



# Stafford Township School District

## English Language Arts Curriculum Grade 4 Writing

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.

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| <b>Unit 1: How Writers Work</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Duration:</b> 40 days (September-October) |
| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                              |
| <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Provide reasons that are supported by facts from texts and/or other sources.</li> <li>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>D. Provide a conclusion related to the opinion presented.</li> </ul> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Provide a conclusion related to the information or explanation presented.</li> </ul> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>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.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |                                              |

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.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
- B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- 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.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- 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 keywords and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

### 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.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

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).

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| <p>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>● Students learn reasons why writers write.</li> <li>● Students learn about a number of authors, looking at where, what, why and how they write.</li> <li>● Students understand that writing is a process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>                                                                                                                          | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why do writers write?</li> <li>● How will studying mentor texts improve my writing?</li> <li>● How do the steps in the writing process lead to better quality writing?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Evidence of Student Learning</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>● Students role play correct turn and talk procedures with peers.</li> <li>● Students will personalize writing notebook to inspire the writing process throughout the year.</li> <li>● Students will create an anchor chart to list the reasons why writers write.</li> </ul>                                                                                                                                               | <p><b>Other Assessments</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Stop &amp; Jot</li> <li>● Turn &amp; Talk</li> <li>● Benchmark</li> <li>● Rubrics</li> <li>● Student Performance Checklist</li> <li>● My Writing Interest Interview</li> <li>● Graphic Organizers</li> <li>● Quick writes</li> <li>● Teacher Observation</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Monthly Times Writing Task</li> <li>● Open Ended Questions</li> <li>● Cooperative Learning Groups</li> <li>● Class Discussions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Published Piece</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>● Achieve 3000</li> <li>● Student Performance Checklist</li> <li>● District Writing Task</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul> |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Content:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Build knowledge of various topics, genres, authors, and purposes for writing</li> <li>● Read like writers and write everyday</li> <li>● Engage in daily discussions about text and read what they write</li> <li>● Write in writing notebook while considering the text type and purpose</li> <li>● Write about different ideas</li> <li>● Use primary and secondary sources to gather information and collect their ideas</li> </ul> | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Preview mentor texts and think about the writer behind the words</li> <li>● Discuss key ideas to understand how writers work</li> <li>● Observe and listen to the world and record what they see, hear, and feel</li> <li>● Learn to “read like writers”</li> <li>● Identify small moments and experiences in their life and write about their memories</li> <li>● Use strategies to “write small”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <ul style="list-style-type: none"> <li>● Become immersed in their ideas and topics as they read, research, discuss, and write</li> <li>● Draft, revise, edit, and publish their writing</li> <li>● Reflect on their writing</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>● Choose a topic keeping their audience and purpose in mind</li> <li>● Organize their writing in a chronological structure</li> <li>● Add dialogue and internal thinking to their writing</li> <li>● Reflect on their writing</li> </ul> |
| <b>Literature</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                 |
| <p><i>My Teacher Flunked the Planet</i> by Coville<br/> <i>On My Honor</i> by Bauer<br/> <i>The Toothpaste Millionaire</i> by Merrill</p>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                 |
| <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                 |
| <b>Suggested Activities</b>                                                                                                                                                                                                                                                                                     | <b>Resources</b>                                                                                                                                                                                                                                                                |
| Students will participate in a scavenger hunt to find materials and areas of the classroom to understand routines and procedures for writer's workshop.                                                                                                                                                         | Organized classroom library, anchor charts hung around room                                                                                                                                                                                                                     |
| Students will create their own personalized writer's notebook that displays ideas and interests of the writer.                                                                                                                                                                                                  | Writer's notebook, artifacts                                                                                                                                                                                                                                                    |
| Students will listen to mentor texts and make craft and inspiration chart for each author. Students will make connections to the author's life and ideas.                                                                                                                                                       | Mentor texts, chart paper, markers                                                                                                                                                                                                                                              |
| Revise and edit work for conventions using an editing checklist to prepare final copies of narrative writing.                                                                                                                                                                                                   | Colored pens, student drafts, spelling resources, Appendix "CUPS: Editing Checklist", student draft with convention errors (ask permission first)                                                                                                                               |
| <b>Accommodations &amp; Modifications</b>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                 |
| <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Personalize notebooks</li> <li>● Vocabulary activities</li> <li>● Model thinking</li> <li>● Model reading narrative aloud to small group</li> <li>● Establish purpose for listening</li> <li>● Vocabulary word webs</li> </ul> |                                                                                                                                                                                                                                                                                 |
| <p><b>Gifted &amp; Talented</b></p> <ul style="list-style-type: none"> <li>● Create a memory box of artifacts</li> <li>● Meet with partner to discuss ideas and reflect on their writing</li> <li>● Peer assistance</li> </ul>                                                                                  |                                                                                                                                                                                                                                                                                 |

