



# Grade 4 Reading Curriculum

Oradell Public School District  
Oradell, NJ

2024

The Grade 4 Reading Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

# Oradell Public School District

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## **Board Policy**

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

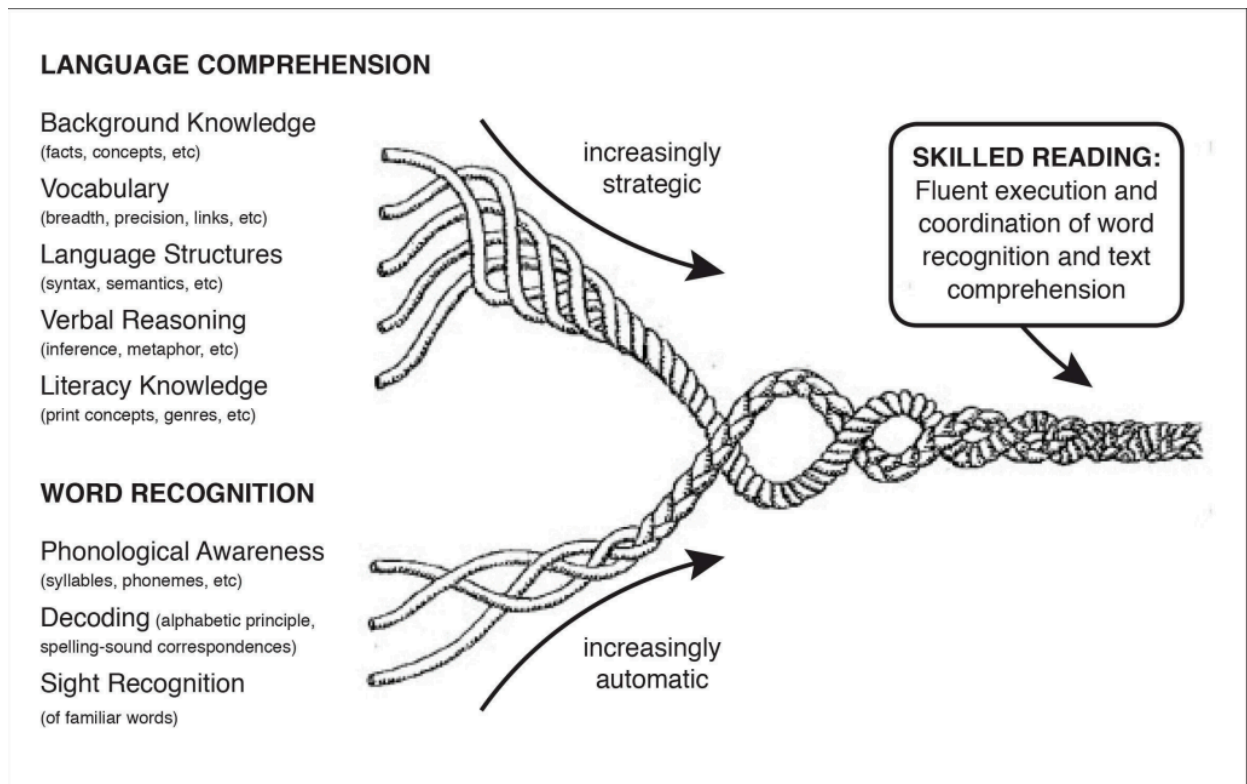
## **Affirmative Action**

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent  
Michelle Hawley, Principal

## **Our Language Arts Philosophy**

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



## **Reading Workshop**

### **What is Reading Workshop?**

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop  
Born on: September 2024  
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model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

## **Minilesson**

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

## **Reading Aloud**

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

## **Interactive Read-Aloud**

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

### **Shared Reading**

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

### **Independent Reading and Book Clubs**

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

### **Reading Conferences**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

## **Reading Strategy Groups**

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

## **Close Reading**

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

## **Writing Workshop**

### **What is Writing Workshop?**

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

### **Minilesson**

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

### **Writing Conferences**

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's

writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for \_\_\_\_\_ Date \_\_\_\_\_

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point.  
© 2005 by Carl Anderson from Assessing Writers, Portsmouth, NH.  
Ⓢ is the symbol for Instructional Goal.  
© 2005 by Carl Anderson from Assessing Writers, Portsmouth, NH.

14 Strategic Writing Conferences: Teacher's Guide

### **Writing Strategy Groups**

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

### **Independent Writing**

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

### **Writing Share**

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

### **Interactive Writing (K-1)**

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing

conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

### **Shared Writing (K-6)**

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

### **What is the difference between revising and editing?**

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

### **Word Study**

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

### **Phonological and Phonemic Awareness for Kindergarten and Grade 1**

#### **Heggerty Phonological and Phonemic Awareness**

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

#### **Phonics Resource for Primary Grades**

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their



sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

## **Word Study in the Upper Grades**

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

## **Grammar**

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

## **All About the Language Arts Curriculum**

### **How was the curriculum developed?**

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the

standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

## **Modifications**

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. **Content:** what the student needs to learn or how the student will get access to the information
2. **Process:** activities in which the student engages in order to make sense of or master the content
3. **Products:** culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. **Learning environment:** the way the classroom works and feels

## Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



# Oradell Public School District

## Suggested Pacing Guide for Reading & Writing Units

### Grade 4

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - November	<a href="#">Nonfiction Reading</a>	Journalism Articles	Dependent and Independent Clauses Conjunctions Prepositions/Prepositional Phrases
2	December - January	<a href="#">Fiction Reading</a>	Fanfiction	Writing sentences of different tenses
3	February - March	<a href="#">Close-reading of Short Texts</a>	Literary Essay	Direct quotes Paraphrases
4	April - May	<a href="#">Research Reading</a>	Research and Design	Subject/Verb Agreement Run-on Sentence Splices Double Negative Adjectives Nouns and Pronouns
5	May - June	<a href="#">Fantasy</a>	Fantasy Shorts	Capitalization Apostrophes Commas

Note: Highlighted activities indicate [Holocaust Awareness](#) or [Amistad Commission](#) or [Asian American and Pacific Islander](#) legislation related activities.

## Grade 4 Reading Curriculum

### Unit 1: Nonfiction Reading (September to November)

**Unit Overview:** The objective of *Nonfiction Reading* is to refer to the ways in which authors organize information in a nonfiction or informational text by comparing, contrasting, and ultimately integrating information gathered from multiple sources. Students will develop an understanding of text features and structures and how they play a role in the way nonfiction information is presented. Students will recognize the underlying structure of content-area texts such as description, sequence, problem and solution, cause and effect, and compare and contrast. Depending upon the author's purpose, the topic, and the genre, reading selections will be organized to employ the five basic structural patterns. They will also strengthen their informational reading skills by exploring narrative, expository, and hybrid nonfiction mentor texts. By reading biographies, students will grow to understand a significant person's traits, motivations, and feelings. They will explain, both verbally and in writing, how that person's actions and accomplishments contributed to certain historical events and changed the world. Students will make connections by reading many print and media sources in order to negotiate multiple perspectives about a significant person's life. As students dig deeper into nonfiction, they will recognize the underlying structure of content-area texts. Students will focus their attention on key concepts and relationships, anticipate what's to come and monitor their comprehension as they read. The unit should be explicitly taught to teach students to comprehend more effectively. It is recommended that text structures be introduced and worked on in this order: description, sequence, problem and solution, cause and effect, and compare and contrast.

#### Standards Addressed in this Unit

##### Language Domain: Foundational Skills Reading

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Language Domain: Foundational Skills Writing

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- 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.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- 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 key words and phrases.

