
- Integrate information from personal experience
- Take notes and organize their information into categories
- List the sources used
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

1. Students choose specific vocabulary words from a provided list to enhance their written or spoken paragraphs.
2. They will then share their revised paragraphs with the class, explaining their word choices.

### **Providing a Conclusion Related to Information - Effective Conclusions**

Materials:

1. Sample texts
2. Paper
3. Pencils

Directions:

1. Students read a sample text and then write a conclusion that effectively summarizes and wraps up the information presented.
2. They will share their conclusions with a partner and provide feedback on each other's work.

### **Unpacking Writing Tasks and Purposes - Task and Purpose Analysis**

Materials:

1. Various writing prompts
2. Paper

Directions:

1. Students receive different writing prompts and must identify the type of writing assignment (e.g., narrative, expository).
2. They will then discuss the purpose of each task and how it influences the way they approach their writing.

### **Using Graphic Organizers and Editing Skills - Graphic Organizer Creation**

Materials:

1. Blank graphic organizers
2. Sample texts
3. Editing checklists

Directions:

1. Students use graphic organizers (e.g., story maps, story mountains) to plan their writing.
2. After writing, they use an editing checklist to revise and improve their

drafts before sharing their work with peers.

### **Employing Digital Tools and Keyboarding - Digital Writing Workshop**

Materials:

1. Computers/tablets
2. Word processing software
3. Keyboarding practice programs

Directions:

1. Students use word processing software to write a short essay or story.
2. They practice keyboarding skills and use digital tools to format their text.
3. They will also learn how to use spell check and other digital features to enhance their writing.

### **Research and Integration of Information - Mini Research Project**

Materials:

1. Books
2. Internet access
3. Note-taking templates

Directions:

1. Students choose a topic to research.
2. They gather information from print and digital sources, take notes, and organize their findings into categories.
3. They then present their research in a brief oral report or written summary.

### **Reflecting on and Revising Writing - Peer Review and Revision**

Materials:

1. Drafts of writing
2. Peer review checklist

Directions:

1. Students exchange drafts with a peer and use a checklist to provide constructive feedback.
2. They then revise their drafts based on the feedback received and reflect on their changes.

| Speaking and Listening Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Task Type:</p> <p>Project-based presentations focusing on use of multimedia and visual displays</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> <li>• Identify the key points and supporting details of a text presented orally</li> <li>• Restate the key information from a written text read aloud or information presented in multiple formats</li> <li>• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>• Present information orally and in coherent, spoken sentences</li> <li>• Use an appropriate pace when presenting</li> </ul> | <p><b>Expanding Discussions Using Previous Knowledge - Knowledge Sharing Circle</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Chart paper</li> <li>2. Markers</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students participate in a group discussion about a given topic.</li> <li>2. Before the discussion, each student writes down a fact or idea they know about the topic.</li> <li>3. During the discussion, students share their knowledge, connect their ideas to others' points, and use their prior knowledge to expand the conversation.</li> </ol> <p><b>Engaging in Conversations About Grade-Appropriate Topics - Topic Talk</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Topic cards</li> <li>2. Timer</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students draw topic cards with different grade-appropriate subjects. In pairs or small groups, they discuss the topic for a set amount of time.</li> <li>2. After the discussion, they share key points and insights with the class.</li> </ol> <p><b>Participating in Structured Conversations - Role Rotation Discussion</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Role cards (participant, leader, observer)</li> <li>2. Discussion prompts</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students are assigned roles (participant, leader, observer) and discuss</li> </ol> |

- Present and logically support personal opinions
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

a given topic.

2. After a set time, they rotate roles and continue the conversation.
3. This helps students experience different aspects of structured discussions.

### **Engaging in Collaborative Conversations - Literature Circle**

Materials:

1. Book or text
2. Discussion guide

Directions:

1. Students form small groups and read a text together.
2. They take turns leading the discussion using a guide that includes questions and prompts.
3. Each student has a role (e.g., discussion leader, note-taker) and practices active listening and turn-taking.

### **Identifying Key Points and Supporting Details - Oral Summary Challenge**

Materials:

1. Audio or video recordings of texts
2. Paper
3. Pencils

Directions:

1. Students listen to or watch a text presentation and then write down the key points and supporting details.
2. They then share their summaries with a partner and compare notes to ensure accuracy.

### **Restating Key Information - Restate and Relay**

Materials:

1. Text passages
2. Recording devices (optional)

Directions:

1. Students listen to or read a passage, then restate the key information in their own words.
2. They can record their restatement if technology is available and play it

back to ensure clarity and accuracy.

### **Reporting on a Topic or Text - Story Report**

Materials:

1. Paper
2. Pencils
3. Poster board

Directions:

1. Students choose a topic or text and prepare a brief report.
2. They organize their report logically, with a clear introduction, body, and conclusion.
3. Students present their reports to the class using visual aids if desired.

### **Presenting Information Orally - Presentation Prep**

Materials:

1. Presentation outline template
2. Index cards

Directions:

1. Students prepare and present information on a topic.
2. They use an outline to organize their presentation and practice speaking clearly in complete sentences.
3. They focus on maintaining an appropriate pace during their presentation.

### **Supporting Personal Opinions - Opinion Presentation**

Materials:

1. Opinion prompts
2. Paper
3. Pencils

Directions:

1. Students select a prompt that requires them to express their opinion.
2. They prepare a short speech supporting their opinion with reasons and examples. They then present their opinion to the class.

### **Distinguishing Between Formal and Informal Discourse - Formal vs. Informal Practice**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Examples of formal and informal texts</li> <li>2. Paper</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students read examples of formal and informal discourse.</li> <li>2. They then practice adapting their speech by role-playing different scenarios, such as a formal presentation versus a casual conversation.</li> </ol> <p><b>Adapting Speech to Various Contexts - Contextual Speaking</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Scenario cards</li> <li>2. Paper</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students draw cards with different speaking scenarios (e.g., giving a speech at school, having a casual chat with friends).</li> <li>2. They prepare and perform their speech or conversation, adapting their language and tone to fit the context.</li> </ol> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Language Skills                                                                                                                                                                                                                                                                                                                                                                                                                                          | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Identify and define modal auxiliaries</li> <li>• Use the appropriate modal auxiliary to convey various conditions</li> <li>• Identify adjectives in sentences to determine their purpose</li> <li>• Place adjectives in conventional order when writing or speaking</li> <li>• Identify the format for marking direct speech and quotations</li> <li>• Apply the rules for marking direct speech and</li> </ul> | <p><b>Identifying and Defining Modal Auxiliaries - Modal Match</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Modal auxiliary cards (could, would, should, etc.)</li> <li>2. Sentences</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students match modal auxiliary cards with sentences that illustrate their use.</li> <li>2. They define each modal auxiliary and discuss how it changes the meaning of the sentence.</li> </ol> <p><b>Using Appropriate Modal Auxiliaries - Conditional Sentences</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Sentence prompts</li> </ol>                                                                                                                                                                                                                                                                              |

quotations when writing

- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Select the most precise word to convey ideas
- Select punctuation to create effect in writing
- Use formal English and informal English in the appropriate settings
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

2. Modal auxiliary cards

Directions:

1. Students write sentences using different modal auxiliaries to convey various conditions (e.g., “If it rains, we *could* stay indoors.”).
2. They then share their sentences with the class and explain their choices.

### **Identifying Adjectives in Sentences - Adjective Hunt**

Materials:

1. Sentence strips with adjectives highlighted
2. Highlighters

Directions:

1. Students read sentences and identify adjectives.
2. They discuss the role of each adjective and how it modifies nouns in the sentence.

### **Placing Adjectives in Conventional Order - Adjective Order Practice**

Materials:

1. Word cards (adjectives)
2. Sentence templates

Directions:

1. Students use word cards to create sentences, placing adjectives in the conventional order (e.g., size, shape, color, origin, material).
2. They then write their sentences and check for correct adjective placement.

### **Identifying the Format for Direct Speech and Quotations - Quotation Marks Match**

Materials:

1. Sentences with and without quotation marks
2. Punctuation guide

Directions:

1. Students match sentences with the correct format for direct speech and quotations.
2. They discuss the rules for using quotation marks and identify where they should be placed.

### **Applying Rules for Direct Speech and Quotations - Quotation Correction**

Materials:

1. Incorrectly punctuated sentences
2. Punctuation guide

Directions:

1. Students correct sentences with improperly used quotation marks.
2. They review the rules for marking direct speech and quotations and apply them to rewrite the sentences correctly.

### **Spelling Grade-Appropriate Words - Spelling Bee**

Materials:

1. List of grade-appropriate words
2. Paper
3. Pencils

Directions:

1. Students participate in a spelling bee using a list of grade-appropriate words.
2. They write the words and check for accuracy.

### **Using References for Spelling - Dictionary Search**

Materials:

1. Dictionaries or digital spell checkers
2. Word lists

Directions:

1. Students use dictionaries or digital tools to check the spelling of words from a given list.
2. They practice looking up words and noting correct spellings.

### **Selecting the Most Precise Word - Word Choice Challenge**

Materials:

1. Sentences with blanks
2. Word choice options

Directions:

1. Students fill in blanks in sentences with the most precise word from

- given options.
2. They discuss why they chose each word and how it affects the sentence's meaning.

### **Selecting Punctuation to Create Effect - Punctuation Impact**

Materials:

1. Sentences with different punctuation marks

Directions:

1. Students read sentences with varying punctuation (e.g., exclamation marks, question marks).
2. They discuss how the punctuation changes the tone or effect of the sentence.

### **Using Formal and Informal English Appropriately - Formal vs. Informal Role-Play**

Materials:

1. Scenario cards (formal and informal situations)

Directions:

1. Students role-play scenarios using appropriate formal or informal language.
2. They practice adapting their speech to different contexts and discuss the differences.

### **Deciphering Meanings of Words by Context - Context Clues**

Materials:

1. Sentences with context clues
2. Paper
3. Pencils

Directions:

1. Students use context clues from sentences to determine the meaning of unknown words.
2. They then write their inferred meanings and discuss their strategies.