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| <p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Use graphic organizers</li> <li>● Vocabulary word webs</li> <li>● Chunk information</li> <li>● Peer assistance</li> <li>● Model reading narrative aloud to small group</li> <li>● Establish purpose for listening</li> <li>● Model published writing</li> <li>● Model thinking</li> </ul>               |
| <p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Use graphic organizers</li> <li>● Vocabulary word webs</li> <li>● Chunk information</li> <li>● Peer assistance</li> <li>● Model reading narrative aloud to small group</li> <li>● Establish purpose for listening</li> <li>● Model published writing</li> <li>● Model thinking</li> </ul> |
| <p><b>Students with IEPs</b></p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> <li>● Use large print books, Braille, or books on CD (digital text)</li> <li>● Follow all IEP modifications</li> </ul> <p>Braidy</p>              |
| <p><b>Student with 504 plans</b></p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> <li>● Use large print books, Braille, or books on CD (digital text)</li> <li>● Follow all 504 plan modifications</li> <li>● Braidy</li> </ul> |
| <p><b>Students at Risk for failure</b></p> <ul style="list-style-type: none"> <li>● Differentiated instruction/Tiered instruction</li> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visuals</li> </ul>                                                                                                                                    |

- 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

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| <b>Unit 2: Feature Article</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Duration:</b> 51 days (November – January) |
| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |
| <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Provide reasons that are supported by facts from texts and/or other sources.</li> <li>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>D. Provide a conclusion related to the opinion presented.</li> </ul> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> <li>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Provide a conclusion related to the information or explanation presented.</li> </ul> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |                                               |

- A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
  - B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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  - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - E. Form and use prepositional phrases.
  - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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- A. Use correct capitalization.
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- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - 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 keywords and phrases.
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- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

### **Interdisciplinary Connections**

#### **Social Studies Standards**

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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

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.

### **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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#### **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.

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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.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