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

- B. Determine the meaning of words and phrases that allude to significant characters found in literature.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Reading Domain

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

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

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

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

### **Writing Domain**

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

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

### **Speaking and Listening Domain**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

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

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).  
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).  
9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.  
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.  
CLKSP4 Demonstrate creativity and innovation.  
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
CLKSP6 Model integrity, ethical leadership and effective management.  
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

### **Interdisciplinary Connections**

#### **Social Studies**

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



Assessment	
<b>Benchmark</b>	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p><a href="#">OPS Reading Assessment</a> administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, <b>and/or</b> comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
<b>Possible Ongoing Assessments</b>	<p>Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes</p> <p><b>Culminating Activity/Biography Project:</b> Students will read about a significant person and their time period to gain a deeper understanding of history and this person’s lasting contributions to society. (Recommended reading: <i>Who Was?</i> series/<i>She Persisted</i> series)</p> <p>Students will share what this person is most known for along with five fascinating facts. (Person’s Name) is most known for _____. The world will always remember them because _____.</p> <p>5 Fascinating Facts:</p> <ul style="list-style-type: none"> <li>● For each bullet point, students write a complete sentence.</li> </ul> <p>Then, they will create a timeline poster to highlight this person’s accomplishments. <a href="#">11" x 17" Poster Template (Print on cardstock.)</a></p>
<b>Possible Notebook Entries</b>	<p><a href="#">30 Ideas for Writing About Reading</a></p> <p><b>Students should always strive to include the title, author, and specific references to the text.</b></p> <p><a href="#">Other Possible Reading Responses</a></p> <ul style="list-style-type: none"> <li>● Notice what repeats. Stop and jot. Pay attention to words that repeat often. “Does this word tell me what the book is mostly about?”</li> <li>● Draw a three-column chart to keep track of what the author is presenting. (e.g. Topic, Subtopic, Details)</li> <li>● Stop and jot about noticing and wonderings while reading.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use boxes and bullets when identifying the main idea and its supporting details.</li> <li>● Survey the text by putting all the visuals together and responding in writing. “What does it seem like this text is mostly about?”</li> <li>● Paraphrase chunks of the text. Then, put it together. Stop after a section and jot a note in the margin in your own words.</li> <li>● Sketch in chunks. Stop after every short section. Think: “What am I picturing?” Draw a quick sketch. At the end of the article, look over sketches and answer, “What is this article mostly about?”</li> <li>● Create a graphic organizer of the problem/resolution.</li> <li>● Develop a KWL chart.</li> <li>● Use a “Check Yourself” strategy. After reading, check for comprehension. “What was confusing here? What will I do to fix my misunderstanding(s)?”</li> <li>● Make a list of facts that you gathered while reading.</li> <li>● State an idea and explain how you know. “How does the detail connect to the main idea?”</li> <li>● Cover the text with a Post-it. Write down what you remember.</li> <li>● Code the text.</li> <li>● Translate a text.</li> <li>● Create a t-chart: Interesting Detail vs. Important Detail.</li> <li>● Create a timeline of events in the text.</li> </ul>
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Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><b>Chapter Book:</b> <i>Odder</i> by Katherine Applegate</p> <p><b>Tip:</b> Consider using Apple’s <i>iBook</i> version, so students see how the text breaks into a narrative nonfiction novel in free verse.</p> <p><a href="#">Sea Otter Cam (Monterey Bay Aquarium)</a></p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: <a href="#">Guide to Choosing Words to Teach</a></p> <p>Reading Rockets article: <a href="#">Implementing the Text Structure Strategy in Your Classroom</a></p>

<p><b>Tip:</b> Show before reading to promote student engagement.</p>	<p>Reading Rockets article: <a href="#">Teaching Oral Fluency to Older Students Fluency Packet- Grades 4-5</a>  <a href="#">Scholastic News</a> (magazine &amp; online resources)  <a href="#">Newsela</a>  <a href="#">ReadWorks</a>  <a href="#">Text Structures: 11 Articles with Practice Activities</a>  <a href="#">Who Was?</a> series  <a href="#">She Persisted</a> series  <a href="#">SOR Folder of Activities</a></p>
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<b>Vocabulary Read-Aloud Texts</b>	
<b>Texts with Link to Vocabulary Words</b>	<b>Possible Activities</b>
<p><b>Mandatory Text</b>  <a href="#">14 Cows for America</a> by Carmen Agra Deedy</p> <p><b>Additional Suggested Texts</b>  <i>So You Want To Be President?</i> By Judith St. George  <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow  <i>Unite or Die: How the Thirteen Colonies Became A Nation</i> by Jacqueline Jules</p>	<ul style="list-style-type: none"> <li>• Flashcards (index cards)</li> <li>• Flashcards (index cards)</li> <li>• <a href="#">Matching Sheet</a></li> <li>• <a href="#">Riddle Sheet</a></li> <li>• Charades</li> <li>• Pictionary</li> <li>• <a href="#">Crossword Puzzles</a></li> <li>• <a href="#">Kahoot!</a></li> <li>• Creative Writing: Sentences &amp; Short Scenes</li> <li>• Illustrations with Captions</li> <li>• The Word Professor Game (Groups of 3-5):            One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor.</li> <li>• <a href="#">How to Make Morphology Instruction Multisensory</a>- This article includes ideas of how to use multi-sensory instruction to teach affixes and base words.</li> </ul>

**Module 1: Using Text Features/Biographies**

Refer to Goal 8: Comprehending Topics and Main Ideas and Goal 13: Writing about Reading in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

<b>Learning Goal/Objective</b>	<b>Suggested Learning Activities</b>
<b>We are learning to/that . . .</b>	<b>. . . by engaging in this task</b>
WALT summarize an informational text	by <ul style="list-style-type: none"><li>● citing specific details from the text.</li></ul>
WALT interpret the author’s purpose or main idea	by <ul style="list-style-type: none"><li>● asking questions to form main ideas.</li></ul>
WALT use evidence to show how graphics and visuals support central ideas	by <ul style="list-style-type: none"><li>● identifying how timelines, diagrams, photographs, etc. enhance a deeper understanding of the text.</li></ul>
WALT describe the impact of individuals and events throughout the course of a historical text	by <ul style="list-style-type: none"><li>● developing an in-depth analysis of character, setting, or events that draws on textual evidence.</li><li>● explaining events, ideas, and concepts in history that help the reader better understand the historical figure and their lasting impact on the world.</li></ul>

**Culminating Activity/Biography Project:** Students will read about a significant person and their time period to gain a deeper understanding of history and this person’s lasting contributions to society. (Recommended reading: *Who Was?* series/*She Persisted* series)

Students will share what this person is most known for along with five fascinating facts.

(Person’s Name) is most known for \_\_\_\_\_. The world will always remember them because \_\_\_\_\_.

5 Fascinating Facts:

- For each bullet point, students write a complete sentence.

Then, they will create a timeline poster to highlight this person’s accomplishments.

[11" x 17" Poster Template \(Print on cardstock.\)](#)

**Module 2: Nonfiction: Using Text Structures to Comprehend**

Refer to Goal 10: Comprehending Text Features in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

WALT understand how information is organized in nonfiction

by

- defining structure. Explain how authors think about the way that they want to organize what they are going to write.
- introducing the five main structures authors use without defining them.
- Skimming and scanning to predict text structure(s). “How is the author presenting this information?”
- Teaching the signal words for each text structure:
- Prior to reading: skimming and scanning passages and making predictions about text structure
- During reading: analyzing text and revising predictions about structure
- Defining each text structure in given nonfiction texts.