### **Identifying the Purpose and Use of Glossaries and Dictionaries - Glossary and Dictionary Scavenger Hunt**

Materials:

1. Glossaries
2. Dictionaries
3. List of words

Directions:

1. Students use glossaries and dictionaries to find definitions for a list of words.
2. They identify how each reference tool helps them understand word meanings.

### **Determining the Structure of Glossaries and Dictionaries - Structure Exploration**

Materials:

1. Glossaries
2. Dictionaries

Directions:

1. Students explore the structure of glossaries and dictionaries, noting alphabetical order, sections, and how to find information.
2. They complete a worksheet comparing the two tools.

### **Using Print and Digital Glossaries and Dictionaries - Digital vs. Print**

Materials:

1. Print dictionaries
2. Digital dictionary apps

Directions:

1. Students use both print and digital dictionaries to find word definitions.
2. They compare the advantages of each format and discuss their findings.

### **Using 4th Grade Vocabulary Fluently - Vocabulary in Context**

Materials:

1. Vocabulary list
2. Sentence prompts

Directions:

1. Students use a list of 4th-grade vocabulary words in sentences related to academic or domain-specific topics.

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|  | <p>2. They share their sentences and discuss the usage of each word.</p> <p><b>Choosing Accurate Words for Description - Descriptive Writing</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Descriptive prompts</li> <li>2. Paper</li> <li>3. Pencils</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students write descriptions of various topics using the most accurate words to convey actions, emotions, or states of being.</li> <li>2. They revise their descriptions to enhance clarity.</li> </ol> <p><b>Using Knowledge of Synonyms and Antonyms - Synonym and Antonym Matching</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Synonym and antonym cards</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Students match words with their synonyms and antonyms.</li> <li>2. They use these words in sentences to show understanding and broaden their vocabulary.</li> </ol> |
|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p style="text-align: center;"><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● <b>Reading Comprehension Quizzes</b> <ul style="list-style-type: none"> <li>○ Short quizzes assessing students' understanding of key details and inferences from both literary and informational texts.</li> </ul> </li> <li>● <b>Phonics and Word Analysis Activities</b> <ul style="list-style-type: none"> <li>○ Activities where students decode and encode multisyllabic words, using affixes and syllabication patterns.</li> </ul> </li> <li>● <b>Discussion Participation Rubrics</b> <ul style="list-style-type: none"> <li>○ Evaluate student engagement in group discussions, including their ability to build on others' ideas and ask relevant questions.</li> </ul> </li> <li>● <b>Opinion Writing Drafts</b></li> </ul> |

- Review of students' preliminary drafts of opinion pieces, focusing on their ability to introduce topics, state opinions, and provide supporting reasons.
- **Peer Reviews**
  - Students review and provide feedback on each other's writing, focusing on writing conventions and clarity.
- **Reading Fluency Exercises**
  - Timed readings to assess accuracy, rate, and expression, with opportunities for self-correction and improvement.
- **Vocabulary Games**
  - Interactive games focusing on the use and understanding of grade-level and domain-specific vocabulary.

### **Summative Assessments**

- **Literary and Informational Text Analysis Project**
  - A project where students summarize and interpret both a literary text and an informational text, analyzing themes, purposes, and key details.
- **Final Opinion Piece**
  - A polished opinion essay where students clearly introduce a topic, state their opinion, support it with reasons and evidence, and use proper writing conventions.
- **Reading Comprehension Test**
  - A comprehensive test that includes questions on textual evidence, summarizing, and interpreting themes and purposes of various texts.
- **Oral Presentation**
  - Students present their written opinion pieces or research projects to the class, demonstrating their ability to communicate clearly and effectively.
- **Research Project**
  - A short research project where students use multiple reference sources to build knowledge on a topic, showcasing their ability to conduct research and synthesize information.
- **Final Writing Assessment**
  - A timed writing task where students produce a piece demonstrating their command of writing conventions, including paragraphing, punctuation, and grammar.
- **Formal Debate or Discussion**
  - A structured debate or discussion activity where students articulate their ideas and respond to others, demonstrating their understanding and communication skills.

### **Resources**

## Mentor Texts

- *Charlotte's Web* by E.B. White
- *The Magic Tree House* series by Mary Pope Osborne
- *National Geographic Kids: Animals* series
- *The Story of Ruby Bridges* by Robert Coles
- *I Survived* series by Lauren Tarshis
- *The One and Only Ivan* by Katherine Applegate
- *What Was the Lewis and Clark Expedition?* by Judith Bloom
- Fradin and Dennis Brindell Fradin
- *The Diary of a Young Girl* by Anne Frank
- *National Geographic Kids: Sharks* by Anne Schreiber
- *The Magic School Bus: Inside the Human Body* by Joanna Cole
- *The Chronicles of Narnia* by C.S. Lewis
- *The Berenstain Bears* series by Stan and Jan Berenstain
- *Frindle* by Andrew Clements
- *The Boxcar Children* by Gertrude Chandler Warner
- *DK Find Out! Series*
- *The Dot* by Peter H. Reynolds
- *Magic Tree House: Dinosaurs*
- *Before Dark* by Mary Pope Osborne
- *Percy Jackson & the Olympians: The Lightning Thief* by Rick Riordan
- *The Phantom Tollbooth* by Norton Juster
- *A to Z Mysteries* series by Ron Roy

## Reading

- [North Carolina-4th Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Point of View Video](#)
- [Main Idea Practice](#)
- [Inference Practice](#)
- [Read Aloud Strategy](#)
- [Circle Plot Diagram](#)
- [Fluency Packet](#)
- [Flocabulary](#)
- [Context Clues](#)
- [Word Usage](#)
- [Grammar and Usage](#)
- [Spelling practice](#)
- [Various ELA Practices](#)
- [Word Relationships](#)

## Writing/Language

- [Brainstorm before Writing](#)
- [Conferencing Video](#)
- [Narrative Lessons](#)

• [Compare/Contrast Map](#)

• [Essay Map](#)

• [Implementing the Writing Process](#)

• [Mini Lessons](#)

• [Writing Samples](#)

• [Graphic Organizers](#)

• [Grammar Practice](#)

• [More Grammar Practice](#)

Speaking & Listening

• [Collaborative Discussions Video](#)

• [Notes for Discussions Video](#) • [Text Talk Time](#)

• [Literature Circles](#)

• [Speaking and Listening Rubric](#) • [In Character Presentation](#) •

[Crafting a Persuasive Speech](#) • [New Report](#)

Critical Thinking

• [Current Event Lessons](#)

• [Smithsonian Tween Tribune](#) • [Newsela Critical Thinking Handbook](#)

• [Critical Thinking Lessons in Literacy](#)

• [Whole Brain Teaching Video](#)

- [Critical Thinking Lesson Plans](#)

#### **Support/Accommodations for Students with IEPs**

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

#### **Support/Accommodations for Students with 504 Plans**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

#### **Support/Accommodations for Multilingual Learners**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers

#### **Support/Accommodations for Gifted Students**

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

### Unit 3: Exploring Texts: From Evidence to Inferences"

#### Unit Goal:

This unit empowers fourth-grade students to become proficient readers, writers, and communicators. Through analyzing and interpreting both literary and informational texts, students will learn to cite evidence, summarize content, and identify themes or main ideas. They will also develop their narrative writing skills, focusing on structure, descriptive detail, and dialogue. The unit emphasizes the mastery of English language conventions, including grammar, punctuation, and spelling, while fostering effective communication through collaborative discussions. Additionally, students will enhance their vocabulary and distinguish between formal and informal language, applying these skills in real-world contexts.

**Duration:** 9 weeks

#### Essential Questions:

- How can we use textual evidence to support our understanding of a text?
- What strategies can we use to effectively summarize and analyze a text’s key details?
- How do the elements of a narrative work together to create a compelling story?
- Why is it important to follow standard language conventions in writing and speaking?
- How can engaging in discussions with others enhance our understanding of a topic?
- What tools and strategies can we use to determine the meaning of unfamiliar words and phrases?
- How do we decide when to use formal versus informal language in our communication?

#### Enduring Understandings:

- Understanding and using textual evidence is crucial for supporting interpretations and inferences in both literary and informational texts.
- Being able to summarize a text and analyze its key components, such as theme, purpose, and structure, deepens comprehension and allows for meaningful connections to be made.
- Effective storytelling involves not only a clear sequence of events but also the use of descriptive language, dialogue, and narrative techniques that engage the reader.

- Mastery of language conventions enhances communication, making writing and speaking more precise, coherent, and impactful.
- Engaging in collaborative discussions builds critical thinking and allows for the exchange of diverse ideas, leading to a deeper understanding of topics.
- Expanding vocabulary and understanding word meanings in context is key to reading comprehension and effective communication.
- The ability to choose appropriate language depending on the context and audience is essential for effective communication.

## **NJSLS:**

### **Reading**

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RL.TS.4.4. Explain major differences in structure 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.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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. Know and apply grade-level phonics and word analysis skills in decoding words.

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.

L.L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4.A. Read grade-level text with purpose and understanding.

L.RF.4.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2 A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2 B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2 C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2 D. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3.C. Use independent clauses and coordinating conjunctions.

L.WF.4.3. D. Form irregular verbs; form and use progressive tenses.

L.WF.4.3.E. Form and use possessive nouns and pronouns.

L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3.H. Use apostrophes for possession.

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.NW.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.4.3.C. Use a variety of transitional words and phrases to manage the sequence of events.

W.NW.4.3.D. Use concrete words and phrases, sensory details and explore using figurative language to convey experiences and events precisely.

W.NW.4.3.E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C. Consider writing as a process, including W.WP.4.4.D. self-evaluation, revision and editing.

With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

W.WP.4.4.E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

SL.PE.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.PE.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.

SL.PE.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.PI.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.AS.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.

### **Language**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.E. Form and use prepositional phrases.

L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.4.3.A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.VI.4.3.B. Determine the meaning of words and phrases that allude to significant characters found in literature.