| <b>Essential Understandings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Essential Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Students will learn strategies to research information to develop their topic.</li> <li>● Students will use text features to structure their writing.</li> <li>● Students will convey information clearly using their own unique viewpoint in their writing.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>● How can using research broaden a writer's knowledge of a subject?</li> <li>● How can using text features help structure and organize writing?</li> <li>● How can a writer include their opinion and point-of-view in their writing?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evidence of Student Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Students will pretend they are a graphic designer and design their feature article template including text features to present their feature article.</li> <li>● Students will design a class magazine to display their published feature article that will include their motivation and opinion of the topic.</li> <li>● Students will pretend they are a journalist and use various reference resources to further their knowledge on their selected topic.</li> </ul> | <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Stop &amp; Jot</li> <li>● Turn &amp; Talk</li> <li>● Benchmark</li> <li>● Rubrics</li> <li>● Student Performance Checklist</li> <li>● My Writing Interest Interview</li> <li>● Graphic Organizers</li> <li>● Quick writes</li> <li>● Teacher Observation</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Monthly Times Writing Task</li> <li>● Open Ended Questions</li> <li>● Cooperative Learning Groups</li> <li>● Class Discussions</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Writer's Notebook Rubric</li> <li>● Student Performance Checklist</li> <li>● Graphic Organizers</li> <li>● Quick writes</li> <li>● Published Piece</li> <li>● Student self-reflection</li> <li>● Classroom magazine</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul> |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Content:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Understand the purpose of a feature article</li> <li>● Build knowledge of various topics, genres, authors, and purposes for writing</li> <li>● Read like writers and write everyday</li> <li>● Engage in daily discussions about text and read what they write</li> <li>● Write in writing notebook while considering the text type and purpose</li> <li>● Write for an audience and tailor their writing to fit their audience</li> <li>● Write about different ideas</li> </ul> | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Enhance their understanding of the elements of feature articles</li> <li>● Learn how feature article writers present familiar topics in unique, entertaining ways</li> <li>● Learn how some writers organize their feature articles in sections to identify specific information</li> <li>● Make connections between articles and summarize what they have learned about the genre</li> <li>● Examine topics they are interested in and curious about to generate ideas for writing</li> </ul>                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>● Use primary and secondary sources to gather information and collect their ideas</li> <li>● Engage in the text structure and text features of a feature article to enhance their writing</li> <li>● Become immersed in their ideas and topics as they read, research, discuss, and write</li> <li>● Draft, revise, edit, and publish their writing</li> <li>● Reflect on their writing</li> </ul> | <ul style="list-style-type: none"> <li>● Select a topic and consider an angle to reach their audience</li> <li>● Gather resources and research to develop their topics</li> <li>● Find a structure for organizing their research into sections or paragraphs</li> <li>● Experiment different ways to craft a catchy lead to introduce their topic and develop a satisfying conclusion</li> <li>● Revise for transitions and visual elements</li> </ul> |
| <b>Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>Basketball in Action</i> by Crossingham and Dann<br><i>Soccer in Action</i> by Dann and walker                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Utilize current Scholastic News to analyze Feature Articles. Students will work in groups to identify introductions, conclusions, and sub headings.                                                                                                                                                                                                                                                                                       | Scholastic News                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Students will generate lists of topics that are engaging by using graphic organizer "I'm an Expert".                                                                                                                                                                                                                                                                                                                                      | "I'm an Expert" graphic organizer- Appendix 2                                                                                                                                                                                                                                                                                                                                                                                                          |
| Students will interview peers by interacting and collaborating to help develop their angle by considering their audience and purpose.                                                                                                                                                                                                                                                                                                     | "Finding Your Angle" -Appendix 2                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Students will work in centers to utilize different types of multimedia to gather different types of relevant information from multiple print and digital sources.                                                                                                                                                                                                                                                                         | Classroom library, Chromebook, articles, Schoolwide mentor texts                                                                                                                                                                                                                                                                                                                                                                                       |
| Students will publish their Feature Article in a classroom magazine.                                                                                                                                                                                                                                                                                                                                                                      | Google Document or Google Slides                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Students will organize their ideas into paragraphs using topic sentences and supporting details.                                                                                                                                                                                                                                                                                                                                          | Model writing, Mentor texts                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Accommodations &amp; Modifications</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Bubble Map for unfamiliar words</li> <li>● Create a mini picture dictionary</li> <li>● Anchor charts</li> </ul>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Build background knowledge

**Gifted & Talented**

- Higher Level Questioning
- Choice Board to extend learning
- Written response extension
- Reflection/Self-Assessment
- Higher order writing skills
- Suggest compositional risks

**Basic Skills**

- Bubble Map for unfamiliar words
- Create a mini picture dictionary
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Build background knowledge

**Economically Disadvantaged**

- Bubble Map for unfamiliar words
- Create a mini picture dictionary
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Build background knowledge

**Students with IEPs**

- Allow extra time to complete assignments or tests
  - Work in a small group
  - Allow answers to be given orally or dictated
  - Use large print books, Braille, or books on CD (digital text)
  - Follow all IEP modifications
- Braidy

**Student with 504 plans**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 plan modifications
- Braidy

**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

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| <b>Unit 3: Cynthia Rylant (Narrative)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Duration:</b> 55 days (February – April) |
| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                             |
| <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).</li> <li>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> </ul> |                                             |

- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - E. Form and use prepositional phrases.
  - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - 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.
- A. Use correct capitalization.
  - B. Use commas and quotation marks to mark direct speech and quotations from a text.
  - C. Use a comma before a coordinating conjunction in a compound sentence.
  - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.
  - B. Choose punctuation for effect.
  - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - 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 keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

### Interdisciplinary Connections

#### **Visual and Performing Arts**

Anchor Standard 4 Developing and refining techniques and models or steps needed to create products.

