



Stafford Township School District

English Language Arts Curriculum Grade 4 Reading

Adopted: 08/17/2017

Updated: 01/06/2020, 09/12/2022 (revised 2020 NJSL Interdisciplinary Standards)

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Unit 1: Launching	Duration: 40 Days (September-October)
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	

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.

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

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

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Computer Science & Design Thinking (Technology)

8.1 Computer Science

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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

<p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p>	
<p>Essential Understandings</p> <ul style="list-style-type: none"> • Readers implement strategies and set goals that are constantly changing. • Everyone reads books of their choice at the appropriate level. • Readers exhibit good reading behaviors within the classroom and while reading independently. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What strategies do readers use? • What goals do I have to become a stronger reader? • How do I select my “just right” book? • How do readers develop a love for reading?
<p>Evidence of Student Learning</p>	
<p>Performance Tasks</p> <ul style="list-style-type: none"> • Create a flyer or poster for a third-grade classroom library, to show how to choose a “just right” book, using tips and colorful images. • Pretend you are a published author of a book. Design a blog to share your passions, interests, and love of different genres/book series to encourage peers to develop the same love of reading. • Pretend you are presenting in a reading class and role play how to “turn and talk” with a partner 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Classroom Observation • Listening in on student conversations • Anecdotal records • Student Performance Checklist • Reader’s Responses in Reader’s notebooks • Think-Pair-Share • Stop and Jot Post-it notes • Readworks.org articles • Reading A to Z articles • Newsela.com • Graphic Organizers <p>Summative</p> <ul style="list-style-type: none"> • Schoolwide Summative Assessment • Student Performance Checklist • Reader’s Notebook Rubric • Reader’s Response Rubric • Multiple Choice Reading Quizzes/Tests • Vocabulary assessments • Short constructed reading response assessment

	<ul style="list-style-type: none"> ● Extended reading response to reading <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● Achieve 3000 Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Develop an understanding of themselves as readers ● Learn to self-select appropriate texts ● Set goals for themselves as readers. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● discuss how reading workshop is a time for them to learn and grow as readers

- Learn the expectations and routines for actively participating in a reading community.
- Learn how to engage effectively in a range of collaborative discussions
- Learn how to follow agreed-upon rules for discussions
- Present their ideas about a topic or text using relevant facts and details to support their points
- Learn how to ask and answer questions to clarify understanding of a topic under discussion
- Recognize the differences among books that entertain, inform, and persuade
- Develop habits of mind for engaging with a variety of complex texts
- Apply self-monitoring skills
- Determine the meaning of challenging vocabulary words and phrases in a text
- Ask and answer questions to demonstrate understanding of a text
- Refer to details and examples in a text to determine a theme and or inferences from a text.

- make connections to texts through their personal and reading community experiences and how this will deepen their understanding and ability to talk about the texts they read
- select appropriate texts for independent reading and monitor for understanding and enjoyment
- “stop and jot” to activate their schema, generate questions, and highlight important information, to notate their thinking in preparation for discussions
- monitor for meaning at text, paragraph, and word level and to use “fix-up” strategies when meaning breaks down
- engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation
- establish a Reading Notebook and to notate and reference their thinking about texts
- infer themes in fiction texts and provide specific evidence from the text to support their points when engaged in conversations
- reflect upon their reading habits to improve their reading
- infer key ideas in texts and discuss with members in their reading communities
- learn strategies for purposeful talk in partnerships create mental images based upon the descriptions in the text in order to enhance their understanding and recall important events
- learn how to utilize story elements and writer’s craft techniques to deepen understanding of citation texts
- learn how to infer or draw conclusions about big ideas or themes in poems