**Module 3: Digging Deeper into Text Structure**

Refer to Goal 8: Comprehending Topics and Main Ideas in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

WALT to use text structures to comprehend informational texts and help us summarize texts in this genre

by

- Defining and analyzing text structures.

**Description:**

- Reading DESCRIPTION text and highlighting key words that prove it.
- Identifying topic sentences.

- Identifying the main idea and supporting details.
- Exploring additional articles for this structure.

**Sequence:**

- Reading SEQUENCE text and highlighting key words that prove it. (e.g. before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end)
- Utilizing a flow map to display chronological order of events.
- Identifying the main idea and supporting details, choosing the most essential details for a summary of the text.
- Exploring additional articles for this structure.

**Compare and Contrast:**

- Reading COMPARE AND CONTRAST texts and highlighting key words that prove it. (e.g. similar, alike, same, just like, both, different, unlike, in contrast, on the other hand).
- Identifying topic sentences.
- Identifying the main idea and supporting details, using a Venn Diagram to recognize information that shows similarities and differences.
- Exploring additional articles for this structure.

**Problem and Solution:**

- Reading PROBLEM AND SOLUTION texts and highlighting key words that prove it.
- Identifying paragraphs that present a problem.
- Identifying paragraphs that offer a solution.
- Exploring additional articles for this structure.

**Cause and Effect:**

- Reading CAUSE AND EFFECT texts and highlighting key words that prove it. (e.g. since, because, if, due to, as a result of, so, then, leads to, consequently)
- Identifying topic sentences.
- Identifying the main idea and supporting details.
- Exploring additional articles for this structure.

WALT to summarize an informational text and interpret the author’s purpose or main idea	by <ul style="list-style-type: none"> <li>● referring to the “RACER” strategy             <ul style="list-style-type: none"> <li>○ <b>R</b>estate the question.</li> <li>○ <b>A</b>nswer all parts of the question.</li> <li>○ <b>C</b>ite text evidence to support thinking. (directly quote or paraphrase).</li> <li>○ <b>E</b>xplain evidence and extend.</li> <li>○ <b>R</b>eread to check for clarity.</li> </ul> </li> </ul>
WALT explain what an informational text says explicitly	by <ul style="list-style-type: none"> <li>● referring to details and examples found directly from the text.</li> <li>● citing direct quotes.</li> </ul>
WALT make relevant connections	by <ul style="list-style-type: none"> <li>● drawing inferences from the text.</li> </ul>
WALT compare and contrast the treatment of similar topics and patterns of events in informational texts	by <ul style="list-style-type: none"> <li>● reading texts written by authors of different cultures.</li> <li>● noticing similarities and differences in how similar topics are written.</li> </ul>

<b>Modifications</b> <i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i>	
<b>Students with IEPs</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide guided notes on the description and sequencing.</li> <li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li> <li>● Use visuals such as highlighters for signal words.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li> <li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li> <li>● Use preferential seating.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide guided notes on the description and sequencing.</li> <li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li> <li>● Use visuals such as highlighters for signal words.</li> <li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li> <li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li> <li>● Use preferential seating.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Students at Risk</b>	<p>Refer to ideas on <a href="#">Reading Supports Tier II site</a>. This site includes ideas and strategies for building oral reading fluency, silent reading fluency, rate, literal, and inferential comprehension.</p> <ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide guided notes on the description and sequencing.</li> <li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li> <li>● Use visuals such as highlighters for signal words.</li> <li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li> <li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li> <li>● Use preferential seating.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys and conferring.</li> </ul>



	<ul style="list-style-type: none"> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Promote higher level questioning.</li> <li>● Provide opportunities for students to lead group discussion.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Multilingual Learners</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Allow handheld translators.</li> <li>● Provide guided notes on description and sequencing.</li> <li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li> <li>● Provide one-to-one reading when possible.</li> <li>● Additional conferring time.</li> <li>● Use visuals such as highlighters for signal words.</li> <li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li> <li>● Use preferential seating.</li> <li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>

## Unit 2: Fiction Reading (December to January)

**Unit Overview:** The objective of *Fiction Reading* is to establish routines for reading workshop and build excitement about reading. Students will form their own literary identities and understand that they are responsible for building their own reading lives. As the unit unfolds, students will be able to think in more complex ways about characters by citing evidence in order to strengthen and support their ideas. Additionally, students will recognize that the details authors include and emphasize are intentional. Therefore, students will be taught to find meaning in recurring images, objects, and themes. Since there is an emphasis on reading more deeply, students are expected to recognize that characters are complicated. For example, they might act differently depending on the character with whom they are interacting. Their outer actions may not always represent their internal thinking. Students will be called upon to use text evidence and what they know to make inferences about characters and the overall story.

### Standards Addressed in this Unit

#### Language Domain: Foundational Skills Reading

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Language Domain: Foundational Skills Writing

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.

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

- 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 key words and phrases.

L.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Reading Domain

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

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### Writing Domain

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

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

### Speaking and Listening Domain

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

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

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

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

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

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

#### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
 CLKSP6 Model integrity, ethical leadership and effective management.  
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections**

**Comprehensive Health and Physical Education**

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Assessment	
<b>Benchmark</b>	<p>DIBELS assessments administered beginning, middle, and end of year to all students.            Students scoring strategic will be progress monitored as part of Tier II</p> <p><a href="#">OPS Reading Assessment</a> administered beginning, middle, and end of year to all students.            Students not meeting expectations for text complexity, fluency, <b>and/or</b> comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
<b>Possible Ongoing Assessments</b>	<p>Teacher Observation            Student Participation            Notebook Entries            Running Records            Conferring Notes</p>
<b>Possible Notebook Entries</b>	<p><a href="#">30 Ideas for Writing About Reading</a>            Students should always strive to include the title, author, and specific references to the text.  <a href="#">Other Possible Reading Responses</a></p>

Materials/Resources	
Suggested Read Aloud Texts for Teaching Points	Additional Resources
<p><b>Picture Books:</b>  <i>Fireflies!</i> by Julie Brinckloe  <i>Owl Moon</i> by Jane Yolen  <i>Come On, Rain</i> by Karen Hesse  <i>Each Kindness</i> by Jacqueline Woodson  <i>Thank You, Mr. Falker</i> by Patricia Polacco  <i>The Word Collector</i> by Peter H. Reynolds</p> <p><b>Chapter Books:</b>  <i>Granny Torrelli Makes Soup</i> by Sharon Creech  <i>Wishtree</i> by Katherine Applegate</p> <p><b>Read-alouds that can be performed as readers' theaters:</b>  <i>No Monkeys, No Chocolate</i> by Melissa Stewart  <a href="#">No Monkeys, No Chocolate Readers' Theater</a></p> <p><i>Naked Mole Rat Gets Dressed</i> by Mo Willems  <a href="#">LINK: Naked Mole Rat (Readers' Theater)</a></p> <p><b>Poems:</b>  <i>Poems Are Teachers: How Studying Poetry Strengthens Writing in All Genres</i> by Amy Ludwig VanDerwater (Foreword by Katherine Bomer)            (Use as teacher resource)  <a href="#">Excerpt</a></p> <p><i>Falling Down the Page</i> by Georgia Heard (mentor text)</p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: <a href="#">Guide to Choosing Words to Teach</a>            Reading Rockets article: <a href="#">Implementing the Text Structure Strategy in Your Classroom</a>            Reading Rockets article: <a href="#">Teaching Oral Fluency to Older Students Fluency Packet- Grades 4-5</a>  <a href="#">Scholastic News</a> (magazine &amp; online resources)  <a href="#">Newsela</a>  <a href="#">ReadWorks</a>  <a href="#">The Poem Farm</a> (by Amy Ludwig VanDerwater)  <a href="#">SOR Folder of Activities</a></p>