Anchor Standard 5 Selecting, analyzing and interpreting work.

Anchor Standard 6 Conveying meaning through art.

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| <b>Essential Understandings</b>                                                                                                                                                                | <b>Essential Questions</b>                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Students understand narratives are about real experiences or events using effective technique, descriptive details, and clear event sequences.</li></ul> | <ul style="list-style-type: none"><li>What is narrative writing?</li><li>How can word choice and details enhance writing?</li><li>How can writers strengthen their writing?</li></ul> |

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| <ul style="list-style-type: none"> <li>● Students use concrete words and sensory details to convey experiences and events precisely.</li> <li>● Students understand their writing can improve by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Evidence of Student Learning</b>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Students will publish a short children’s book inspired by Cynthia Rylant’s writing craft.</li> <li>● Students will write a book blurb to persuade others to read their published writing pieces</li> </ul> | <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Stop &amp; Jot</li> <li>● Turn &amp; Talk</li> <li>● Benchmark</li> <li>● Rubrics</li> <li>● Student Performance Checklist</li> <li>● My Writing Interest Interview</li> <li>● Graphic Organizers</li> <li>● Quick writes</li> <li>● Teacher Observation</li> <li>● Exit Slips</li> <li>● Kinesthetic Assessments</li> <li>● Monthly Times Writing Task</li> <li>● Open Ended Questions</li> <li>● Cooperative Learning Groups</li> <li>● Class Discussions</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Writer’s Notebook Rubric</li> <li>● Student Performance Checklist</li> <li>● Graphic Organizers</li> <li>● Quick writes</li> <li>● Published Piece</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>                                                                                                                                                                                                               |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Content:</b>                                                                                                                                                                                                                                                                                                                                  | <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Build knowledge or various topics, genres, authors, and purposes for writing</li> <li>● Read like writers and write everyday</li> <li>● Engage in daily discussions about mentor texts</li> <li>● Generate ideas while considering text type and purpose</li> </ul> | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Explore Cynthia Rylant books to gain understanding of who she is and how she writes</li> <li>● Observe techniques Rylant uses in her writing</li> <li>● Compare how Rylant approaches a familiar topic</li> <li>● Draw evidence from literary texts</li> <li>● Reflect on their lives to recall significant moments or events</li> <li>● Use details to describe special places connected to experiences in their lives</li> <li>● Examine their own passions, interests, and desires to write about</li> <li>● Add sensory details, concrete words, and personification to convey their experiences precisely</li> <li>● Organize the sequence of their writing using a narrative text structure</li> </ul> |
| <b>Literature</b>                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Various texts from Unit                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                      |
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| <b>Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Resources</b>                                                     |
| Students will describe special places connected to their experiences, passions, and longings to generate ideas for their writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Writer's Notebook                                                    |
| Students will interview someone connected to your writing idea to enrich the details of your story.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Interview questions                                                  |
| Students will practice "Show, Don't Tell" through describing a feeling through actions, thoughts, and dialogue. Students can act out a scene or piece of their writing to help provide more of a visual of the event in the story to help the student write about this idea. The student can emphasis the character's physical movements or vocal choices to help "paint a picture" of this story event. Or, students should all be given a card with an emotion on it. Students then need to act out the emotion and show the feeling without saying the word on their card. The class will guess the emotion being acted out. | Mentor text, charade game, index cards with emotions written on them |
| Students will brainstorm synonyms for overused verbs and adjectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | List of overused verbs and adjectives                                |
| Students will revise, edit, and reflect on their writing piece with a peer using checklist.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | CUPS editing checklist, colored pens                                 |
| Students will participate in an author's celebration to share their writing and reflect on it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Completed writing piece                                              |
| <b>Accommodations &amp; Modifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                      |
| <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Build background knowledge</li> <li>● Vocabulary activities</li> <li>● Teach character traits</li> <li>● Graphic organizer for sensory details</li> <li>● Anchor charts</li> <li>● Use visual aids</li> <li>● Pre-teach vocabulary</li> <li>● Provide additional examples</li> </ul>                                                                                                                                                                                                                                                                  |                                                                      |