L.VI.4.3.C. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.4.3.D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

## **Companion Standards**

### **9.2 Career Awareness**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

### **9.4 Life Literacies and Key Skills**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

### **9.4 Digital Citizenship**

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

### **9.4 Information/Media Literacy**

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

### **9.4 Technology Literacy**

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### **Computers and Design Thinking**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

### **Social Studies/Science/Other**

4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas

| Reading Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text Type: (fiction and nonfiction)<br>1 - 2 Extended Texts<br>4-8 shorter texts depending upon length and complexity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li><li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li><li>• Refer to the text when drawing conclusions as well as when answering directly stated questions</li><li>• Identify the key details of a text that support the main idea</li><li>• Analyze the actions and thoughts of characters or speakers</li></ul> | <p><b>Reading Closely - Reading Detective</b><br/>Materials:</p> <ol style="list-style-type: none"><li>1. Short story or passage</li><li>2. Magnifying glass (or just a fun prop)</li><li>3. Highlighters</li></ol> <p>Directions:</p> <ol style="list-style-type: none"><li>1. Read the passage carefully.</li><li>2. Use the highlighter to mark important details and key information.</li><li>3. Pretend you're a detective on a case.</li><li>4. After reading, discuss with a partner what you found and how these details help understand the story.</li></ol> <p><b>Making Connections - Connection Collage</b><br/>Materials:</p> <ol style="list-style-type: none"><li>1. Magazines</li><li>2. Scissors</li></ol> |

in texts, looking for patterns

- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Link the reading of the text to listening or viewing the same

3. Glue
4. Construction paper
5. Markers

Directions:

1. After reading a book, create a collage on the construction paper that shows personal, text-to-text, and global connections related to the book.
2. Use images and words from magazines to represent these connections and explain them to a classmate.

### **Using Quotes and References - Quote Display**

Materials:

1. Short story or passage
2. Sticky notes
3. Poster board

Directions:

1. Choose three important quotes from the story.
2. Write each quote on a sticky note and place it on a poster board.
3. Write a brief explanation next to each quote about why it's important and how it helps understand the text.

### **Identifying Key Details - Detail Detective Worksheet**

Materials:

1. Short story or passage
2. Detail Detective Worksheet (includes sections for main idea and supporting details)
3. Pencils

Directions:

1. Read the story and complete the worksheet by identifying the main idea and listing key details that support it.
2. Share your findings with a partner to see if they agree.

### **Analyzing Actions and Thoughts - Character Analysis Chart**

Materials:

1. Short story or passage
2. Character Analysis Chart worksheet (includes columns for

story

- Compare what was read to what was visualized and heard
- Cite textual evidence to support comparisons
- Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature
- Analyze how the theme is presented in the text
- Analyze the influence of culture on similar themes
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

actions, thoughts, and motivations)

3. Pencils

Directions:

1. Fill out the Character Analysis Chart by noting what the characters do, what they think, and their motivations.
2. Discuss with the class how these elements affect the story.

### **Determining Theme - Theme Poster**

Materials:

1. Large poster board
2. Markers
3. Sticky notes

Directions:

1. Create a poster with the central theme of the book in the center.
2. Use sticky notes to add examples from the book that illustrate this theme.
3. Present your poster and explain how each example supports the theme.

### **Summarizing Key Points - Summary Cube**

Materials:

1. Cube template (paper folded into a cube)
2. Markers

Directions:

1. After reading a story, use the cube template to write a summary of the beginning, middle, and end of the story on different faces of the cube.
2. Roll the cube and share the summary with the class.

### **Explaining Author's Support - Author's Support Web**

Materials:

1. Large paper
2. Markers

Directions:

1. Create a web with the main idea of an informational text in the center.

2. Draw lines to subtopics and key details that support the main idea.
3. Discuss with a partner how each detail supports the author's argument.

### **Identifying Story Elements - Story Elements Puzzle**

Materials:

1. Puzzle pieces (can be paper cut into puzzle shapes)
2. Markers

Directions:

1. Write different story elements (characters, setting, plot) on separate puzzle pieces.
2. After reading a story, fill in the puzzle pieces with details from the text.
3. Assemble the puzzle and discuss how each element fits into the story.

### **Figurative Language - Figurative Language Finder**

Materials:

1. Short story or passage
2. Figurative Language Worksheet (includes sections for metaphors and similes)
3. Pencils

Directions:

1. Read the passage and find examples of metaphors and similes.
2. Write each one on the worksheet and explain its meaning.
3. Share your findings with a classmate.

### **Comparing Narration - Narration Comparison Venn Diagram**

Materials:

1. Venn Diagram template
2. Pencils

Directions:

1. Read two stories with different narrations (one first-person, one third-person).
2. Use the Venn Diagram to compare and contrast how the narrations affect the story.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>3. Discuss similarities and differences with a partner.</p> <p><b>Linking Reading to Viewing - Compare and Contrast Chart</b><br/> Materials:<br/> 1. Book or story, movie adaptation or illustrated version<br/> 2. Compare and Contrast Chart worksheet<br/> Directions:<br/> 1. After reading the book and viewing the movie or illustrations, use the chart to compare and contrast elements like characters, settings, and plot events.<br/> 2. Discuss how the book and the movie or illustrations differ and what is similar.</p>                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Writing Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Writing Genre:<br/> Narrative<br/> Literary Analysis<br/> Routine Writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Compose a story hook to engage the reader</li> <li>• Establish the story's background or situation</li> <li>• Introduce a narrator and/or characters</li> <li>• Purposefully arrange events to make the story flow</li> <li>• Use dialogue and description to develop experiences and events</li> <li>• Show the responses of characters to situations, when appropriate</li> <li>• Use a variety of transitional words and phrases to manage the sequence of events</li> </ul> | <p><b>Compose a Story Hook - Hook Workshop</b><br/> Materials:<br/> 1. Hook Worksheet (with prompts for creating different types of hooks)<br/> 2. Pencils<br/> Directions:<br/> 1. Use the Hook Worksheet to brainstorm and write several types of story hooks (e.g., a surprising fact, a question, or a vivid scene).<br/> 2. Share your hooks with a classmate and discuss which one is the most engaging and why.</p> <p><b>Establish the Story's Background or Situation - Background Builder</b><br/> Materials:<br/> 1. Background Description Worksheet (includes sections for setting,</p> |

- Use concrete words and phrases to relay story details
- Use sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills

time, and situation)

2. Pencils

Directions:

1. Fill out the Background Description Worksheet to outline the setting, time period, and situation of your story.
2. Use this to create a clear background that helps readers understand the context of the story.

### **Introduce a Narrator and/or Characters - Character and Narrator Portrait**

Materials:

1. Character Portrait Template (includes space for names, traits, and roles)
2. Pencils

Directions:

1. Create detailed portraits of your narrator and main characters using the Character Portrait Template.
2. Write a brief introduction for each character and narrator to set them up for your story.

### **Purposefully Arrange Events - Story Sequence Organizer**

Materials:

1. Story Sequence Organizer (with sections for beginning, middle, and end)
2. Pencils

Directions:

1. Outline the main events of your story on the Story Sequence Organizer.
2. Arrange the events in a logical order and use this outline to guide your writing process.

### **Use Dialogue and Description - Dialogue and Description Exercise**

Materials:

1. Dialogue and Description Worksheet (includes spaces for writing dialogue and adding descriptions)
2. Pencils

- Type at least one page in a single setting
- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

**Directions:**

1. Write a short scene that includes dialogue between characters and descriptive details about their actions and surroundings.
2. Use the worksheet to organize and develop both elements.

**Show Responses of Characters - Character Reaction Diary**

**Materials:**

1. Character Reaction Diary (worksheet with columns for different situations and character responses)
2. Pencils

**Directions:**

1. Fill out the Character Reaction Diary by noting how each character responds to various situations in the story.
2. Use this to show character development and emotional reactions.

**Use a Variety of Transitional Words and Phrases - Transition Word Treasure Hunt**

**Materials:**

1. Short story or passage
2. Transition Word Worksheet
3. Pencils

**Directions:**

1. Read the passage and identify transitional words and phrases.
2. Fill out the Transition Word Worksheet by listing these transitions and explaining their function in managing the sequence of events.

**Use Concrete Words and Phrases - Concrete Word Collection**

**Materials:**

1. Concrete Words Worksheet
2. Pencils

**Directions:**

1. Write down concrete words and phrases that describe specific details in your story.
2. Share these words with a classmate and use them to enhance the clarity of your writing.

### **Use Sensory Details - Sensory Detail Scavenger Hunt**

Materials:

1. Sensory Details Worksheet (with sections for sight, sound, touch, taste, and smell)
2. Pencils

Directions:

1. Fill out the Sensory Details Worksheet by describing how each sense contributes to a scene in your story.
2. Use these details to create a vivid and immersive experience for readers.

### **Provide a Conclusion - Story Conclusion Planner**

Materials:

1. Conclusion Planner Worksheet (includes space for summarizing events and resolving conflicts)
2. Pencils

Directions:

1. Use the Conclusion Planner Worksheet to write a conclusion for your story that wraps up the main events and resolves any conflicts.
2. Ensure that the conclusion logically follows from the events.

### **Produce Writing That Is Clear and Understandable - Clarity Check**

Materials:

1. Writing Checklist (includes criteria for clarity and understanding)
2. Pencils

Directions:

1. Write a short story or essay and use the Writing Checklist to review your work.
2. Focus on making sure your writing is clear and easy to understand.

### **Unpack Writing Tasks - Writing Task Analysis**

Materials:

1. Writing Prompt Worksheet (includes sections for task type, purpose, and audience)

2. Pencils

Directions:

1. Analyze a writing prompt using the Writing Prompt Worksheet.
2. Identify the type of writing task, the purpose, and the intended audience to guide your writing approach.

### **Focus Organization and Development - Story Frame**

Materials:

1. Story Frame Graphic Organizer
2. Pencils

Directions:

1. Use the Story Frame Graphic Organizer to outline the main points and structure of your story.
2. Ensure your organization reflects the task and purpose of the writing.