	<ul style="list-style-type: none"> learn how to use nonfiction text features to determine what is important and identify key ideas
Literature	
<p><i>Launching Reading Unit</i> by Schoolwide Fundamentals, 2013 <i>The Library of My Dream</i> by E.D Woodworth <i>What a Pro Knows: Bubble Science</i> by Carly Schuna <i>Tomas and the Library Lady</i></p>	
Instructional Plan	
Suggested Activities	Resources
Students will discuss roles and responsibilities of reading workshop. Take a tour of the classroom library. Establish special places to read independently.	Anchor chart, student reading notebooks, <i>The Library of My Dream</i> by E.D Woodworth, and appendix, "What Do I Include in My Reading Notebook?"
Students will create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article to reinforce inferencing skills.	<i>What a Pro Knows: Bubble Science</i> by Carly Schuna, Appendix 1 "Discussing our Reading", Appendix 2 "Comprehension Strategy", reader's notebook, student performance checklist for conferencing, create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article
Students will work collaboratively to create class anchor charts highlighting important reading strategies students will be utilizing during reading workshop. Initial strategies are: Stop and Think, Turn and Talk, Stop and Jot, etc. These charts will be updated as strategies are taught.	Mentor text, <i>Tomas and the Library Lady</i> , student performance checklist for conferencing, Appendix 1, "Examining My Reading Habits: Setting Goals", Appendix 2, "My Reading Goals", Appendix 3 "My Reading Life at Home", reader's notebook, anchor charts
Students will work collaboratively to create a class bulletin board of the reading comprehension skills: text and genre features/structures, use schema, make connections, question, visualize, make inferences, make predictions, determine importance, synthesize, monitor and repair meaning, and vocabulary and word meaning.	Anchor charts, markers, reader's notebooks

<p>Students will mark pages in mentor text or independent text to focus on character development. They will then create or sketch a visual representation in their reader's notebook of their main character.</p>	<p>Mentor texts, independent texts, reader's notebook, colored pencils</p>
<p>Websites</p>	
<p>This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.</p>	<p>www.readworks.org/books/passages/paired-passages</p>
<p>Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.</p>	<p>www.flocabulary.com</p>
<p>Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.</p>	<p>www.achieve3000.com</p>
<p>Accommodations & Modifications</p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Summarize as you go ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Activate schema ● Highlight key words 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Students design questions ● Choice Board to extend learning ● Expand their reading book shelf (variety of genre) ● Reader Response Extension 	

<p>Basic Skills</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Summarize as you go ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Activate schema ● Highlight key words
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Summarize as you go ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Activate schema ● Highlight key words
<p>Students with IEPs</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features ● Read aloud texts above their independent reading levels ● Allow answers to be given orally or dictated ● Use large print books, Braille, or books on CD (digital text) ● Follow all IEP modifications
<p>Students with 504 plans</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group

- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 plan modifications

Students at Risk for Failure

- Differentiated instruction/Tiered instruction
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating

Unit 2: Nonfiction	Duration: 35 Days (November – January)
Standards	
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
<u>Interdisciplinary Connections</u>	
<p>Social Studies Standards</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Interdisciplinary Connections

Science Standards

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Computer Science & Design Thinking (Technology)

8.1 Computer Science

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.

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9.4 Life Literacies and Key Skills

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Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

<p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p>	
<p>Essential Understandings</p> <ul style="list-style-type: none"> ● Students understand that text structure will deepen their understanding of content. ● Students understand that text features are additional information to broaden their understanding of the subject. ● Students understand that reasons and evidence are essential to support an author’s point of view. ● Students understand that separating the main idea from supporting details is a necessary skill when giving a summary of the text. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How does understanding a text’s structure help me better understand its meaning? ● How do visual text features help readers gain information they read? ● How can readers use inductive reasoning to determine the author’s purpose? ● How can determining importance and summarizing help me better comprehend texts?
<p>Evidence of Student Learning</p>	
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Students will create a nonfiction slideshow in Google Slides using visual text features, based on student topic ● Students will create a brochure using multimedia and common text features and text structures ● Students will write a proposal for a photographer summarizing why their new nonfiction topic should be accepted for a National Geographic article. Students will include the important key ideas and details of their topic in their summary. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Conferencing ● Classwork (stop and jots, handouts, graphic organizer) ● Classroom Observation ● Listening in on student conversations ● Anecdotal records ● Student Performance Checklist ● Reader’s Responses in Reader’s notebooks ● Think-Pair-Share ● Stop and Jot Post-it notes ● Readworks.org articles ● Reading A to Z articles ● Graphic Organizers <p>Summative</p>