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| <ul style="list-style-type: none"> <li>● Discuss theme/use examples</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Gifted &amp; Talented</b></p> <ul style="list-style-type: none"> <li>● Meet with partner to discuss ideas and reflect on their writing</li> <li>● Peer assistance</li> <li>● Re-read text to identify author's perspective</li> </ul>                                                                                                                                                                                                                                                              |
| <p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Braidy Story Marker</li> <li>● Build background knowledge</li> <li>● Vocabulary activities</li> <li>● Teach character traits</li> <li>● Graphic organizer for sensory details</li> <li>● Anchor charts</li> <li>● Use visual aids</li> <li>● Pre-teach vocabulary</li> <li>● Provide additional examples</li> <li>● Discuss theme/use examples</li> <li>● Model thinking</li> <li>● Model published writing</li> </ul>               |
| <p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Braidy Story Marker</li> <li>● Build background knowledge</li> <li>● Vocabulary activities</li> <li>● Teach character traits</li> <li>● Graphic organizer for sensory details</li> <li>● Anchor charts</li> <li>● Use visual aids</li> <li>● Pre-teach vocabulary</li> <li>● Provide additional examples</li> <li>● Discuss theme/use examples</li> <li>● Model thinking</li> <li>● Model published writing</li> </ul> |
| <p><b>Students with IEPs</b></p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> </ul>                                                                                                                                                                                                                                                                          |

- Use large print books, Braille, or books on CD (digital text)
  - Follow all IEP modifications
- Braidy

**Student with 504 plans**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 plan modifications
- Braidy

**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

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| <b>Unit 4: Nonfiction Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Duration:</b> 37 days (May – June) |
| <b>Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                       |
| <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Provide reasons that are supported by facts from texts and/or other sources.</li> <li>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>D. Provide a conclusion related to the opinion presented.</li> </ul> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> <li>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Provide a conclusion related to the information or explanation presented.</li> </ul> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |                                       |

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.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).
- B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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

- A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- 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.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- 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 keywords and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