Vocabulary Read-Aloud Texts	
Texts with Link to Vocabulary Words	Possible Activities
<p><b>Mandatory Text</b>  <a href="#">Martin &amp; Anne</a> by Nancy Churnin</p> <p><b>Additional Suggested Texts</b>  <b>Suggested Word Study Focus- Choose words that focus on prefixes for Grade 4 from <a href="#">THIS</a> list.</b>  <i>Tallchief: America's Prima Ballerina</i> by Maria Tallchief and Rosemary Wells  <i>She Persisted: 13 American Women Who Changed the World</i> by Chelsea Clinton  <i>The Boy Who Harnessed the Wind</i> (Picture Book Version) by William Kamkwamba  <i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i> by Kathleen Krull  <i>Jars of Hope</i> by Jennifer Roy</p>	<ul style="list-style-type: none"> <li>• Flashcards (index cards)</li> <li>• <a href="#">Matching Sheet</a></li> <li>• <a href="#">Riddle Sheet</a></li> <li>• Charades</li> <li>• Pictionary</li> <li>• <a href="#">Crossword Puzzles</a></li> <li>• <a href="#">Kahoot!</a></li> <li>• Creative Writing: Sentences &amp; Short Scenes</li> <li>• Illustrations with Captions</li> <li>• The Word Professor Game (Groups of 3-5):            One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor.</li> </ul>

Module 1: Getting to Know Yourself as a Reader:	
Refer to Goal 1: Emergent Literacy and Language Development and Goal 2: Engagement and Motivation in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.	
Learning Goal/Objective	Suggested Learning Activities
<b>We are learning to/that . . .</b>	<b>. . . by engaging in this task.</b>
WALT read with focus, stamina, and independence	by <ul style="list-style-type: none"> <li>• following the routines of the reading workshop. (e.g. how to shop for a book, how to keep track of reading (bookmarks, Post-its, reading logs), how to talk about books (partners,</li> </ul>

	<p>small groups/book clubs, whole class discussions), how to write about reading (reader’s notebooks, Post-its, “Digital Post-its” (Google Slides).</p> <ul style="list-style-type: none"> <li>● using the Five-finger Rule to make sure the book is a good fit.</li> <li>● self-monitoring comprehension by stopping, thinking, and rereading for clarity when confused.</li> <li>● making recommendations to others by referring to favorite parts of their book</li> <li>● reflecting and growing ideas in writing.</li> <li>● using Post-its as reading goal reminders, to stop and jot (notice and note) important parts and to mark the “Aha Moment” (a sudden understanding by a character in the story and/or what struck them, as the reader, as a very surprising scene).</li> <li>● trying out different genres to expand reading interest.</li> </ul>
<p><b>Module 2: Becoming an Responsible Reader</b>  Refer to Goal 2: Engagement and Motivation and Goal 12: Conversation in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<p>WALT monitor reading for comprehension</p>	<p>by</p> <ul style="list-style-type: none"> <li>● building on conversations by referring to what their partner said and then, adding on to the conversation in a focused and meaningful way. (Idea: Use Unifix Cubes as a visual tool. Each speaker adds a cube to “visually grow” the talk.)</li> <li>● setting themselves up to listen through accountable talk.</li> <li>● reviewing the blurb on the back of the book and talking about what might be expected in this story with a partner or a teacher.</li> <li>● applying fix-up strategies when they feel lost or confused. (e.g. rereading, reading ahead a little bit, checking-in with a peer who has read the book or asking a teacher for help)</li> <li>● identifying, discussing, and jotting about repeating ideas (themes). (e.g. bravery, acceptance, perseverance)</li> </ul>



	<ul style="list-style-type: none"> <li>● combining prior knowledge and details from the text to support inferential comprehension.</li> <li>● referring directly to details in the text to support literal comprehension.</li> </ul>
<p><b>Module 3: Building Theories about Characters</b>  Refer to Goal 6: Comprehending Characters in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
WALT analyze character relationships	by <ul style="list-style-type: none"> <li>● paying attention to how specific characters interact within a scene.</li> <li>● noticing when these same characters are in a scene together.</li> <li>● describing qualities of their relationship.</li> <li>● putting ideas together to form a theory.</li> </ul>
WALT comprehend characters	by <ul style="list-style-type: none"> <li>● making inferences about a character’s feelings, motivations, and perspective.</li> </ul>
WALT describe the impact of individuals and events throughout the course of a text	by <ul style="list-style-type: none"> <li>● analyzing characters, settings, or events at various points of the text and pausing to consider the reasons why changes may or may not have occurred.</li> </ul>
<p><b>Module 4: Understanding Fiction Texts More Deeply</b>  Refer to Goal 4: Fluency (for poetry and drama), Goal 5: Comprehending Plot and Setting (Lesson 5.18-Summarize with ...), and Goal 7: Comprehending Theme (Lesson 7.1 Think About the Moral of the Story, 7.4-Learn from Character Changes, 7.11-Label a Theme, 7.13-Find a Story’s Theme by Focusing on a Character, 7.20-Consider Characters' Identities for Different Perspectives on Themes) in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
WALT summarize a literary text	by <ul style="list-style-type: none"> <li>● learning the strategy, Somebody... Wanted...But... So...Then...through the use of mentor texts.</li> </ul>

	<ul style="list-style-type: none"> <li>practicing the strategy when reading independently.</li> </ul>
WALT interpret author's theme	by <ul style="list-style-type: none"> <li>identifying, discussing, and jotting about repeating ideas. (e.g. bravery, acceptance, perseverance)</li> </ul>
WALT explain the major differences between poems, drama, and prose	by <ul style="list-style-type: none"> <li>noticing the elements of the different types of texts and creating an anchor chart to identify the differences in poems, drama, and prose.</li> <li>identifying different formats, structures, and use of mechanics (e.g. Prose uses consistent capitalization and punctuation; poetry does not.)</li> </ul>
WALT refer to the structural elements of poems when writing or speaking about a text	by <ul style="list-style-type: none"> <li>Comparing paragraphs in prose to stanzas in essays.</li> </ul>
WALT refer to the structural elements of drama when writing or speaking about a text	by <ul style="list-style-type: none"> <li>reading examples of literary works that include casts of characters, settings, descriptions, dialogue, and stage directions.</li> </ul>
WALT compare and contrast the point of view from which different stories are narrated	by <ul style="list-style-type: none"> <li>discussing how the story would change if the story was written from a different point of view.</li> </ul>

**Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

<p><b>Students with IEPs</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction and/or think aloud to stop and think for clarity.</li> <li>● Build and/or use anchor charts with students and continually refer to them while teaching accountable talk and inferring.</li> <li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li> <li>● Provide students with their own copies of the text that they can read independently and track plot.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Use modeling/role play/cuing.</li> <li>● Provide graphic organizers for making inferences when possible.</li> <li>● Provide a data collection sheet on reading stamina progression as visual aid.</li> <li>● Incorporate differentiated reading techniques</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> </ul>
<p><b>Students with 504s</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys and conferring</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction and/or think aloud to stop and think for clarity.</li> <li>● Build and/or use anchor charts with students and continually refer to them while teaching accountable talk and inferring.</li> <li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li> <li>● Provide students with their own copies of the text that they can read independently and track plot.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Use modeling/role play/cuing.</li> <li>● Provide graphic organizers for making inferences when possible.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide a data collection sheet on reading stamina progression as visual aid.</li> <li>● Incorporate differentiated reading techniques</li> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide direct instruction on note taking of characters’ actions and reactions.</li> <li>● Model Post-its and scaffold for collecting information.</li> <li>● Use a visual such as Padlet or Lino when possible as an enhancement.</li> <li>● Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.</li> <li>● Create anchor charts of sketching scenes and predictions to refer to throughout the unit of study.</li> <li>● Define and demonstrate vocabulary. (e.g. empathy, “hard to like,” lens, setting)</li> <li>● Provide a graphic organizer for tracking character obstacles.</li> <li>● Provide audio/video clips when possible.</li> </ul>
<p><b>Students at Risk</b></p>	<p>Refer to ideas on <a href="#">Reading Supports Tier II site</a>. This site includes ideas and strategies for building oral reading fluency, silent reading fluency, rate, literal, and inferential comprehension.</p> <ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction and/or think aloud to stop and think for clarity.</li> <li>● Build and/or use anchor charts with students and continually refer to them while teaching accountable talk and inferencing.</li> <li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li> <li>● Provide students with their own copies of the text that they can read independently and track plot.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Use modeling/role play/cuing.</li> <li>● Provide graphic organizers for making inferences when possible.</li> <li>● Provide a data collection sheet on reading stamina progression as visual aid.</li> <li>● Incorporate differentiated reading techniques</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and</li> </ul>

	<p>allow them to build on that knowledge.</p> <ul style="list-style-type: none"> <li>● Provide direct instruction on note taking of characters’ actions and reactions.</li> <li>● Model Post-its and scaffold for collecting information.</li> <li>● Use a visual such as Padlet or Lino when possible as an enhancement.</li> <li>● Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.</li> <li>● Create anchor charts of sketching scenes and predictions to refer to throughout the unit of study.</li> <li>● Define and demonstrate vocabulary. (e.g. empathy, “hard to like,” lens, setting)</li> <li>● Provide a graphic organizer for tracking character obstacles.</li> <li>● Provide audio/video clips when possible.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Incorporate differentiated reading techniques</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with the opportunity to create projects.</li> <li>● Provide students with the opportunity to be peer mentors.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> </ul>
<b>Multilingual Learners</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model book selection process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction and/or think aloud to stop and think for clarity.</li> <li>● Build and/or use anchor charts with students and continually refer to them as you teach accountable talk and inferencing.</li> </ul>

- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide audiobooks when possible.
- Allow handheld translators.
- Provide opportunities for one-to-one and small group instruction.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for inferencing when possible.
- Provide a data collection sheet on reading stamina progression as visual aid.
- Incorporate differentiated reading techniques.
- Provide additional conferring time.
- Provide one-to-one or small group discussions.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide direct instruction on note taking of characters' actions and reactions.
- Model Post-its and scaffold for collecting information.
- Use a visual such as Padlet or Lino when possible as an enhancement.
- Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.
- Create anchor charts of sketching scenes and predictions to refer to throughout the unit of study.
- Define and demonstrate vocabulary. (e.g. empathy, "hard to like," lens, setting)
- Incorporate visuals into instruction and anchor charts.
- Provide a graphic organizer for tracking character obstacles.
- Provide audio/video clips when possible.

[Diversity Mandate Read-aloud Lesson Plans](#)

**October: Title of Book: *Teammates* by Peter Golenbock**

[Diversity Mandate Read-aloud Lesson Plans](#)

**November: *Stand Tall, Molly Lou Mellon* by Patty Lovell**

### Unit 3: Close-reading of Short Texts (February to March)

**Unit Overview:** The objective of *Close-reading of Short Texts* is to enable students to determine what the text says explicitly and to make logical inferences. Students will cite specific text evidence when writing or speaking to support a claim/opinion and to draw conclusions from the text. Students will focus on significant details to develop a deeper understanding of the text’s form, craft, and meaning. Students will be able to define a theme and find specific examples throughout the text. They will make literary connections to multiple stories with common themes. They will apply these reading skills when writing literary essays using text evidence that proves their claim. Students will be rereading deliberately and engage in conversations with peers through partners, small groups, and whole-class discussions. This unit also includes state test preparation, using online resources.

They will apply these skills when preparing for the state standardized test. Students will practice reading short texts online and answering text-dependent questions, referring back to the text to confirm their answers. Students will practice answering different types of questions (multiple-choice, drag-and-drop) within the practice test infrastructure. They will also learn how to use online tools to navigate through the test.

#### Standards Addressed in this Unit

##### Language Domain: Foundational Skills Reading

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

##### Language Domain: Foundational Skills Writing

- L.WF.4.2. Demonstrate command of the conventions of encoding and spelling.
- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
  - B. Write affixed words that involve a sound or spelling change in the word.
  - C. Spell grade-appropriate words correctly, consulting references as needed.
  - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and

determine or clarify the precise meaning of key words and phrases.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- 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.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- 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 key words and phrases.

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

- B. Determine the meaning of words and phrases that allude to significant characters found in literature.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Reading Domain

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

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

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

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

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

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

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

### Writing Domain



W.IW.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.NW.4.3.D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

### **Speaking and Listening Domain**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

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

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

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

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

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

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections****Theatre**

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Assessment	
<b>Benchmark</b>	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p><a href="#">OPS Reading Assessment</a> administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, <b>and/or</b> comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
<b>Possible Ongoing Assessments</b>	<p>Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes</p>
<b>Possible</b>	<p><a href="#">30 Ideas for Writing About Reading</a></p>

<b>Notebook Entries</b>	<b>Students should always strive to include the title, author, and specific references to the text.</b> <a href="#">Other Possible Reading Responses</a>
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Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><i>A Pet</i> by Cynthia Rylant  <i>The Old Woman Who Named Things</i> by Cynthia Rylant  <i>Slower Than the Rest</i> by Cynthia Rylant  <i>One</i> by Kathryn Otoshi  <i>Wings</i> by Christopher Myers  <i>The Memory String</i> by Eve Bunting  <i>Freedom Summer</i> by Deborah Wiles  <i>The Other Side</i> by Jacqueline Woodson  <i>Across the Alley</i> by Richard Michelson  <i>One Green Apple</i> by Eve Bunting</p> <p><a href="#">Mentor Texts (10 PDFs)</a></p> <p><b>Chapter Book:</b> <i>Out of My Mind</i> by Sharon M. Draper</p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: <a href="#">Guide to Choosing Words to Teach</a>  <a href="#">Reader’s Theatre Scripts</a></p> <p>Reading Rockets article: <a href="#">Teaching Oral Fluency to Older Students</a>  <a href="#">Fluency Packet- Grades 4-5</a></p> <p><a href="#">NJ Assessments Resource Center (ELA Practice Tests)</a>  All three units are helpful for NJSLA test prep.  <a href="#">Scholastic News</a> (magazine &amp; online resources)  <a href="#">Newsela</a>  <a href="#">ReadWorks</a>  <a href="#">SOR Folder of Activities</a></p>

Vocabulary Read-Aloud Texts	
Texts with Link to Vocabulary Words	Possible Activities
<p><b>Mandatory Text</b>  <a href="#">The Old Woman Who Named Things</a> by Cynthia Rylant</p>	<ul style="list-style-type: none"> <li>Flashcards (index cards)</li> <li><a href="#">Matching Sheet</a></li> </ul>