### **Practice Revising and Editing Skills - Revision and Editing Workshop**

Materials:

1. Revision Checklist
2. Editing markers
3. Peer review sheets

Directions:

1. Participate in a workshop where you revise and edit each other's work using the Revision Checklist.
2. Focus on improving word choice, sentence structure, and overall clarity.

### **Change Word Choice and Sentence Structure - Sentence Transformation**

Materials:

1. Sentence Transformation Worksheet (includes examples of sentences to rewrite with varied word choice and structure)
2. Pencils

Directions:

1. Rewrite sentences from your story using different words and

- sentence structures to enhance your writing.
2. Use the worksheet to practice and improve your sentence variety.

### **Use Graphic Organizers - Story Mountain**

Materials:

1. Story Mountain Graphic Organizer
2. Pencils

Directions:

1. Create a Story Mountain by plotting the exposition, rising action, climax, falling action, and resolution of your story.
2. Use this organizer to help structure your writing.

### **Recognize Spelling, Grammar, and Punctuation Errors - Error Correction Practice**

Materials:

1. Sample passages with errors
2. Error Correction Worksheet

Directions:

1. Identify and correct spelling, grammar, and punctuation errors in the sample passages using the Error Correction Worksheet.
2. Discuss corrections with a classmate.

### **Employ Strategies for Correcting Errors - Editing Conference**

Materials:

1. Peer Editing Checklist
2. Pencils

Directions:

1. Engage in an editing conference with a classmate.
2. Use the Peer Editing Checklist to provide feedback and make corrections collaboratively.

### **Use Digital Tools - Digital Story Creation**

Materials:

1. Computer or tablet with writing software
2. Digital story template

Directions:

1. Write and illustrate a story using digital tools.
2. Explore various features of the software to enhance your writing and collaborate with others on the project.

### **Demonstrate Proficiency in Keyboarding Skills - Typing Challenge**

Materials:

1. Typing practice software or website

Directions:

1. Practice typing skills using online typing programs.
2. Complete a typing challenge by typing at least one page in a single setting, focusing on accuracy and speed.

### **Use Strategies for Reading Literary and Informational Texts - Text Comparison**

Materials:

1. Two related texts (one literary, one informational)
2. Comparison Worksheet

Directions:

1. Read both texts and use the Comparison Worksheet to note similarities and differences in characters, settings, or events.
2. Discuss how the texts address similar topics differently.

### **Explain How an Author Uses Proof - Evidence Analysis**

Materials:

1. Informational text
2. Evidence Analysis Worksheet

Directions:

1. Read the informational text and use the Evidence Analysis Worksheet to identify how the author uses evidence to support their points.
2. Provide specific examples from the text.

### **Combine Information from Several Texts - Research Report**

Materials:

1. Multiple texts on the same subject
2. Research Report Template

Directions:

1. Research a topic using several texts.
2. Use the Research Report Template to combine information and write a report that demonstrates knowledge of the subject.

**Produce Numerous Pieces of Writing - Writing Portfolio**

Materials:

1. Writing Portfolio Folder
2. Various writing prompts

Directions:

1. Create a portfolio by producing and collecting multiple pieces of writing over time.
2. Reflect on and review each piece to track progress and development.

**Develop Skills in Research - Research Project**

Materials:

1. Research Project Outline
2. Access to books and online resources

Directions:

1. Complete a research project using the Research Project Outline.
2. Gather information from various sources, organize your findings, and present your research.

**Reflect on and Revise Writing - Revision Reflection**

Materials:

1. Revision Reflection Journal
2. Pencils

Directions:

1. After completing a writing task, write a reflection in your Revision Reflection Journal about what worked well and what could be improved.
2. Use this reflection to guide revisions.

**Develop a Topic Related to Content Area - Content Area Writing Assignment**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Content area texts</li> <li>2. Writing prompt sheet</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Choose a topic related to a content area (e.g., science or history) and develop a piece of writing that reflects the task, audience, and purpose.</li> <li>2. Use the writing prompt sheet to structure your response.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Speaking and Listening Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Task Type:<br/>Present in small groups and to whole class</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> <li>• Identify the key points and supporting details of a text presented orally</li> <li>• Restate the key information from a written text read aloud or information presented in multiple formats</li> </ul> | <p>Activities for Language Skills</p> <p><b>Use Previous Knowledge to Expand Discussions - Knowledge-Building Discussion</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Discussion Prompts related to current topics or texts</li> <li>2. Whiteboard/flip chart</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Use the provided discussion prompts to engage in a conversation about a topic.</li> <li>2. Before starting, have students jot down what they already know about the topic.</li> <li>3. During the discussion, encourage students to expand on their prior knowledge by linking it to new information shared by others.</li> </ol> <p><b>Engage in Conversations About Grade-Appropriate Topics and Texts - Topic Talk</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. List of grade-appropriate topics and texts</li> <li>2. Conversation starter cards</li> </ol> |

- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Directions:

1. In pairs or small groups, use the conversation starter cards to discuss various grade-appropriate topics and texts.
2. Each student takes turns sharing their thoughts and ideas, responding to others, and asking questions to deepen the conversation.

### **Participate in a Variety of Rich, Structured Conversations - Conversation Carousel**

Materials:

1. Conversation topic cards
2. Paper
3. Pencils

Directions:

1. Set up multiple stations, each with a different conversation topic card.
2. Students rotate through the stations, engaging in structured conversations about each topic.
3. Encourage students to record their ideas and responses at each station.

### **Engage as Part of a Whole Class, in Small Groups, and with a Partner - Role Rotation Discussions**

Materials:

1. Discussion roles cards (participant, leader, observer)
2. Topic prompts

Directions:

1. Assign students to different roles (participant, leader, observer) for discussions on various topics.
2. Rotate roles so each student has a chance to lead, observe, and participate.
3. After each discussion, have students reflect on their roles and experiences.

### **Engage in Collaborative Conversations and Develop Skills in Active Listening - Literature Circles**

Materials:

1. Books for literature circles
2. Discussion guide sheets

Directions:

1. Form literature circles and assign each student a role (e.g., discussion leader, summarizer, questioner).
2. Use the discussion guide sheets to facilitate conversations.
3. Focus on active listening skills such as making eye contact, taking turns, and linking ideas.

**Identify Key Points and Supporting Details of a Text Presented Orally - Listening for Details**

Materials:

1. Audio recordings or read-aloud texts
2. Key Points Worksheet

Directions:

1. Listen to an audio recording or a teacher-read text.
2. Use the Key Points Worksheet to jot down the main points and supporting details.
3. After listening, discuss the findings with a partner or in small groups.

**Restate Key Information from a Written Text Read Aloud - Restate and Relate**

Materials:

1. Short written texts
2. Pencils
3. Paper

Directions:

1. Listen as a short text is read aloud.
2. After listening, restate the key information in your own words on paper.
3. Share your restatement with a partner and compare how you both interpreted the key points.

**Report on a Topic or Text in an Organized, Logical Manner - Topic**

### **Report**

Materials:

1. Research materials (books, articles)
2. Report outline template

Directions:

1. Choose a topic or text and research it using available materials.
2. Use the report outline template to organize your findings into a clear and logical report.
3. Present your report to the class.

### **Present Information Orally in Coherent, Spoken Sentences - Oral Presentation Practice**

Materials:

1. Presentation topics
2. Index cards

Directions:

1. Prepare a short oral presentation on a given topic using index cards to outline key points.
2. Practice delivering the presentation in complete, coherent sentences.
3. Focus on clarity and organization.

### **Use an Appropriate Pace When Presenting - Pace and Pause Practice**

Materials:

1. Presentation scripts
2. Timer

Directions:

1. Practice delivering a presentation while paying attention to pacing.
2. Use a timer to time yourself and practice speaking slowly and clearly, making appropriate pauses for emphasis.

### **Present and Logically Support Personal Opinions - Opinion Presentation**

Materials:

1. Opinion prompts

2. Presentation template

Directions:

1. Choose an opinion prompt and prepare a brief presentation where you state your opinion and provide logical reasons to support it.
2. Use the presentation template to organize your ideas and present them to the class.

### **Speak for a Variety of Purposes - Purposeful Speaking**

Materials:

1. Speaking purpose cards (e.g., to persuade, to inform, to entertain)

Directions:

1. Draw a card with a speaking purpose and prepare a short speech or presentation that fits that purpose.
2. Practice speaking clearly and effectively according to the purpose.

### **Distinguish Between Formal and Informal Discourse - Discourse Distinction**

Materials:

1. Examples of formal and informal texts or dialogues

Directions:

1. Review examples of formal and informal discourse.
2. Discuss with a partner or group the differences in tone, structure, and vocabulary.
3. Practice writing and speaking in both formal and informal styles.