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

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

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

#### **Interdisciplinary Connections**

##### **Science Standards**

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

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

#### **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.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

| <b>Essential Understandings</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Essential Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>● Students will use text features in their writing to help organize their ideas and information.</li> <li>● Students will research a topic to develop their ideas for their writing.</li> <li>● Students will use text structures in their writing.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>● How do nonfiction text features help a writer organize their information in their writing?</li> <li>● How does primary and secondary research guide a writer's development of writing?</li> <li>● How do writers determine what text structure to use in their writing?</li> </ul>                                                                                                                                                                                                                                                                       |
| <b>Evidence of Student Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Students will research a topic and create a poster of nonfiction text features.</li> <li>● Students will create a google slideshow utilizing primary and secondary research to publish their nonfiction topic.</li> <li>● Students will pretend they are a journalist and will present their published articles in a google presentation to their publisher.</li> </ul> | <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Stop &amp; Jot</li> <li>● Turn &amp; Talk</li> <li>● Exit Slips</li> <li>● Teacher Observation</li> <li>● Student Performance Checklist</li> <li>● Graphic Organizers</li> <li>● Peer/Self-Assessments</li> <li>● Monthly Timed Writing Task</li> <li>● Anecdotal Notes</li> <li>● Cooperative Learning Groups</li> <li>● Constructed Responses</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Writer's Notebook Rubric</li> <li>● Student Performance Checklist</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● Quick writes</li> <li>● Graphic Organizers</li> <li>● Published Piece</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul> |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Content:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Skills:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Understand the characteristics and text features of nonfiction writing</li> <li>● Build knowledge of various topics, genres, authors, and purposes for writing a nonfiction writing piece</li> <li>● Read like writers and write everyday</li> <li>● Engage in daily discussions about text and read what they write</li> <li>● Write in writing notebook while considering the text type and purpose</li> </ul> | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Analyze mentor texts for text features and text structure</li> <li>● Identify how authors use voice to connect to their audience and purpose</li> <li>● Explore their passions and interests to choose a topic for writing</li> <li>● Think about topics in which they have firsthand experience to support their primary source research</li> <li>● Read about topics they are interested in to support secondary research</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <ul style="list-style-type: none"> <li>● Write about different ideas</li> <li>● Use primary and secondary sources to gather information and collect their ideas</li> <li>● Become immersed in their ideas and topics as they read, research, discuss, and write</li> <li>● Draft, revise, edit, and publish their nonfiction writing</li> <li>● Reflect on their writing</li> </ul> | <ul style="list-style-type: none"> <li>● Consider prior knowledge about their topic to determine the research they will need to conduct</li> <li>● Gather materials and research to further their knowledge on their topic</li> <li>● Will engage their readers with a strong introduction and conclusion</li> <li>● Organize their writing according to text structures</li> <li>● Revise for concrete details, rich imagery, and linking words and phrases</li> </ul> |
| <b>Literature</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><i>More Perfect Union, A: The Story of our Constitution</i> by Maestro<br/> <i>Life and Non-Life in an Ecosystem</i> by Rice</p>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Instructional Plan</b>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Students will view mentor texts and take note of different types of visuals they could include in their writing.                                                                                                                                                                                                                                                                    | Mentor texts, writer’s notebooks, post-its                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Students will brainstorm topics they love and generate a list in their writer’s notebooks.                                                                                                                                                                                                                                                                                          | Writer’s notebook                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Students will conduct research by brainstorming questions that they have in their writer’s notebooks.                                                                                                                                                                                                                                                                               | Writer’s notebook, research materials                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Students will draft a variety of introductions and try out different introductions in their writing.                                                                                                                                                                                                                                                                                | Writer’s notebook                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Students will go back into their writing and add in transitional words using a common linking word/phrase handout.                                                                                                                                                                                                                                                                  | Common linking word/phrase handout                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Students will look at their nonfiction text features and determine if they have them, using a nonfiction text feature checklist for editing.                                                                                                                                                                                                                                        | Nonfiction Text Feature Checklist for Editing                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Accommodations &amp; Modifications</b>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Nonfiction scavenger hunt to find text features</li> <li>● Bubble Map for unfamiliar words</li> <li>● Create a mini picture dictionary</li> </ul>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <ul style="list-style-type: none"> <li>● Anchor charts</li> <li>● Use visual aids</li> <li>● Pre-teach vocabulary</li> <li>● Provide additional examples</li> <li>● Build background knowledge</li> </ul>                                                                                                                                                                                            |
| <p><b>Gifted &amp; Talented</b></p> <ul style="list-style-type: none"> <li>● Read “Interview with Jim Murphy” on his website</li> <li>● Additional research</li> <li>● Collect visuals from internet on their topic</li> </ul>                                                                                                                                                                       |
| <p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Nonfiction scavenger hunt to find text features</li> <li>● Bubble Map for unfamiliar words</li> <li>● Create a mini picture dictionary</li> <li>● Anchor charts</li> <li>● Use visual aids</li> <li>● Pre-teach vocabulary</li> <li>● Provide additional examples</li> <li>● Build background knowledge</li> </ul>               |
| <p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Nonfiction scavenger hunt to find text features</li> <li>● Bubble Map for unfamiliar words</li> <li>● Create a mini picture dictionary</li> <li>● Anchor charts</li> <li>● Use visual aids</li> <li>● Pre-teach vocabulary</li> <li>● Provide additional examples</li> <li>● Build background knowledge</li> </ul> |
| <p><b>Students with IEPs</b></p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Work in a small group</li> <li>● Allow answers to be given orally or dictated</li> <li>● Use large print books, Braille, or books on CD (digital text)</li> <li>● Follow all IEP modifications</li> </ul> <p>Braidy</p>                                       |
| <p><b>Student with 504 plans</b></p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> </ul>                                                                                                                                                                                                                                                           |

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 plan modifications
- Braidy

**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