<p><b>Additional Suggested Texts</b>  <b>Suggested Word Study Focus- Choose words that focus on suffixes for Grade 4 from <a href="#">THIS</a> list.</b></p> <p><i>The Memory String</i> by Eve Bunting  <i>Across the Alley</i> by Richard Michelson</p>	<ul style="list-style-type: none"> <li>• <a href="#">Riddle Sheet</a></li> <li>• Charades</li> <li>• Pictionary</li> <li>• <a href="#">Crossword Puzzles</a></li> <li>• <a href="#">Kahoot!</a></li> <li>• Creative Writing: Sentences &amp; Short Scenes</li> <li>• Illustrations with Captions</li> <li>• The Word Professor Game (Groups of 3-5):  One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor.</li> </ul> <p><a href="#">How to Make Morphology Instruction Multisensory</a>- This article includes ideas to use multi-sensory instruction to teach affixes and base words.</p>
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<p><b>Module 1A: Understanding how to analyze literature across multiple texts</b>  Refer to <a href="#">THIS</a> folder for examples of texts to use for the literary essay portion of this unit.</p> <p><b>Module 1B: Applying learning</b>  Refer to <a href="#">NJ Assessments Resource Center (ELA Practice Tests)</a> for continued application of standards with test prep situations.</p>	
<p><b>Learning Goal/Objective</b></p> <p><b>We are learning to/that . . .</b></p>	<p><b>Suggested Learning Activities</b></p> <p><b>. . . by engaging in this task</b></p>
<p>WALT to interpret the author’s theme</p>	<p>by</p> <ul style="list-style-type: none"> <li>• identifying the theme (repeating ideas) or a social issue in a text.</li> <li>• analyzing characters’ thoughts, actions, and dialogue.</li> <li>• reading multiple texts and making connections.</li> </ul>

WALT to summarize a literary text	by <ul style="list-style-type: none"> <li>● citing key details from the text.</li> <li>● using a specific summarizing strategy: <a href="#">SWBST Somebody/Wanted/But/So/Then</a> (Template/Make a copy.)</li> </ul>
WALT make relevant connections between texts	by <ul style="list-style-type: none"> <li>● referring to details and examples.</li> <li>● making inferences.</li> <li>● turning, talking and jotting about what's similar and different.</li> </ul>
WALT compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	by <ul style="list-style-type: none"> <li>● defining point-of-view.</li> <li>● defining perspective.</li> <li>● engaging in a discussion of the difference between point of view and perspective.</li> <li>● discussing examples of how choice of narrator would change the story. Example: <i>Wishtree</i> by Katherine Applegate Red (a northern red oak) narrates the story. Imagine how different the story would be if Bongo, the crow, told the story.</li> </ul>
WALT compare and contrast multiple accounts of the same event or topic	by <ul style="list-style-type: none"> <li>● noting similarities and differences in the points of view and perspectives they represent.</li> </ul>
WALT analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning	by <ul style="list-style-type: none"> <li>● referring to specific examples in a text.</li> <li>● engaging in a discussion about how the author's choices impact the story.</li> <li>● identifying specific examples from the text that indicate strong support for reasoning.</li> </ul>

### Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

#### Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, and conferring.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on marking up the text including samples.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)
- Incorporate differentiated reading techniques.

#### Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, and conferring.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on marking up the text including samples.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)
- Incorporate differentiated reading techniques.

#### Students at Risk

Refer to ideas on [Reading Supports Tier II site](#). This site includes ideas and strategies for building oral reading fluency, silent reading fluency, rate, literal, and inferential comprehension.

	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction on marking up the text including samples.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide leveled texts.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<p><b>Talented and Gifted</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to compare/contrast with more genres using video/audio clips.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<p><b>Multilingual Learners</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys and conferring.</li> <li>● Allow for more conferring time.</li> <li>● Allow for more one-to-one work with students on a higher level to promote discussion.</li> <li>● Allow use of handheld translators.</li> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction on marking up the text including samples.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Provide sample responses to text questions.</li><li>● Provide guided notes on strategies of close reading.</li><li>● Provide leveled texts.</li><li>● Provide audiobooks with paper copies for marking up when possible.</li><li>● Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)</li><li>● Incorporate differentiated reading techniques.</li><li>● Incorporate visuals into the classroom environment.</li></ul> |
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## Unit 4: Research Reading (April to Mid-May)

**Unit Overview:** The objective of *Research Reading* is a continuation of *Unit 2: Nonfiction Reading* with an increased focus on using technology. The goal of this unit is to deepen their understanding of a nonfiction topic. Students will read both print and online resources to strengthen their knowledge and become experts on a topic. Research reading will offer students an excellent chance to engage with Tier 2 and Tier 3 vocabulary words. Students will be able to interpret visuals and graphics like charts, tables, graphs, illustrations, captions, and maps. Using a note-taking guide, students will read closely and answer specific research questions. They will take responsible notes by jotting facts only, avoiding the pitfalls of plagiarism, as taught previously in Unit 2.

### Standards Addressed in this Unit

#### Language Domain: Foundational Skills Reading

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Language Domain: Foundational Skills Writing

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- 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.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- 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 key words and phrases.

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

- B. Determine the meaning of words and phrases that allude to significant characters found in literature.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Reading Domain

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

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

### Writing Domain

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

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

### Speaking and Listening Domain

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

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

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

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

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

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

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

9.4.5.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).

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections****Social Studies**

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

**Assessment**

<b>Benchmark</b>	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p><a href="#">OPS Reading Assessment</a> administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, <b>and/or</b> comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
<b>Possible Ongoing Assessments</b>	<p>Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes</p>
<b>Possible Notebook</b>	<p><a href="#">30 Ideas for Writing About Reading</a> <b>Students should always strive to include the title, author, and specific references to the text.</b></p>

Entries	<a href="#">Other Possible Reading Responses</a>
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Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><i>Crossings</i> by Katy S. Duffield  <i>A Boy and a Jaguar</i> by Alan Rabinowitz  <i>One Tiny Turtle</i> by Nicola Davies  <i>Our House Is On Fire: Greta Thunberg’s Call to Save the Planet</i> by Jeanette Winter</p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p><a href="#">Newsela Cornerstone Activity for Endangered Species</a></p> <p>Reading Rockets article: <a href="#">Guide to Choosing Words to Teach</a>  Reading Rockets article: <a href="#">Teaching Oral Fluency to Older Students Fluency Packet- Grades 4-5</a></p> <p>Suggested <i>Epic!</i> Book Collections:  (especially helpful for striving readers and writers)</p> <p><a href="#">Sea Otter</a>  <a href="#">California Condor</a>  <a href="#">Black-footed Ferret</a>  <a href="#">Snow Leopard</a>  <a href="#">Polar Bear</a>  <a href="#">Chimpanzee</a>  <a href="#">Green Sea Turtle</a></p> <p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p>

	<a href="#">Fluency Packet- Grades 4-5</a> <a href="#">Scholastic News</a> (magazine & online resources) <a href="#">Newsela</a> <a href="#">ReadWorks</a> <a href="#">SOR Folder of Activities</a>
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Vocabulary Read-Aloud Texts	
Texts with Link to Vocabulary Words	Possible Activities
<p><b>Mandatory Text</b>  <a href="#">Crossings</a> by Katy S. Duffield</p> <p><b>Additional Suggested Texts</b>  <b>Suggested Word Study Focus- Choose words that focus on roots for Grade 4 from <a href="#">THIS</a> list.</b>  <i>A Boy and a Jaguar</i> by Alan Rabinowitz  <i>One Tiny Turtle</i> by Nicola Davies  <i>Our House Is On Fire: Greta Thunberg’s Call to Save the Planet</i> by Jeanette Winter</p>	<ul style="list-style-type: none"> <li>• Flashcards (index cards)</li> <li>• <a href="#">Matching Sheet</a></li> <li>• <a href="#">Riddle Sheet</a></li> <li>• Charades</li> <li>• Pictionary</li> <li>• <a href="#">Crossword Puzzles</a></li> <li>• <a href="#">Kahoot!</a></li> <li>• Creative Writing: Sentences &amp; Short Scenes</li> <li>• Illustrations with Captions</li> <li>• The Word Professor Game (Groups of 3-5):  One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor.</li> </ul> <p><a href="#">How to Make Morphology Instruction Multisensory</a>- This article includes ideas to use multi-sensory instruction to teach affixes and base words.</p>