### **Adapt Speech to a Variety of Contexts and Tasks - Contextual Speaking**

Materials:

1. Contextual speaking scenarios (e.g., classroom discussion, family dinner)

Directions:

1. Practice adapting your speech for different contexts and tasks.
2. Use the provided scenarios to role-play and adjust your language and tone to fit each context.

| Language Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• Recognize the purpose and function of prepositional phrases</li> <li>• Identify prepositions and prepositional phrases when reading</li> <li>• Use prepositional phrases in writing</li> <li>• Identify the components of complete sentences</li> <li>• Consistently write in complete sentences</li> <li>• Distinguish complete sentences, fragments, and run-on sentences</li> <li>• Revise fragments and run-ons to form complete sentences</li> <li>• Identify coordinating conjunctions in sentences</li> <li>• Use a comma before a coordinating conjunction in a compound sentence</li> <li>• Spell grade-appropriate words correctly</li> <li>• Use references as needed to aid in spelling</li> <li>• Decipher the meanings of words and phrases by using sentence context</li> <li>• Identify the purpose and use of glossaries and dictionaries</li> <li>• Determine the structure of glossaries and dictionaries               <ul style="list-style-type: none"> <li>• Use both print and digital glossaries and dictionaries to</li> </ul> </li> </ul> | <p><b>Recognize the Purpose and Function of Prepositional Phrases - Prepositional Phrase Hunt</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Short stories or passages</li> <li>2. Prepositional Phrase Worksheet</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Read the provided stories or passages.</li> <li>2. Use the Prepositional Phrase Worksheet to identify and underline prepositional phrases (e.g., "under the table").</li> <li>3. Discuss the function of these phrases in providing detail about location, time, or other relationships.</li> </ol> <p><b>Identify Prepositions and Prepositional Phrases When Reading - Preposition Detective</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Texts with highlighted prepositions</li> <li>2. Preposition Detective Worksheet</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Read the texts and use the Preposition Detective Worksheet to find and list all the prepositions and prepositional phrases.</li> <li>2. Discuss how these phrases contribute to the meaning of the sentences.</li> </ol> <p><b>Use Prepositional Phrases in Writing - Phrase Insertion</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Sentence templates</li> <li>2. Pencils</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Use sentence templates that are missing prepositional phrases.</li> <li>2. Fill in the blanks with appropriate prepositional phrases to complete the sentences.</li> </ol> |

define and clarify words

- Identify similes and metaphors in text
- Explain the meaning of simple similes and metaphors
- Identify idioms, adages, and proverbs in text
- Explain the meaning of common idioms, adages, and proverbs
- Determine synonyms and antonyms of words to show meaning
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

3. Share your sentences with a partner and discuss how the phrases enhance the descriptions.

### **Identify the Components of Complete Sentences - Sentence Parts Sorting**

Materials:

1. Sentence Parts Cards (subjects, predicates)
2. Sentence Sorting Worksheet

Directions:

1. Use the Sentence Parts Cards to identify and sort the components of complete sentences.
2. Complete the Sentence Sorting Worksheet by organizing parts into complete sentences.

### **Consistently Write in Complete Sentences - Sentence Building Blocks**

Materials:

1. Sentence Building Blocks Worksheet
2. Pencils

Directions:

1. Write sentences using a provided list of subjects and predicates.
2. Ensure each sentence is complete with a subject and predicate.
3. Review and revise sentences with a partner to ensure completeness.

### **Distinguish Complete Sentences, Fragments, and Run-On Sentences - Sentence Sort**

Materials:

1. Sentence Cards (containing complete sentences, fragments, and run-ons)
2. Sorting Mat

Directions:

1. Sort the Sentence Cards into categories of complete sentences, fragments, and run-ons.
2. Use the Sorting Mat to organize and discuss why each sentence fits its category.

**Revise Fragments and Run-Ons to Form Complete Sentences - Sentence Revision Workshop**

Materials:

1. Worksheets with sentence fragments and run-ons
2. Pencils

Directions:

1. Work on the worksheets to revise fragments and run-ons into complete sentences.
2. Share revised sentences with a partner and discuss the changes made to improve sentence structure.

**Identify Coordinating Conjunctions in Sentences - Conjunction Search**

Materials:

1. Sentences with coordinating conjunctions
2. Conjunction Search Worksheet

Directions:

1. Read the sentences and use the Conjunction Search Worksheet to identify coordinating conjunctions (e.g., "and," "but," "or").
2. Discuss how these conjunctions connect ideas in the sentences.

**Use a Comma Before a Coordinating Conjunction in a Compound Sentence - Comma Placement Practice**

Materials:

1. Compound sentences with missing commas
2. Comma Placement Worksheet

Directions:

1. Complete the Compound Sentences Worksheet by adding commas before coordinating conjunctions in compound sentences.
2. Review with a partner to check for correct comma placement.

**Spell Grade-Appropriate Words Correctly - Spelling Bee Challenge**

Materials:

1. List of grade-appropriate spelling words
2. Spelling bee cards

Directions:

1. Participate in a Spelling Bee Challenge using the list of grade-appropriate spelling words.
2. Practice spelling words aloud and use them in sentences to reinforce correct spelling.

**Use References as Needed to Aid in Spelling - Reference Tool Exploration**

Materials:

1. Dictionaries
2. Glossaries
3. Spelling guides

Directions:

1. Explore and use dictionaries, glossaries, and spelling guides to find and check the spelling of words.
2. Complete a worksheet by looking up and correctly spelling a list of words.

**Decipher the Meanings of Words and Phrases Using Sentence Context - Context Clues Game**

Materials:

1. Sentences with underlined words
2. Context Clues Worksheet

Directions:

1. Use context clues within sentences to infer the meanings of underlined words.
2. Complete the Context Clues Worksheet by writing definitions based on sentence context.

**Identify the Purpose and Use of Glossaries and Dictionaries - Glossary and Dictionary Scavenger Hunt**

Materials:

1. Glossaries and dictionaries
2. Scavenger Hunt Worksheet

Directions:

1. Use glossaries and dictionaries to find specific terms and their definitions.

2. Complete the Scavenger Hunt Worksheet by locating terms and identifying their purpose in the texts.

### **Determine the Structure of Glossaries and Dictionaries - Glossary and Dictionary Exploration**

Materials:

1. Glossaries and dictionaries
2. Structure Analysis Sheet

Directions:

1. Analyze the structure of glossaries and dictionaries using the Structure Analysis Sheet.
2. Identify how entries are organized and how to use the features to find information.

### **Use Both Print and Digital Glossaries and Dictionaries to Define and Clarify Words - Print vs. Digital Comparison**

Materials:

1. Print and digital glossaries/dictionaries
2. Comparison Worksheet

Directions:

1. Use both print and digital glossaries and dictionaries to look up the same set of words.
2. Compare and contrast how each format presents the information using the Comparison Worksheet.

### **Identify Similes and Metaphors in Text - Figurative Language Finder**

Materials:

1. Text excerpts with similes and metaphors
2. Figurative Language Worksheet

Directions:

1. Read the text excerpts and identify similes and metaphors.
2. Use the Figurative Language Worksheet to note examples and discuss their meanings with a partner.

### **Explain the Meaning of Simple Similes and Metaphors - Simile and Metaphor Explanation**

Materials:

1. List of simple similes and metaphors
2. Explanation Worksheet

Directions:

1. Choose a few simple similes and metaphors from the list and explain their meanings.
2. Complete the Explanation Worksheet by writing a sentence that demonstrates your understanding of each figurative expression.

### **Identify Idioms, Adages, and Proverbs in Text - Idioms and Adages Hunt**

Materials:

1. Texts with idioms, adages, and proverbs
2. Hunt Worksheet

Directions:

1. Read the texts and identify idioms, adages, and proverbs.
2. Use the Hunt Worksheet to list these phrases and discuss their meanings and uses.

### **Explain the Meaning of Common Idioms, Adages, and Proverbs - Meaning Match**

Materials:

1. List of idioms, adages, and proverbs
2. Meaning Match Worksheet

Directions:

1. Match each idiom, adage, or proverb to its meaning using the Meaning Match Worksheet.
2. Discuss with a partner how these phrases convey specific messages or lessons.

### **Determine Synonyms and Antonyms of Words to Show Meaning - Synonym and Antonym Chart**

Materials:

1. List of words
2. Synonym and Antonym Chart

Directions:

1. For each word on the list, determine synonyms and antonyms.
2. Complete the Synonym and Antonym Chart by filling in corresponding words and using them in sentences.

**Use 4th Grade Vocabulary Fluently When Discussing Academic or Domain-Specific Topics - Vocabulary Practice Sessions**

Materials:

1. Academic and domain-specific vocabulary lists
2. Vocabulary Practice Worksheet

Directions:

1. Use the vocabulary lists to practice using new words in sentences related to academic or domain-specific topics.
2. Complete the Vocabulary Practice Worksheet to track your use of the words.

**Choose the Most Accurate Word When Describing Actions, Emotions, or States of Being - Word Choice Workshop**

Materials:

1. List of descriptive words
2. Word Choice Worksheet

Directions:

1. Choose the most accurate word from the list to describe actions, emotions, or states of being in given sentences.
2. Complete the Word Choice Worksheet and discuss your choices with a partner.

**Choose the Most Accurate Word When Discussing a Particular Topic - Topic-Based Vocabulary Selection**

Materials:

1. Topic-related vocabulary lists
2. Topic-Based Worksheet

Directions:

1. Select the most precise words from the provided vocabulary lists to discuss specific topics.
2. Complete the Topic-Based Worksheet by using these words in contextually appropriate sentences.

|  |                                                                                                         |
|--|---------------------------------------------------------------------------------------------------------|
|  | <b>Use Knowledge of Synonyms and Antonyms to Broaden Vocabulary -<br/>Synonym and Antonym Expansion</b> |
|--|---------------------------------------------------------------------------------------------------------|

Materials:

1. Synonym and Antonym Reference Sheets
2. Expansion Worksheet

Directions:

1. Use the reference sheets to find synonyms and antonyms for given words.
2. Complete the Expansion Worksheet by incorporating these words into new sentences to expand your vocabulary.

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| <b>Assessments</b> |
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**Formative Assessments**

- **Textual Evidence Scavenger Hunt:** Students find and discuss examples of textual evidence from a given text that supports explicit details and inferences.
- **Literary Text Summary:** Students summarize a short story or chapter, citing key details and interpreting the author's theme.
- **Informational Text Summary:** Students summarize an informational text, identifying the main idea and author's purpose.
- **Point of View Comparison:** Students compare and contrast different narratives, discussing the impact of point of view on the story.
- **Word Analysis Activity:** Students practice decoding multisyllabic words using phonics, morphology, and syllabication patterns.
- **Reading Fluency Practice:** Students read passages aloud, focusing on accuracy, expression, and rate, while peers provide feedback.
- **Paragraph Editing:** Students revise a paragraph to include proper capitalization, punctuation, and correct spelling of multisyllabic words.
- **Collaborative Discussions:** Students participate in group discussions, building on each other's ideas and responding to questions.
- **Grammar and Usage Practice:** Exercises on forming prepositional phrases, correcting sentence fragments, and using commas in compound sentences.
- **Figurative Language Matching:** Students match similes, metaphors, and idioms to their meanings and use them in sentences.