- Schoolwide Summative Assessment
- Student Performance Checklist
- Reader's Notebook Rubric
- Reader's Response Rubric
- Multiple Choice Reading Quizzes/Tests
- Vocabulary assessments
- Short constructed reading response assessment

Benchmark

- DRA2
- Achieve 3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud
- Alternative Summative Assessment
- Reading A-Z Guided Level Assessments
- Drawing a Picture to Show Comprehension with Verbal Explanation
- Modified District Benchmark
- ReadWorks.org Reading Level Appropriate Comprehension Quiz
- Teacher Created/Modified Vocabulary Assessments

Knowledge and Skills

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read a variety of types of nonfiction, including reference, literary nonfiction, and biography ● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension ● Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading ● Use textual evidence to support thinking about nonfiction reading in both conversation and writing ● Infer an author's purpose or viewpoint ● Summarize and synthesize information to determine important ideas ● Analyze the impact of the author's language choices on the meaning and tone of the text ● Analyze and evaluate arguments presented in nonfiction texts ● Synthesize and compare information across texts and in various formats ● Determine and pursue meaningful goals for enhancing the reading of nonfiction 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Learn about the fiction genre and explore several types of fiction texts, including traditional literature and realistic fiction ● Read a variety of nonfiction texts ● Use knowledge of genre, text structure, and text features to support understanding ● Utilize comprehension strategies ● Develop unfamiliar vocabulary to deepen understanding ● Provide textual evidence to support thinking ● Infer an author's purpose ● Summarize and synthesize main ideas ● Analyze and evaluate arguments presented in nonfiction texts ● Synthesize and compare information across various formats of text
<p>Literature</p> <p><i>Let's Take A Whitehouse Tour</i> by John Riley <i>Looking Ahead</i> by Kathiann Kowalski <i>Rosa Refuses</i> by Ruth Spencer Johnson</p>	
<p>Instructional Plan</p>	
Suggested Activities	Resources
<p>Students will create an "I Have, Who Has" game to determine the meaning of general academic and domain-specific words or phrases.</p>	<p>Index cards, markers</p>

Students will work in groups to identify and interpret nonfiction text features in Scholastic News by completing a graphic organizer for text features.	Nonfiction text features graphic organizer
Students will participate in a nonfiction scavenger hunt throughout the classroom to identify nonfiction text features and structures.	Classroom library, magazines, reference books
Students will compare and contrast a historical event to grasp the difference between firsthand and secondhand accounts using multimedia.	Multimedia, Venn Diagram

Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com

Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features ● Activate schema ● Highlight key words 	

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice Board to extend learning
- Expand their reading book shelf (variety of genre)
- Reader Response Extension

Basic Skills

- Accountable talk stems
- Chunk text
- Preview lesson
- Provide extra time
- Pre-teach vocabulary
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Use visuals and gestures
- Build background knowledge
- Activate schema
- Highlight key words

Economically Disadvantaged

- Accountable talk stems
- Chunk text
- Preview lesson
- Provide extra time
- Pre-teach vocabulary
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Use visuals and gestures
- Build background knowledge
- Activate schema
- Highlight key words

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 plan modifications

Students at Risk for Failure

- Differentiated instruction/Tiered instruction
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating

Unit 3: Fiction	Duration: 55 Days (February – April)
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	
<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	
<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	
<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	
<p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	
<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	
<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>	
<u>Interdisciplinary Connections</u>	
Visual and Performing Arts Standards	
<p>Anchor Standard 1 Conceptualizing and generating ideas.</p>	
<p>Anchor Standard 2 Organizing and developing ideas.</p>	
<p>Anchor Standard 3 Refining and completing products.</p>	
<p>Anchor Standard 4 Developing and refining techniques and models or steps needed to create products.</p>	

Anchor Standard 5 Selecting, analyzing and interpreting work.