Revisit lessons from Goal 8: Comprehending Topics and Main Ideas and Goal 13: Writing about Reading in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

<b>Learning Goal/Objective</b>  <b>We are learning to/that . . .</b>	<b>Suggested Learning Activities</b>  <b>. . . by engaging in this task.</b>
WALT deepen our understanding of nonfiction texts	by <ul style="list-style-type: none"> <li>● finding relevant information that supports a topic.</li> <li>● keeping track of resources (copying and pasting URLs/web addresses).</li> <li>● referring to details and examples in partner, small group and whole class discussions and in writing.</li> </ul>
WALT make relevant connections	by <ul style="list-style-type: none"> <li>● making inferences and discussing in partner, small group and whole class discussions and in writing.</li> </ul>
WALT make connections between multiple nonfiction texts (print and digital media) about the same topic	by <ul style="list-style-type: none"> <li>● discussing and writing about similarities and differences (e.g. A Venn diagram is a helpful graphic organizer).</li> </ul>
WALT cite a variety of sources appropriately	by <ul style="list-style-type: none"> <li>● recognizing that both authors and artists deserve credit for their original work.</li> <li>● copying and pasting URLs (website addresses) into written presentations.</li> <li>● knowing when to directly quote (shorter pieces of text evidence) vs. paraphrase (longer pieces of text evidence).</li> <li>● paraphrasing and explaining segments of digital media clips.</li> </ul>
WALT to use precise language and domain-specific vocabulary to inform about or explain a topic	by <ul style="list-style-type: none"> <li>● noticing the use of vocabulary, phrases, and details in the writing of others (their peers) and in mentor texts.</li> </ul>

### Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

<b>Students with IEPs</b>	<ul style="list-style-type: none"><li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li><li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.</li><li>● Provide guided notes on the description and sequencing.</li><li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li><li>● Use visuals such as highlighters for signal words.</li><li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li><li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li><li>● Use preferential seating.</li><li>● Incorporate differentiated reading techniques.</li></ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"><li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li><li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li><li>● Provide guided notes on the description and sequencing.</li><li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li><li>● Use visuals such as highlighters for signal words.</li><li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li><li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li><li>● Use preferential seating.</li><li>● Incorporate differentiated reading techniques.</li></ul>
<b>Students at Risk</b>	Refer to ideas on <a href="#">Reading Supports Tier II site</a> . This site includes ideas and strategies for building oral reading fluency, silent reading fluency, rate, literal, and inferential comprehension.



	<p>Suggested <i>Epic!</i> Book Collections: (especially helpful for striving readers and writers)</p> <p><a href="#">Sea Otter</a>  <a href="#">California Condor</a>  <a href="#">Black-footed Ferret</a>  <a href="#">Snow Leopard</a>  <a href="#">Polar Bear</a>  <a href="#">Chimpanzee</a>  <a href="#">Green Sea Turtle</a></p> <ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide guided notes on the description and sequencing.</li> <li>● Scaffold cause and effect and/or problem and solution using hands-on activities.</li> <li>● Use visuals such as highlighters for signal words.</li> <li>● Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.</li> <li>● Use graphic organizers for sequencing, problem and solution and compare and contrast.</li> <li>● Use preferential seating.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<p><b>Talented and Gifted</b></p>	<p>Students should be encouraged to embed video clips of their endangered species, music, sound effects, and slide transitions to enhance their digital presentstions.</p> <ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Promote higher level questioning.</li> <li>● Provide opportunities for students to lead group discussion.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<p><b>Multilingual Learners</b></p>	<p>Students should be encouraged to work in partnership with another student studying the same endangered species.</p> <ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> </ul>

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Allow handheld translators.
- Provide guided notes on description and sequencing.
- Scaffold cause and effect and/or problem and solution using hands-on activities.
- Provide one-to-one reading when possible.
- Additional conferring time.
- Use visuals such as highlighters for signal words.
- Use graphic organizers for sequencing, problem and solution and compare and contrast.
- Use preferential seating.
- Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.
- Incorporate differentiated reading techniques.

**Culminating Activity/Animal Conservation Project:** After reading, researching and taking responsible notes (jotting facts only), students will be asked to create a Google Slides presentation. They will draft original sentences using jotted facts and incorporate photographs, illustrations and other relevant graphics (logos, tables, diagrams) from the internet. They will be taught how to copy and paste URLs (website addresses) in the speaker notes as a means of crediting visual artists, like photographers and illustrators. This reinforces the concept of citing sources responsibly. Students will be allowed choices within this culminating activity. For example, students can film themselves sharing about what they learned. They can also choose to embed videos of their endangered species. Adding music, sound effects and slide transitions are also options, depending on student interest and skill level. A class share will close the unit. Students will have choices about sharing: nonverbal, partner, small group or whole class.

**Diversity Mandate Read-aloud Lesson Plans**

**May: *Eyes That Kiss in the Corners* by Joanna Ho**

## Unit 5: Fantasy (Mid-May to June)

**Unit Overview:** The objective of *Fantasy* is to introduce students to the complexities of fantasy literature. A strong emphasis will be placed on identifying and discussing the unique traits that are present in fantasy texts. Students will compare and contrast the books they are reading, realizing that characters in fantasy novels are often on quests that can be both internal and external in nature. Students will interpret and make inferences about the role of symbolism in their fantasy stories. After identifying traits of the fantasy genre and being immersed in a variety of fantasy mentor texts, students will discuss and plan how these texts can be brought to life through a theatrical lens. Students will discuss, plan, and share ideas in small groups. One scene per small group will be developed into a script, using the theater standards as the driving force. The teacher will structure this culminating activity using the anchor standards as guides, keeping in mind that the process is more important than the product.

### Standards Addressed in this Unit

#### Language Domain: Foundational Skills Reading

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Language Domain: Foundational Skills Writing

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.

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

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 key words and phrases.

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

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

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

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

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

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

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

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

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

## Reading Domain

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

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

### **Writing Domain**

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

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

### **Speaking and Listening Domain**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **Computer Science and 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.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.

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

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

**Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.
- CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections**

**Music**

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Assessment	
<b>Benchmark</b>	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p><a href="#">OPS Reading Assessment</a> administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, <b>and/or</b> comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
<b>Possible Ongoing Assessments</b>	<p>Teacher Observation Student Participation Notebook Entries Running Records Conferring Notes</p>

Possible Notebook Entries	<a href="#">30 Ideas for Writing About Reading</a> Students should always strive to include the title, author, and specific references to the text. <a href="#">Other Possible Reading Responses</a>
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Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p><b>Picture Book:</b>  <i>Weslandia</i> by Paul Fleischman</p> <p><b>Poetry:</b> “Jabberwocky” by Lewis Carroll</p> <ul style="list-style-type: none"> <li>• <a href="#">SafeShare Link</a></li> <li>• <a href="#">YouTube Link</a></li> </ul> <p><b>Wordless Picture Books:</b>            The Aaron Becker Trilogy:</p> <ul style="list-style-type: none"> <li>• <i>Journey</i> (Book 1) <a href="http://safesha.re/3qry">http://safesha.re/3qry</a></li> <li>• <i>Quest</i> (Book 2) <a href="http://safesha.re/3qou">http://safesha.re/3qou</a></li> <li>• <i>Return</i> (Book 3) <a href="http://safesha.re/3qov">http://safesha.re/3qov</a></li> </ul> <p><b>Graphic Novels:</b>  <i>Amulet</i> by Kazu Kibuishi  <i>Barb the Last Berzerker</i> (Book 1) by Dan Abdo and Jason Patterson</p> <p><b>Chapter Book:</b>  <i>The Tale of Despereaux</i> by Kate DiCamillo</p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: <a href="#">Guide to Choosing Words to Teach</a>            Reading Rockets article: <a href="#">Teaching Oral Fluency to Older Students Fluency Packet- Grades 4-5</a>  <a href="#">Scholastic News</a> (magazine &amp; online resources)  <a href="#">Newsela</a>  <a href="#">ReadWorks</a>  <a href="#">The Poem Farm</a> (by Amy Ludwig VanDerwater)  <a href="#">SOR Folder of Activities</a>    <a href="#">Fantasy Genre: TRAITS</a></p>

Vocabulary Read-Aloud Texts	
Texts with Link to Vocabulary Words	Possible Activities

<p><b>Mandatory Text</b>  <a href="#">Weslandia</a> by Paul Fleischman</p> <p><b>Additional Suggested Texts</b>  Graphic Novels: (Great for vocabulary!)  <a href="#">Barb the Last Berzerker (Book 1) by Dan Abdo and Jason Patterson</a>  <i>Amulet</i> by Kazu Kibuishi  <i>The Lightning Thief (Percy Jackson and the Olympians, Book 1)</i> by Rick Riordan (Teachers can use excerpts, like chapter one, to model first-person fantasy narration.)</p>	<ul style="list-style-type: none"> <li>• Flashcards (index cards)</li> <li>• <a href="#">Matching Sheet</a></li> <li>• <a href="#">Riddle Sheet</a></li> <li>• Charades</li> <li>• Pictionary</li> <li>• <a href="#">Crossword Puzzles</a></li> <li>• <a href="#">Kahoot!</a></li> <li>• Creative Writing: Sentences &amp; Short Scenes</li> <li>• Illustrations with Captions</li> <li>• The Word Professor Game (Groups of 3-5):  One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor.</li> </ul>
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<b>Module:</b>	
<b>Learning Goal/Objective</b>	<b>Suggested Learning Activities</b>
<b>We are learning to/that . . .</b>	<b>. . . by engaging in this task</b>
WALT identify the traits of the fantasy genre	by <ul style="list-style-type: none"> <li>• closely examining important magical elements.</li> <li>• using covers, blurbs, and details from the beginning of the story to understand the overall storyline.</li> <li>• examining the unique traits of the genre and how they enhance the story. (e.g. magical settings, creatures and objects, mythical languages, heroes, villains, quests, mentors, sidekicks)</li> </ul>
WALT describe the impact of individuals and events throughout the	by <ul style="list-style-type: none"> <li>• learning about the main character’s motivations, actions, and</li> </ul>



course of a text	<p>goals throughout the course of the story.</p> <ul style="list-style-type: none"> <li>● understanding the important lesson the main character is learning from their experience.</li> <li>● using timelines and other graphic organizers to help track and analyze characters, multiple problems, and plotlines.</li> </ul>
WALT make inferences and connections in a literary text	<p>by</p> <ul style="list-style-type: none"> <li>● referring to details and examples as text evidence.</li> <li>● citing key details and why they are important to the development of characters and the storyline.</li> <li>● developing schema and using it, along with text evidence to make inferences about characters and storyline.</li> <li>● discussing other fiction texts and making connections when reading.</li> <li>● working with partners to share ideas and summarize.</li> <li>● referring to specific parts of the text and discussing their meaning.</li> </ul>
WALT explain major differences between poems, drama, and prose and referring to the structural elements of the different genres	<p>by</p> <ul style="list-style-type: none"> <li>● engaging with various poems including <a href="#">“Jabberwocky” by Lewis Carroll</a> to identify elements of poetry.</li> <li>● revisiting examples of prose and drama to identify structures.</li> <li>● noticing and discussing their structural differences.</li> <li>● writing or speaking about a text.</li> </ul>
WALT compare and contrast the <b>point of view</b> from which different stories are narrated	<p>by</p> <ul style="list-style-type: none"> <li>● noticing the differences between first- and third-person narrations in a variety of texts.</li> </ul>
WALT compare and contrast the <b>perspective</b> from which different stories are narrated	<p>by</p> <ul style="list-style-type: none"> <li>● noticing and discussing how the story would change if a new character told the story or if an omniscient narrator told the story.</li> </ul>

WALT bring a fantasy scene to life	by <ul style="list-style-type: none"> <li>● developing a script using the theatre standards as a driving force and performing the chosen scene. Refer to <a href="#">Theatre Curriculum</a>.</li> <li>● applying what was learned as readers to draft short creative fantasy scenes.</li> </ul>
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<b>Modifications</b> <i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i>	
<b>Students with IEPs</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Use preferential seating.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide leveled texts.</li> <li>● Provide anchor charts and bookmarks as visual reminders for the strategy:</li> <li>● Somebody, Wanted, But, So, Then (SWBST).</li> <li>● Provide graphic organizers for tracking.</li> <li>● Provide direct, explicit instruction on reflection with examples.</li> <li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li> <li>● Provide completed examples of charts and timelines to use as a guide.</li> <li>● Define and give examples of symbolism and how to look for it.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Use preferential seating.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide leveled texts.</li> <li>● Provide anchor charts and bookmarks as visual reminders for the strategy:</li> <li>● Somebody, Wanted, But, So, Then (SWBST).</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide graphic organizers for tracking.</li> <li>● Provide direct, explicit instruction on reflection with examples.</li> <li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li> <li>● Provide completed examples of charts and timelines to use as a guide.</li> <li>● Define and give examples of symbolism and how to look for it.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Students at Risk</b>	<p>Refer to ideas on <a href="#">Reading Supports Tier II site</a>. This site includes ideas and strategies for building oral reading fluency, silent reading fluency, rate, literal, and inferential comprehension.</p> <ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Use preferential seating.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide leveled texts.</li> <li>● Provide visuals on the summarizing strategy: Somebody, Wanted, But, So, Then (SWBST).</li> <li>● (e.g. anchor charts/bookmarks)</li> <li>● Provide graphic organizers for tracking.</li> <li>● Provide direct, explicit instruction on reflection with examples.</li> <li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li> <li>● Provide completed examples of charts and timelines to use as a guide.</li> <li>● Define and give examples of symbolism and how to look for it.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Provide students with their own copies of the text that they can read independently.</li> <li>● Provide opportunities for students to compare/contrast with more genres using video/audio clips.</li> <li>● Provide opportunities for students to turn and talk.</li> <li>● Provide student opportunities to set their own agenda.</li> <li>● Incorporate differentiated reading techniques.</li> </ul>
<b>Multilingual Learners</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Use preferential seating.</li><li>● Allow for additional conferring time.</li><li>● Provide opportunities to work in pairs or small groups.</li><li>● Provide leveled texts.</li><li>● Provide visuals on the summarizing strategy: Somebody, Wanted, But, So, Then (SWBST). (e.g. anchor charts/bookmarks)</li><li>● Provide graphic organizers for tracking.</li><li>● Provide direct, explicit instruction reflection with examples.</li><li>● Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.</li><li>● Provide completed examples of charts and timelines to use as a guide.</li><li>● Define and give examples of symbolism and how to look for it.</li><li>● Provide audiobooks with paper copies for marking up when possible.</li><li>● Incorporate differentiated reading techniques.</li><li>● Incorporate visuals into the classroom environment.</li></ul> |
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