**Summative Assessments**

- **Text Analysis Essay:** Students write an essay analyzing a literary text, referring to specific details to explain what the text says explicitly and drawing inferences.
- **Informational Text Report:** Students write a report summarizing an informational text, interpreting its main ideas and author's purpose.
- **Narrative Writing Assignment:** Students create and write a narrative story using descriptive details, dialogue, and a clear sequence of events.
- **Comparative Essay:** Students write an essay comparing and contrasting the point of view and structure between two different texts (e.g., a poem and a short story).
- **Phonics and Spelling Test:** A test on decoding multisyllabic words, spelling with Latin roots, prefixes, and suffixes, and using reference materials.
- **Presentation on a Text:** Students present a report or summary of a text, including an oral recount of their findings with clear, descriptive details.
- **Grammar and Conventions Test:** A test on grammar conventions, including the use of relative pronouns, prepositional phrases, and punctuation rules.
- **Figurative Language Analysis:** Students analyze the use of figurative language in a given text, explaining its effect on the reader and its meaning.
- **Research Project:** Students conduct a short research project on a given topic, using multiple sources and synthesizing information in a written report.
- **Collaborative Discussion Reflection:** Students reflect on their participation in discussions, evaluating their ability to build on ideas, pose questions, and clarify information.

## Resources

### Mentor Texts

*Charlotte's Web* by E.B. White (character development, central message, and text features)

*The Tale of Peter Rabbit* by Beatrix Potter (character actions and influence on story)

*The Magic Tree House* series by Mary Pope Osborne (text features and central ideas)

### Reading

- [North Carolina-4th Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Point of View Video](#)
- [Main Idea Practice](#)
- [Inference Practice](#)
- [Read Aloud Strategy](#)

*Fables* by Aesop (key details, themes, and character traits)

*The Lorax* by Dr. Seuss (mood and illustrations)

*Aesop's Fables* (moral lessons, story structure, supporting details)

*The True Story of the Three Little Pigs* by Jon Scieszka (opinion presentation, detailed descriptions)

*Amari and the Night Brothers* by B.B. Alston (use of descriptive language and comparative/superlative adjectives)

- [Circle Plot Diagram](#)
- [Fluency Packet](#)
- [Flocabulary](#)
- [Context Clues](#)
- [Word Usage](#)
- [Grammar and Usage](#)
- [Spelling practice](#)
- [Various ELA Practices](#)
- [Word Relationships](#)

#### Writing/Language

- [Brainstorm before Writing](#)
- [Conferencing Video](#)
- [Narrative Lessons](#)
- [Compare/Contrast Map](#)
- [Essay Map](#)
- [Implementing the Writing Process](#)
- [Mini Lessons](#)
- [Writing Samples](#)
- [Graphic Organizers](#)

- [Grammar Practice](#)

- [More Grammar Practice](#)

#### Speaking & Listening

- [Collaborative Discussions Video](#)

- [Notes for Discussions Video](#)

- [Text Talk Time](#)

- [Literature Circles](#)

- [Speaking and Listening Rubric](#)

- [In Character Presentation](#)

- [Crafting a Persuasive Speech](#)

- [New Report](#)

#### Critical Thinking

- [Current Event Lessons](#)

- [Smithsonian Tween Tribune](#)

- [Newsela Critical Thinking Handbook](#)

- [Critical Thinking Lessons in Literacy](#)

- [Whole Brain Teaching Video](#)

- [Critical Thinking Lesson Plans](#)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Support/Accommodations for Students with IEPs</b></p> <ul style="list-style-type: none"> <li>-Follow all IEP modifications</li> <li>-Work in a small group</li> <li>-Solidify and refine concepts through repetition</li> <li>-Allow answers to be given orally or dictated</li> <li>-Use multi-sensory teaching approaches</li> <li>-Utilize assistive technology and materials</li> <li>-Use large print books, Braille, or books on CD (digital text)</li> <li>-Guided notes and/or scaffold outline for written assignments</li> <li>-Introduce key vocabulary before lesson</li> <li>-Work in a small group</li> <li>-Lesson taught again using a differentiated approach</li> <li>-Allow answers to be given orally or dictated</li> <li>-Use visuals / Anchor Charts</li> <li>-Leveled texts according to ability</li> </ul>                                                          | <p><b>Support/Accommodations for Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>-Follow all the 504 plan modifications</li> <li>-Text to speech/audio recorded selections</li> <li>-Amplification system as needed</li> <li>-Leveled texts according to ability</li> <li>-Fine motor skill stations embedded in rotation as needed</li> <li>-Modified or constrained spelling word lists</li> <li>-Provide anchor charts with high frequency words and phonemic patterns</li> <li>-Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> </ul> |
| <p><b>Support/Accommodations for Multilingual Learners</b></p> <ul style="list-style-type: none"> <li>-Work toward longer passages as skills in English increase</li> <li>-Use visuals</li> <li>-Introduce/highlight key vocabulary before lesson</li> <li>-Teacher models reading aloud daily</li> <li>-Provide peer tutoring</li> <li>-Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers</li> <li>-Guided notes and/or scaffold outline for written assignments</li> <li>-Provide students with English Learner leveled readers</li> <li>-Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and</li> <li>-Descriptor Name Charts</li> <li>-Allow extra time to complete assignments or tests</li> <li>-Guided notes and/or scaffold outline for written assignments</li> </ul> | <p><b>Support/Accommodations for Gifted Students</b></p> <ul style="list-style-type: none"> <li>-Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>-Organize and offer flexible small group learning activities</li> <li>-Provide whole group enrichment explorations</li> <li>-Teach cognitive and methodological skills</li> <li>-Use center, stations, or contracts</li> <li>-Organize integrated problem-solving simulations</li> <li>-Propose interest-based extension activities</li> <li>-Expose students to beyond level texts</li> </ul>                                   |

## Unit 4: From Page to Stage: Evidence to Expression in Reading and Writing

### Unit Goal:

In this unit, students will enhance their language arts skills by integrating critical reading, writing, speaking, and listening. They will use textual evidence to support their understanding of literary and informational texts, explore various text structures to improve interpretation, and refine their writing through conventions and revision. Students will also expand their vocabulary using context clues and reference materials, while strengthening their oral communication by participating in discussions and presentations with appropriate language and multimedia tools. This comprehensive approach aims to develop their ability to understand, produce, and communicate effectively across diverse contexts and audiences.

**Duration:** 9 Weeks

### Essential Questions:

- How can textual evidence from both literary and informational texts help us understand and explain the author's message?
- In what ways do different text structures and formats influence how we interpret and summarize content?
- How do point of view and author's purpose affect the way we understand and relate to texts?
- What strategies can we use to improve our writing through the use of conventions, vocabulary, and revision?
- How can we effectively communicate our ideas and information through spoken and written language, adapting our approach to different contexts and audiences?

### Enduring Understandings:

- By referring to details and examples from texts, we can make well-supported inferences and understand the author's explicit and implicit messages more clearly.
- Understanding different text structures—such as poems, drama, and prose—helps us interpret and summarize the main ideas and themes of various texts more effectively.
- The point of view from which a story or text is narrated and the author's purpose significantly shape how information is presented and understood.
- Mastery of writing conventions, such as grammar, punctuation, and spelling, along with effective revision strategies, improves the clarity and impact of our written work.
- Adapting our language and presentation style to different contexts and audiences enhances our ability to convey ideas and information

effectively through both spoken and written communication.

## **NJSLS:**

### **Reading**

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

RL.TS.4.4. Explain major differences in structure 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.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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. Know and apply grade-level phonics and word analysis skills in decoding words.

L.L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4.A. Read grade-level text with purpose and understanding.

L.RF.4.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2 A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2 B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2 C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2 D. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3. A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

- L.WF.4.3.C. Use independent clauses and coordinating conjunctions.
- L.WF.4.3.D. Form irregular verbs; form and use progressive tenses.
- L.WF.4.3.E. Form and use possessive nouns and pronouns.
- L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- L.WF.4.3.H. Use apostrophes for possession.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

W.IW.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W.IW.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.4.2.E. Provide a conclusion related to the information or explanation presented.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A. Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C. Consider writing as a process, including W.WP.4.4.D. self-evaluation, revision and editing.

With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

W.WP.4.4.E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

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..

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

SL.PE.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.PE.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.

SL.PE.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.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.

### **Language**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).\*

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

## **9.2 Career Awareness**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

## **9.4 Life Literacies and Key Skills**

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

## **9.4 Digital Citizenship**

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

## **9.4 Information/Media Literacy**

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

## **9.4 Technology Literacy**

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

## **Computers and Design Thinking**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

**Social Studies/Science/Other**

4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.

6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas

| Reading Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text Type: (fiction and nonfiction)<br>1 Extended Text<br>3-6 shorter texts depending upon length and complexity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li><li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li><li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li><li>• Refer to the text when drawing conclusions as well as when answering directly stated questions</li><li>• Identify the key details of a text that support the main idea</li><li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li><li>• Determine the theme or main idea of the text</li><li>• Summarize the key points of a text</li></ul> | <p><b>Close Reading Detective</b><br/>Materials:</p> <ol style="list-style-type: none"><li>1. Copies of a short story or excerpt</li><li>2. Highlighters</li><li>3. Sticky notes</li></ol> <p>Directions:</p> <ol style="list-style-type: none"><li>1. Read the text closely, highlighting important details and key phrases.</li><li>2. Use sticky notes to jot down questions or observations about patterns or key details.</li><li>3. Discuss findings in pairs or small groups, focusing on how these details contribute to understanding the text.</li></ol> <p><b>Text Connections Web</b><br/>Materials:</p> <ol style="list-style-type: none"><li>1. Large paper</li><li>2. Markers</li><li>3. Text examples</li></ol> <p>Directions:</p> <ol style="list-style-type: none"><li>1. Choose a text and identify personal, text-to-text, and global connections.</li></ol> |

- Explain how the author supports main ideas in informational text with key details

- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text
- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Identify similarities and differences between firsthand and secondhand accounts
- Explain how the point of view impacts the delivery of information in the text
- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year

2. Create a web diagram on large paper showing these connections.
3. Share and discuss connections with the class, explaining how they enhance understanding of the text.