Anchor Standard 6 Conveying meaning through art.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Computer Science & Design Thinking (Technology)

8.1 Computer Science

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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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

8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Essential Understandings

- Students understand that extensive details are necessary to make an accurate depiction of a character, setting, and plot.
- Students understand that recognizing the theme is important to comprehending what is read.

Essential Questions

- How does text evidence help the reader describe the characters, setting or events?
- Why is the theme important to the meaning of the text?
- What do we learn about a specific culture by reading their traditional literature?

<ul style="list-style-type: none"> • Students understand that reading traditional literature will deepen their cultural understanding. 	
Evidence of Student Learning	
<p>Performance Tasks</p> <ul style="list-style-type: none"> • Pretend you are a writer for a magazine that will go out to third grade classrooms. The magazine is teaching others about the fiction genre and its components. Each student will write an article that depicts an element or concept of the fiction genre to create a “classroom magazine”. Include factual information and text exam • Students will create a book review on google docs that shows their understanding of fiction elements including character traits, problem/solution, theme, etc. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Conferencing • Classwork (stop and jots, handouts, graphic organizer) • Classroom Observation • Listening in on student conversations • Anecdotal records • Student Performance Checklist • Reader’s Responses in Reader’s notebooks • Think-Pair-Share • Stop and Jot Post-it notes • Readworks.org articles • Reading A to Z articles • Newsela.com • Graphic Organizers <p>Summative</p> <ul style="list-style-type: none"> • Student Performance Checklist • Reader’s Notebook Rubric • Reader’s Response Rubric • Multiple Choice Reading Quizzes/Tests • Vocabulary assessments • Short constructed reading response assessment <p>Benchmark</p> <ul style="list-style-type: none"> • DRA2 • Achieve 3000 Assessment <p>Alternative</p> <ul style="list-style-type: none"> • LLI Reading Records and Comprehension Questions • LLI Written Comprehension Responses

	<ul style="list-style-type: none"> ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud ● Alternative Summative Assessment ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Modified District Benchmark ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Recognize different types and structures of fiction (fantasy, traditional, tales, and realistic) ● Identify common story elements, narrative structure, and key details in fiction texts (characters, setting, plot, conflict, and resolution) ● Understand the narrative, chronological structure of fiction (beginning, middle, and end) ● Understand how to read a dramatic play differently from a narrative fiction text ● Retell stories using story structure elements and key details and determine their central message or theme ● Compare and contrast two or more versions of the same story, 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Schoolwide's Summative Assessment ● Recognize and understand that within the fiction genre there are several types of fiction texts including realistic fiction, fantasy, and traditional literature ● Understand that fiction has a specific structure with a beginning, middle, and end ● Identify common story elements such as characters, settings, plot, conflict, and resolution ● Compare and contrast two or more versions of the same story ● Make connections with various texts ● Ask questions to help clarify thinking

<ul style="list-style-type: none"> ● Use comprehension strategies: activating schema, make predictions, making connections, inferencing, asking questions ● Understand differences in the points of view of characters ● Distinguish between external and internal conflicts in fiction and how these affect the resolution of the plot ● Use literary language to create mental images or visualize what is taking place in a text ● Determine the meaning of nonliteral or figurative language as it is used in a text 	<ul style="list-style-type: none"> ● Distinguish between internal and external conflicts in fiction ● Determine the meaning of nonliteral or figurative language as it is used in a text ● Identify the author's tone and their emotional response to a text
<p>Literature</p> <p><i>2030: A Day in the Life of Tomorrow's Kids</i> by Amy Zuckerman <i>The Contest: Everest #1</i> by Gordon Korman <i>The Cricket in Time Square</i> by George Selden</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Students will compare and contrast and reflect on the morals or lessons learned from two tales from two different countries to identify the difference between first and third person narration.</p>	<p>Venn Diagram, various texts</p>
<p>Students will read or act out a dramatic play as a way to demonstrate the difference between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p>	<p>Variety of short plays</p>
<p>Students will create a high level descriptive word wall to support character traits to be able to differentiate between internal and external character traits.</p>	<p>Various texts</p>
<p>Students will write a reader's response to connect the theme to other texts they're reading.</p>	<p>Self-selected texts</p>