### **Quote Detective**

Materials:

1. Copies of a text
2. Quote cards
3. Sticky notes

Directions:

1. Identify key quotes from the text and write them on quote cards.
2. Use sticky notes to add explanations of what each quote reveals about the text.
3. Share with a partner or group, explaining how quotes support understanding of the text's main ideas.

### **Text Analysis Chart**

Materials:

1. Text excerpts
2. Chart paper
3. Markers

Directions:

1. Read the text and identify the main idea and supporting details.
2. Create a chart with columns for key details, main idea, and supporting evidence.
3. Fill in the chart and discuss how the details support the main idea.

### **Character Analysis**

Materials:

1. Text excerpts
2. Character analysis worksheet

Directions:

1. Read a text focusing on the actions and thoughts of a character.
2. Use a worksheet to analyze the character's responses and behaviors.
3. Discuss patterns and how these contribute to the character's development.

- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic word
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

### **Theme Scavenger Hunt**

Materials:

1. Copies of a story or poem
2. Theme checklist

Directions:

1. Read the text and identify key details related to the theme.
2. Use a checklist to find evidence supporting the theme.
3. Discuss findings and how they reveal the theme of the text.

### **Text Structure Exploration**

Materials:

1. Copies of different text structures (chronological, cause/effect, etc.)
2. Graphic organizers

Directions:

1. Read texts with different structures and identify how each is organized.
2. Fill out a graphic organizer for each text, noting its structure.
3. Compare and discuss how the structure affects the presentation of information.

### **Point of View Comparison**

Materials:

1. Copies of texts in different points of view (first-person, third-person)
2. Venn diagram

Directions:

1. Read texts written from different points of view.
2. Use a Venn diagram to compare and contrast the points of view.
3. Discuss how each point of view impacts the delivery of information and reader's understanding.

### **Figurative Language Finders**

Materials:

1. Texts with metaphors, similes, and idioms
2. Highlight markers

|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                            | <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Read the text and highlight examples of metaphors, similes, and idioms.</li> <li>2. Write explanations for each example, describing what it adds to the text.</li> <li>3. Share findings with the class and discuss the impact of figurative language on the text.</li> </ol> <p><b>Read Aloud Practice</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Grade-level poetry and prose</li> <li>2. Recording device (optional)</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Select a poem or prose passage to read aloud.</li> <li>2. Practice reading with appropriate expression and pace.</li> <li>3. Record the reading (if possible) and listen to evaluate accuracy and fluency.</li> </ol> |
|                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Writing Skills</b>                                                                                                                                                                                                                                                                                                      | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Writing Genre:</p> <p>Research</p> <p>Informative and Explanatory</p> <p>Routine Writing</p>                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Introduce a topic clearly</li> <li>• Compose a clear thesis statement</li> <li>• Group related information in paragraphs and sections</li> <li>• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> </ul> | <p><b>Topic Introduction Activity</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Sample introductions</li> <li>2. Introduction graphic organizer</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Review different ways topics are introduced in sample texts.</li> <li>2. Use the graphic organizer to outline an introduction for a given topic.</li> <li>3. Write your own introduction based on the organizer.</li> </ol>                                                                                                                                                                                                                                                                                                                                   |

- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information using words and phrases
- Use transitional words and phrases
- Select specific language and vocabulary to convey ideas and information
- Provide a conclusion related to the information or explanation presented
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools

### **Thesis Statement Development**

Materials:

1. Thesis statement examples
2. Thesis statement worksheet

Directions:

1. Examine examples of clear thesis statements.
2. Use the worksheet to craft a thesis statement for a topic provided.
3. Share your thesis statement with a peer and discuss.

Paragraph Grouping Exercise

Materials:

1. Sample text with mixed paragraphs
2. Paragraph grouping chart

Directions:

1. Read the sample text and identify the key ideas in each paragraph.
2. Use the chart to group related paragraphs into sections.
3. Discuss how grouping affects the organization of information.

### **Text Features Exploration**

Materials:

1. Informational texts with headings, illustrations, and multimedia

Directions:

1. Identify and analyze the text features used in different texts.
2. Create a poster that uses similar text features to present information on a chosen topic.
3. Present your poster to the class, explaining how each feature supports the information.

### **Information Selection and Development**

Materials:

1. Research topic worksheets
2. Various informational texts

Directions:

1. Choose a topic and use the worksheet to list and select relevant information from provided texts.

- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting
- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Research information from print and digital sources
- Integrate information from personal experience
- Take notes and organize their information into categories
- List the sources used
- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text

2. Write a paragraph that develops the topic using the selected information.
3. Share your paragraph with a peer and discuss the relevance of the information chosen.

### **Linking Ideas with Transitional Words**

Materials:

1. Sample paragraphs
2. List of transitional words

Directions:

1. Read sample paragraphs and identify the transitional words used.
2. Rewrite a paragraph from the sample text using different transitional words.
3. Compare the revised paragraph with the original to see how transitions affect coherence.

### **Vocabulary and Language Selection**

Materials:

1. Vocabulary list
2. Writing prompts

Directions:

1. Select vocabulary words from a list that best convey the ideas in your writing.
2. Write a paragraph using these vocabulary words to enhance your descriptions.
3. Review your paragraph for clarity and effectiveness in conveying ideas.

### **Conclusion Writing Practice**

Materials:

1. Sample conclusions
2. Conclusion template

Directions:

1. Examine different sample conclusions to see how they relate to the main points.
2. Use the template to write a conclusion for a given text or topic.

- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

3. Share your conclusion with a peer for feedback on how well it summarizes the content.

### **Revision and Editing Workshop**

Materials:

1. Drafts of student writing
2. Revision and editing checklist

Directions:

1. Review your draft using the checklist for revision and editing.
2. Make necessary changes to improve grammar, punctuation, and clarity.
3. Share the revised draft with a peer for additional feedback.

### **Graphic Organizer Utilization**

Materials:

1. Various graphic organizers (e.g., story frames, story mountains, story maps)

Directions:

1. Choose a graphic organizer that suits your writing task.
2. Fill out the organizer to plan and structure your writing.
3. Use the completed organizer to write a draft of your text.

### **Research Project**

Materials:

1. Research question worksheet, note-taking sheets, digital and print sources

Directions:

1. Develop a research question about a topic of interest.
2. Gather and organize information from multiple sources.
3. Write a research report integrating your findings and include a list of sources.

### **Integrating Personal Experience**

Materials:

1. Writing prompt sheet
2. Personal experience notes

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Use the writing prompt sheet to incorporate personal experiences into your writing.</li> <li>2. Write a paragraph or essay that includes relevant personal experiences.</li> <li>3. Share your work with the class and discuss how personal experiences enhance the writing.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Speaking and Listening Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Task type:<br/>Debates</p> <p>Present in small groups and to whole class</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> <li>• Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes</li> </ul> | <p><b>Topic Talk: Building on What We Know</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Whiteboard and markers</li> <li>2. Sticky notes</li> <li>3. Chart paper</li> </ol> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Divide students into small groups.</li> <li>2. Each group will use sticky notes to write down key points or ideas they remember about the topic.</li> <li>3. Groups will then discuss how these points connect to new information or ideas introduced in a new text or discussion.</li> <li>4. Each group creates a chart on chart paper showing how their prior knowledge connects to the new topic.</li> </ol> <p><b>Literature Circles: Deep Dive Discussions</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Copies of a selected grade-appropriate book</li> <li>2. Literature circle role sheets (e.g., Discussion Leader, Connector,</li> </ol> |

- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Summarizer, Questioner)

3. Sticky notes

Activity:

1. Organize students into small groups and assign each student a role for the discussion.
2. Each student reads a section of the book and uses sticky notes to mark interesting parts, questions, or connections.
3. In their literature circles, students take turns fulfilling their assigned roles, leading discussions, asking questions, and making connections to other texts or personal experiences.
4. Rotate roles in subsequent meetings to ensure all students experience different aspects of the discussion process.

### **Show and Tell: Enhancing Ideas with Multimedia**

Materials:

1. Computers or tablets
2. Audio recording apps
3. Presentation software (e.g., PowerPoint)
4. Visual aids (e.g., images, videos)

Activity:

1. Students choose a topic from a recent unit and create a multimedia presentation that includes an audio recording of their explanation and visual aids that support their main ideas.
2. Students work in pairs to create and rehearse their presentations.
3. Each pair presents their work to the class, using the multimedia elements to enhance their explanation of the topic.

### **Formal vs. Informal Speech: Role Play**

Materials:

1. Scenario cards
2. Role-play props (e.g., hats, costumes)
3. Chart paper

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| Language Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Identify words that are frequently confused when reading</li> <li>• Use frequently confused words correctly in writing</li> <li>• Spell grade-appropriate words correctly</li> <li>• Use references as needed to aid in spelling</li> <li>• Decipher the meanings of words and phrases by using sentence context</li> <li>• Determine the meaning of commonly used prefixes and suffixes</li> <li>• Separate a base word from the prefix or suffix</li> <li>• Use the definition of known prefixes and suffixes</li> </ul> | <p><b>Frequently Confused Words Identification</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. List of frequently confused words (e.g., their, there, they're)</li> <li>2. sentence strips</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Review the list of frequently confused words with examples.</li> <li>2. Read sentences from the sentence strips and identify the correct usage of the confused words.</li> <li>3. Discuss the choices with a partner and explain why each choice is correct or incorrect.</li> </ol> <p><b>Using Frequently Confused Words in Writing</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>1. Writing prompt sheet</li> <li>2. Frequently confused words list</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Choose a writing prompt from the sheet.</li> </ol> |

to define new words

- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify word
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

2. Write a short paragraph using at least three words from the frequently confused words list correctly.
3. Exchange paragraphs with a peer and check for correct usage, providing feedback.

### **Spelling Grade-Appropriate Words**

Materials:

1. Spelling list
2. Spelling workbook

Directions:

1. Review the spelling list of grade-appropriate words.
2. Complete exercises in the workbook, focusing on spelling accuracy.
3. Use a dictionary or digital tool to check any uncertain spellings.

### **Using References for Spelling**

Materials:

1. Dictionaries (print and digital)
2. Spelling reference sheets

Directions:

1. Select a list of challenging words.
2. Use the dictionary or digital tool to find the correct spelling.
3. Write sentences using these words and verify the spelling with references.

### **Context Clues Activity**

Materials:

1. Text excerpts with unfamiliar words
2. Context clues worksheet

Directions:

1. Read the text excerpts and underline unfamiliar words.
2. Use context clues in the sentences to determine the meaning of these words.
3. Write down the inferred meanings and check with a dictionary.

### **Prefixes and Suffixes Identification**

Materials:

1. Prefixes and suffixes chart
2. Word list with affixes

Directions:

1. Review the chart of common prefixes and suffixes.
2. Separate base words from prefixes and suffixes in a provided word list.
3. Use the definitions of prefixes and suffixes to define the new words.

### **Root Words and New Words**

Materials:

1. Root word list
2. Worksheet with unfamiliar words

Directions:

1. Identify root words in unfamiliar words on the worksheet.
2. Use the root words to infer the meanings of the unfamiliar words.
3. Write sentences using the new words and their inferred meanings.

### **Glossary and Dictionary Exploration**

Materials:

1. Glossaries and dictionaries (print and digital)
2. Glossary/dictionary exploration guide

Directions:

1. Explore the structure and purpose of glossaries and dictionaries using the guide.
2. Use both print and digital versions to look up definitions of specific words.
3. Compare the entries in both formats and discuss the differences.

### **Vocabulary Fluency in Discussion**

Materials:

1. Vocabulary list
2. Discussion prompts

Directions:

1. Review the vocabulary list relevant to academic or domain-specific topics.
2. Use the words from the list in discussions based on the provided

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|  | <p>prompts.</p> <ol style="list-style-type: none"> <li>Practice using the vocabulary fluently in conversations with peers.</li> </ol> <p><b>Choosing Accurate Words</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>Word choice exercises</li> <li>Descriptive writing prompts</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>Complete exercises that require selecting the most accurate word from given options.</li> <li>Write a descriptive paragraph using precise language to describe actions, emotions, or states of being.</li> <li>Share with a partner and discuss the effectiveness of the word choices.</li> </ol> <p><b>Using Synonyms and Antonyms</b></p> <p>Materials:</p> <ol style="list-style-type: none"> <li>Synonyms and antonyms list</li> <li>Sentence creation worksheet</li> </ol> <p>Directions:</p> <ol style="list-style-type: none"> <li>Review the list of synonyms and antonyms.</li> <li>Complete sentences by choosing appropriate synonyms or antonyms to broaden vocabulary.</li> <li>Write a short story using several synonyms and antonyms from the list.</li> </ol> |
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| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li><b>Textual Evidence Scavenger Hunt</b> <ul style="list-style-type: none"> <li>Students identify and highlight textual evidence to support claims or inferences.</li> </ul> </li> <li><b>Summary Sentence Practice</b> <ul style="list-style-type: none"> <li>Students write and compare summary sentences to capture the main idea or theme of a passage.</li> </ul> </li> <li><b>Poetry and Prose Comparison Chart</b> <ul style="list-style-type: none"> <li>Students use a graphic organizer to compare and contrast the structural elements of poetry and prose.</li> </ul> </li> </ul> |  |

- **Point of View Discussion**
  - Students discuss how different points of view affect a story and share their insights with peers.
- **Phonics and Word Analysis Quiz**
  - Students complete a quiz on decoding multisyllabic words and applying phonics rules.
- **Writing Process Peer Review**
  - Students provide feedback on each other's drafts using a peer review checklist and make revisions.
- **Collaborative Discussions**
  - Students engage in group discussions, practicing active listening and discussion roles.

### Summative Assessments

- **Literary Analysis Essay**
  - Students write an essay analyzing characters, themes, and point of view in a literary text.
- **Informational Text Report**
  - Students write a report summarizing key points and explaining the author's purpose of an informational text.
- **Poetry, Drama, and Prose Comparison Presentation**
  - Students create a presentation comparing the structures and elements of poetry, drama, and prose.
- **Point of View Comparative Essay**
  - Students write an essay comparing the point of view in two different texts, noting similarities and differences.
- **Fluency and Expression Reading Assessment**
  - Students read passages aloud, assessed on their accuracy, rate, and expression.
- **Multi-Paragraph Informative Essay**
  - Students write a clear, organized informative essay on a chosen topic, using appropriate text features.
- **Research Project Presentation**
  - Students present their research findings, summarizing their results and using visual aids and technology.

### Resources

#### Mentor Texts

*The Tale of Despereaux* by Kate DiCamillo - For exploring themes and figurative language.

*George Washington Carver: From Slave to Scientist* by Janet B. Pascal - For summarizing informational text and explaining the author's purpose.

*The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce -

#### Reading

- [North Carolina-4th Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Point of View Video](#)
- [Main Idea Practice](#)

For introducing topics clearly and using text features effectively.

*National Geographic Kids: Animals* series - For selecting and developing information with clear paragraphs and sections.

*Charlotte's Web* by E.B. White - For understanding character actions and developing thesis statements.

*Diary of a Wimpy Kid* by Jeff Kinney - For linking ideas with transitional words and revising writing.

*Magic Tree House Fact Tracker: Ancient Greece and the Olympics* by Mary Pope Osborne and Natalie Pope Boyce - For researching and integrating information from multiple sources.

*The One and Only Ivan* by Katherine Applegate - For exploring personal experiences and developing clear, understandable writing.

*Harry Potter and the Sorcerer's Stone* by J.K. Rowling - For understanding vocabulary and word meanings in context.

*National Geographic Kids: Animal Encyclopedia* by Lucy Spelman - For understanding the use of glossaries and dictionaries.

*Where the Red Fern Grows* by Wilson Rawls - For examining the use of accurate vocabulary and descriptive language.

- [Inference Practice](#)
- [Read Aloud Strategy](#)
- [Circle Plot Diagram](#)
- [Fluency Packet](#)
- [Flocabulary](#)
- [Context Clues](#)
- [Word Usage](#)
- [Grammar and Usage](#)
- [Spelling practice](#)
- [Various ELA Practices](#)
- [Word Relationships](#)

#### Writing/Language

- [Brainstorm before Writing](#)
- [Conferencing Video](#)
- [Narrative Lessons](#)
- [Compare/Contrast Map](#)
- [Essay Map](#)
- [Implementing the Writing Process](#)
- [Mini Lessons](#)

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|  | <ul style="list-style-type: none"> <li>• <a href="#">Writing Samples</a></li> <li>• Graphic Organizers</li> <li>• <a href="#">Grammar Practice</a></li> <li>• More Grammar Practice</li> </ul> <p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• <a href="#">Collaborative Discussions Video</a></li> <li>• <a href="#">Notes for Discussions Video</a> • <a href="#">Text Talk Time</a></li> <li>• <a href="#">Literature Circles</a></li> <li>• <a href="#">Speaking and Listening Rubric</a> • <a href="#">In Character Presentation</a> •</li> <li><a href="#">Crafting a Persuasive Speech</a> • <a href="#">New Report</a></li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• <a href="#">Current Event Lessons</a></li> <li>• <a href="#">Smithsonian Tween Tribune</a> • <a href="#">Newsela Critical Thinking Handbook</a></li> <li>• <a href="#">Critical Thinking Lessons in Literacy</a></li> <li>• <a href="#">Whole Brain Teaching Video</a></li> <li>• <a href="#">Critical Thinking Lesson Plans</a></li> </ul> |
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| <b>Support/Accommodations for Students with IEPs</b><br>-Follow all IEP modifications<br>-Work in a small group | <b>Support/Accommodations for Students with 504 Plans</b><br>-Follow all the 504 plan modifications<br>-Text to speech/audio recorded selections |
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| <ul style="list-style-type: none"> <li>-Solidify and refine concepts through repetition</li> <li>-Allow answers to be given orally or dictated</li> <li>-Use multi-sensory teaching approaches</li> <li>-Utilize assistive technology and materials</li> <li>-Use large print books, Braille, or books on CD (digital text)</li> <li>-Guided notes and/or scaffold outline for written assignments</li> <li>-Introduce key vocabulary before lesson</li> <li>-Work in a small group</li> <li>-Lesson taught again using a differentiated approach</li> <li>-Allow answers to be given orally or dictated</li> <li>-Use visuals / Anchor Charts</li> <li>-Leveled texts according to ability</li> </ul>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>-Amplification system as needed</li> <li>-Leveled texts according to ability</li> <li>-Fine motor skill stations embedded in rotation as needed</li> <li>-Modified or constrained spelling word lists</li> <li>-Provide anchor charts with high frequency words and phonemic patterns</li> <li>-Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> </ul>                                                                                                                                   |
| <p><b>Support/Accommodations for Multilingual Learners</b></p> <ul style="list-style-type: none"> <li>-Work toward longer passages as skills in English increase</li> <li>-Use visuals</li> <li>-Introduce/highlight key vocabulary before lesson</li> <li>-Teacher models reading aloud daily</li> <li>-Provide peer tutoring</li> <li>-Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers</li> <li>-Guided notes and/or scaffold outline for written assignments</li> <li>-Provide students with English Learner leveled readers</li> <li>-Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and</li> <li>-Descriptor Name Charts</li> <li>-Allow extra time to complete assignments or tests</li> <li>-Guided notes and/or scaffold outline for written assignments</li> </ul> | <p><b>Support/Accommodations for Gifted Students</b></p> <ul style="list-style-type: none"> <li>-Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>-Organize and offer flexible small group learning activities</li> <li>-Provide whole group enrichment explorations</li> <li>-Teach cognitive and methodological skills</li> <li>-Use center, stations, or contracts</li> <li>-Organize integrated problem-solving simulations</li> <li>-Propose interest-based extension activities</li> <li>-Expose students to beyond level texts</li> </ul> |

Prepared by Julie Lang, MA

## References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts.  
<https://www.nj.gov/education/standards/ela/Index.shtml>