Students will research specific cultures related to the text they've read and create a list of characteristics of the specific cultures.	Various texts; Chromebooks
Students will create a story element/vocabulary quiz for other peers to identify vocabulary and story elements from their fiction unit	Various texts; story element graphic organizer
Students will create alternative titles for text they are reading, based on the theme of the story, drama or poem from details within the text as a way to show the main idea.	Self-selected texts, reader's notebooks
Students will highlight quotes, proverbs, or figurative language to make relevant connections when explaining the text and drawing inferences from the text.	Short shared texts, student self-selected texts
Students will participate in reading reader's theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the stage directions, theatrical elements, and story construction/plot. Students will use active listening skills, expression, and movement to act out the performance. Students will discuss how these elements of acting out the script with theatrical elements help to set the scene.	Schoolwide Reader's Theater Scripts https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com

Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Summarize as you go ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Activate schema ● Highlight key words 	
<p>Gifted & Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Students design questions ● Choice Board to extend learning ● Expand their reading book shelf (variety of genre) ● Reader Response Extension 	
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Summarize as you go ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Activate schema ● Highlight key words 	

<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Summarize as you go ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Activate schema ● Highlight key words
<p>Students with IEPs</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features ● Read aloud texts above their independent reading levels ● Allow answers to be given orally or dictated ● Use large print books, Braille, or books on CD (digital text) ● Follow all IEP modifications
<p>Students with 504 plans</p> <ul style="list-style-type: none"> ● Allow extra time to complete assignments or tests ● Work in a small group ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features ● Read aloud texts above their independent reading levels ● Allow answers to be given orally or dictated ● Use large print books, Braille, or books on CD (digital text) ● Follow all 504 plan modifications
<p>Students at Risk for Failure</p> <ul style="list-style-type: none"> ● Differentiated instruction/Tiered instruction ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce key vocabulary before lesson ● Teacher reads aloud daily

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating

Unit 4: Roles of Plants and Animals in Ecosystems	Duration: 35 days (May-June)
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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

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

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.

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

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

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. 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.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Interdisciplinary Connections

Science Standards

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Computer Science & Design Thinking (Technology)

8.1 Computer Science

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.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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8.2 Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.	
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Students will learn how to gain information from visual representation of science concepts. ● Students will learn how to use domain-specific vocabulary words to develop a deep understanding of scientific terms. ● Students will identify the steps of the scientific process to comprehend text. 	<ul style="list-style-type: none"> ● How do text features help readers' support their understanding of complex science concepts and information? ● How does domain-specific vocabulary deepen the understanding of the concepts? ● How do readers effectively use strategies to analyze scientific text?
Evidence of Student Learning	
Performance Tasks	Other Assessments
<ul style="list-style-type: none"> ● After reading nonfiction science texts on ecosystems, students can create a book with diagrams, drawings, and pictures to present to peers, parents, and community. ● Students will create a Google Slideshow to summarize their key ideas and findings on their topic, while using nonfiction features. ● Students will write a feature article to persuade their audience an opinion, from their research and observations of a topic. 	<p>Formative</p> <ul style="list-style-type: none"> ● Conferencing ● Classwork (stop and jots, handouts, graphic organizer) ● Classroom Observation ● Listening in on student conversations ● Anecdotal records ● Student Performance Checklist ● Reader's Responses in Reader's notebooks ● Think-Pair-Share ● Stop and Jot Post-it notes ● Readworks.org articles ● Reading A to Z articles ● Graphic Organizers <p>Summative</p> <ul style="list-style-type: none"> ● Schoolwide's Summative Assessment ● Student Performance Checklist ● Reader's Notebook Rubric ● Reader's Response Rubric

	<ul style="list-style-type: none"> ● Multiple Choice Reading Quizzes/Tests ● Vocabulary assessments ● Short constructed reading response assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● DRA2 ● Achieve 3000 Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension ● Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud ● Alternative Summative Assessment ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● Modified District Benchmark ● Science A-Z Assessments ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<i>Students will...</i>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Read a variety of types of content area text

- Read a variety of types of content area texts, including nonfiction (reference and literary nonfiction), fiction, and poetry books and articles (articles describing science investigations, as well as instructions for how to create a science tool or conduct an experiment)
- Use knowledge of genre, text structure, and text features to support understanding
- Use comprehension strategies before, during, and after reading to monitor and deepen comprehension
- Employ a repertoire of strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing
- Learn strategies for making connections among science terms to deepen understanding of key science concepts
- Use textual evidence to support thinking about reading in both conversation and writing
- Infer an author's or scientist's purpose or viewpoint
- Determine important details in texts to summarize and notate key ideas
- Determine and analyze cause and effect relationships and similarities and differences
- Observe their surroundings carefully, raise questions, and seek answers to questions by researching texts and/or conducting first hand investigations
- Obtain, evaluate, and communicate information
- Analyze and interpret data
- Summarize and share findings about patterns in the natural world
- Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams, and data charts)
- Communicate during content understanding both orally and in writing
- Write informative/ explanatory texts about their topic of study while researching and using facts develop their points

- Use knowledge of genre, text structure, and text features to support understanding
- Use comprehension strategies to monitor and deepen understanding
- Develop unfamiliar vocabulary to deepen understanding
- Learn strategies for making connections among science terms
- Use textual evidence to support thinking about reading
- Infer an author's or scientist's purpose or viewpoint
- Summarize important details in text
- Analyze cause and effect relationships and similarities and differences
- Obtain, evaluate, and communicate information
- Analyze and interpret data
- Synthesize information across texts, visuals, illustrations, photographs, models, diagrams, and charts
- Write informative and explanatory texts about topics of study
- Write opinions in the form of a feature article providing evidence to support their point of view

<ul style="list-style-type: none"> Write opinions in the form of a feature article, focusing on discipline-specific content and supporting their point of view with evidence 	
Literature	
<i>Food Chains and You</i> by Kalman <i>Pass the Energy, Please</i> by McKinney <i>What is a Top Predator?</i> by Kalman	
Instructional Plan	
Suggested Activities	Resources
Students will utilize the National Geographic website or Science A to Z to interpret information visually, orally, or quantitatively to explain how the information contributes to an understanding of nonfiction science text.	Nonfiction science texts, reference materials, articles, mentor texts, presentation materials, National Geographic website, Science A to Z
Students will construct and conduct their own experiments with ecosystems.	Sample ecosystems, mentor texts
Students will create a virtual ecosystem to investigate different species and environments to review the meaning of a domain-specific words in nonfiction texts.	The Concord Consortium (www.schoolwide.com)
Students will create a food chain or food web using Google Slides to interpret information presented visually.	Google Slides
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	

<p>English Language Learners</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features ● Activate schema ● Highlight key words
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Students design questions ● Choice Board to extend learning ● Expand their reading book shelf (variety of genre) ● Reader Response Extension
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features ● Activate schema ● Highlight key words
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Accountable talk stems ● Chunk text ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Build background knowledge on nonfiction topics

- Use anchor charts as reminders of text structures and text features
- Activate schema
- Highlight key words

Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 plans

- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 plan modifications

Students at Risk for Failure

- Differentiated instruction/Tiered instruction
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating