

Englewood Public School District

English Language Arts

Grades 1 to 5

Journeys Literacy Program

Grades One to Five will be implementing the research-based balanced literacy program published by Houghton Mifflin Harcourt, entitled *Journeys*. This literacy program provides students with research-based curriculum materials. Teachers utilize read alouds, guided reading, shared reading, and independent reading, integrated with various writing opportunities and techniques as a means to a whole literacy approach. The new program includes flexible grouping based on student needs, one-on-one specific skills instruction, independent reading, and ongoing assessment to continually direct instruction.

Teachers College Reading and Writing Project

Units of Study in Opinion, Information, and Narrative Writing, K–5, is a new publication from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

Orton-Gillingham

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

UNIT	TOPIC	Weeks
1	Reaching Out	6
2	Tell Me More	6
3	Inside Nature	6
4	Unbreakable Spirit	6
5	Change It Up	6
6	Paths of Discovery	6

Englewood Public School District

English Language Arts

Grade 4

Unit 1: Reaching Out

Overview: During this unit, students will explore anchor and paired texts around the theme of “Reaching Out.” Throughout the unit students will experience literature related to helping others. Additionally, students will write and revise narrative essays and will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

Stories are a powerful way to share experiences.

People pass down stories as a way of sharing the past and teaching life lessons.

Essential Questions:

How do friends help each other?

What might lead a person to try to change the world?

How are books and libraries important to people and communities?

Why might people raise money for a cause?

Why do people pass down stories over the years?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with	Topics Story Structure Summarize Point of View Flashback	Teacher Read Aloud: “Sideline Support” Students will use a reading log to take notes from the story https://www.education.com/worksheets/article/simple-summary-reading-log/ Vocabulary: Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i> (CRP4) Students will work with a partner to practice creating and defining words that use these prefixes.	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 1 – Lesson 1 Anchor Text: “Because of Winn-Dixie” Genre: Realistic Fiction Paired Selection: “Because of BookEnds” Genre: Informational Text	Benchmark Assessment: <ul style="list-style-type: none"> Common Formative Assessment Exact Path Summative Assessments: Lesson 1 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 1 Cold Reads
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Financial Literacy 			
	Objectives			

<p>diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will describe a character, setting, or event, drawing on specific details in the text.</p> <p>Students will summarize the text.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Literature Discussion (CRP4) In small groups, students will summarize the read aloud story.</p> <p>Grammar: What Is a Sentence? Students will practice identifying the main parts of a sentence https://www.education.com/worksheets/article/the-two-main-parts-of-a-sentence/</p> <p>Narrative Writing: Descriptive Paragraph (8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write a descriptive paragraph on a self-chosen topic.</p>	<p>Companion Text: “The Rescue of the Tin Woodman” (Genre: Fiction) https://www.commonlit.org/essays/the-rescue-of-the-tin-woodman?search_id=4227585</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will have a group discussion on the read aloud.</p> <p>Students will answer teacher questions about the read aloud (point of view, and story structure)</p> <p>Students will write and share with a partner their paragraphs.</p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p>Objectives</p> <p>Students will write narratives with a focus on strong characterization.</p>	<p>Students will write a story with a focus on developing strong characters. (8.1.5.A.2, CRP4, CRP6, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 The Arc of Story, Grade 4, Unit 1</p> <p>Bend I: <i>Creating and Developing Stories and Characters that Feel Real</i>, Lessons 1 to 5</p> <p>Video: “How to Create a Great Character” https://www.youtube.com/watch?v=QM1tUwpy-yQ</p>	<p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narratives using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p>

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

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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

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

Topics	Teacher Read Aloud: "The Troublemaker Who Healed a Nation"	Texts:	Alternative Assessments
Author's Purpose	Students will use a reading log to take notes from the story	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Instructor will maintain a running record of student growth in writing skills.
Monitor/Clarify	https://www.education.com/worksheets/article/simple-summary-reading-log/	Unit 1 – Lesson 2	Instructor and students will use rubrics for student self-assessment.
Explain Historical Events	Vocabulary: Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i> (CRP4)	Anchor Text: "My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr."	Instructor will provide students with writing checklists for self-reflection.
Idioms	Students will work in small groups to create and define words that use these prefixes.	Genre: Biography	Summative Assessment: Lesson 2 Vocabulary and Comprehension Tests
Twenty-First Century Themes and Skills include:	Research: Use Internet Sources (CRP11, 9.2.4.A.2)	Paired Selection: "Langston Hughes: A Poet and a Dreamer"	Formative Assessment:
<ul style="list-style-type: none"> The Four C's Global Awareness Civic Literacy 	Using a search engine, students will look up how Dr. Martin Luther King positively affected his community.	Genre: Poetry	<ul style="list-style-type: none"> Lesson 2 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Objectives	Grammar: Kinds of Sentences	Companion Text:	Alternative Assessments:
Students will use reasons and evidence in the text to identify an author's purpose.	Students will practice writing different types of sentences.	"Honoring King" (Genre: Informational Text) https://www.readworks.org/article/Honoring-	Students will have a group discussion on the read aloud.
Students will monitor understanding of text and clarify/reread as necessary.			Students will answer teacher questions about


<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	Students will engage effectively in collaborative discussion.	<p>Writing: Story (8.1.5.A.2, CRP4, CRP6, CRP11, 6.1.4.A.10)</p> <p>Using word processing software, students will write a story about a person from one of the readings who inspired change.</p>	<p>King/88e3bc0d-d620-4be2-931f-3601b1863914#!articleTab:content/</p> <p>“Important People in the Civil Rights Movement” (Genre: Informational Text)</p> <p>https://www.readworks.org/article/Important-People-in-the-Civil-Rights-Movement/acb9ea5a-628a-4dd2-bb37-5abcec78aa4a#!articleTab:content/contentSection:88e3bc0d-d620-4be2-931f-3601b1863914/</p> <p><i>Scholastic Magazine</i></p>	<p>the read aloud (author’s purpose & idioms)</p> <p>Students will write and share with a partner their stories.</p>
	Topics	Teacher Read Aloud: “Bridging the Gap”	Texts:	Summative Assessment:
	<p>Cause and Effect</p> <p>Visualize</p> <p>Interpret Visuals</p> <p>Domain-Specific Vocabulary</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Global Awareness <p>Objectives</p> <p>Students will identify cause-and-effect relationships.</p> <p>Students will visualize people, place, and things to identify cause-and-effect relationships.</p>	<p>Students will use a reading log to take notes from the story</p> <p>https://www.education.com/worksheets/article/simple-summary-reading-log/</p> <p>Vocabulary: Using Context (CRP4)</p> <p>Working with a partner, students will use a graphic organizer to determine meanings of unknown words from one of the reading passages.</p> <p>https://www.education.com/worksheets/article/context-clues-table/</p> <p>Research: Take Notes and Categorize Information (CRP4)</p> <p>Students will practice taking notes and categorizing</p>	<p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 3</p> <p>Anchor Text: “My Librarian Is a Camel”</p> <p>Genre: Informational Text</p> <p>Paired Selection: “From Idea to Book”</p> <p>Genre: Informational Text</p> <p>Companion Text:</p> <p>“Get a Book, Give a Book; Little Free Libraries Appearing Everywhere” (Genre: Opinion)</p> <p>https://newsela.com/read/element-free-library/id/40843/</p>	<p>Lesson 3 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will have a group discussion on the read aloud.</p>

<p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>A. The Nature of Technology: Creativity and Innovation</u></p> <p>8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.</p>		<p>Students will engage effectively in collaborative discussion.</p> <p>information from one of the reading passages. https://www.education.com/worksheets/article/lets-investigate/</p> <p>Grammar: Quotations Students will practice writing sentences that correctly use quotation marks.</p> <p>Writing: Dialogue (8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write dialogue between a librarian and student.</p>	<p>“Computers versus Books” (Genre: Narrative Fiction) https://www.readworks.org/article/Computers-vs-Books/c063ebe7-1a6b-4ab3-a771-efddb81fd150#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<p>Students will answer teacher questions about the read aloud (cause and effect)</p> <p>Students will peer correct their quotation sentences for accuracy.</p> <p>Students will act out their dialogue with a partner.</p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students will write realistic fiction.</p>	<p>Students will write a story with realistic fiction elements, a strong setting, and a powerful ending. (8.1.5.A.2, CRP4, CRP6, CRP11, 6.1.4.A.10)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 The Arc of Story, Grade 4, Unit 1</p> <p>Bend II: <i>Drafting and Revising with an Eye toward Believability</i>, Lessons 6 to 10</p> <p>Video: “Realistic Fiction Writing for Kids: Writing a Draft” https://www.youtube.com/watch?v=S2kngvOOv1Y&t=3s</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narratives using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p>

<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on</p>				<p>Alternative Assessments</p> <p>Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p> <p>Instructor will provide students with writing checklists for self-reflection.</p>
	Topics	<p>Teacher Read Aloud: “Bookmobile Rescue”</p> <p>Students will use a reading log to take notes from the story https://www.education.com/worksheets/article/simple-summary-reading-log/</p> <p>Vocabulary: Prefixes <i>non-</i>, <i>mis-</i> (CRP4)</p> <p>Students will work with a partner to define words that begin with these prefixes.</p> <p>Speaking and Listening: Recount an Experience (CRP4)</p> <p>Students will write notes on a personal experience then use them to tell the story.</p> <p>Grammar: Fragments and Run-On Sentences</p> <p>Ask students to take out a piece of notebook paper. Instruct them to each write three complete sentences. They</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 4</p> <p>Anchor Text: “The Power of W.O.W.!”</p> <p>Genre: Play</p> <p>Paired Selection: “The Kid’s Guide to Money”</p> <p>Genre: Informational Text</p>	<p>Summative Assessment:</p> <p>Lesson 4 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 4 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
	Objectives	<p>Students will determine the theme of a play by analyzing details.</p> <p>Students will analyze and evaluate text.</p>	<p>Companion Text:</p> <p>“Bye to Bullying” (Genre: Informational Text) https://www.timeforkids.com/g34/bye-bullying/</p> <p>“How Long Does It Take to Form a Habit?” (Genre: Informational)</p>	<p>Alternative Assessments:</p> <p>Students will have a group discussion on the read aloud.</p> <p>Students will answer teacher questions about the read aloud (theme)</p>

<p>others' ideas and expressing their own clearly.</p>	<p>Students will engage effectively in collaborative discussion.</p> <p>should circle the subject and underline the predicate of each sentence. Ask the students to write three sentence fragments. After each fragment, students should state what part is missing.</p> <p>https://newsela.com/read/lib-how-long-form-habit/id/38375/</p> <p><i>Scholastic Magazine</i></p> <p>Students will share a personal experience with the class.</p> <p>Students will peer review fiction pieces.</p> <p>Students will write and share fiction pieces.</p>			
	<p>Narrative Writing: Fiction (8.1.5.A.2), (CRP4), (CRP6), (CRP11), (6.1.4.D.13)</p> <p>Using word processing software, students will write a fiction piece that demonstrates the theme of cultural differences.</p>			
<p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Topics</p> <p>Understanding Characters</p> <p>Infer/Predict</p> <p>Hyperbole</p> <p>Point of View</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's Environmental Literacy 	<p>Teacher Read Aloud: "Mighty Joe Magarac"</p> <p>Students will use a reading log to take notes from the story</p> <p>https://www.education.com/worksheets/article/simple-summary-reading-log/</p> <p>Vocabulary: Reference Materials (CRP4)</p> <p>In small groups, students will practice looking up information in reference materials.</p> <p>Speaking and Listening: Literature Discussion (CRP4)</p> <p>Students will engage in a whole group literature discussion on the read aloud passage.</p> <p>Grammar: Proper Nouns</p> <p>Students will play an interactive game to practice identifying proper nouns.</p> <p>https://www.education.com/game/capitalizing-proper-nouns/</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 5</p> <p>Anchor Text: "Stormalong"</p> <p>Genre: Tall Tale</p> <p>Paired Selection: "Hoderi the Fisherman"</p> <p>Genre: Play/Folk Tale</p> <p>Companion Text:</p> <p>"The Poor Man and the Flask of Oil" (Genre: Folk Tale)</p> <p>https://www.commonlit.org/en/texts/the-poor-man-and-the-flask-of-oil?search_id=4228489</p> <p><i>Scholastic Magazine</i></p>	<p>Summative Assessment:</p> <p>Lesson 5 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 5 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will have a group discussion on the read aloud.</p> <p>Students will answer teacher questions about</p>
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Objectives</p> <p>Students will describe a character in a story, drawing on details in the text.</p>			
<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Students will refer to details in a text when making inferences and predictions.</p>			
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p>				

<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>Students will engage effectively in collaborative discussion.</p>	<p>Narrative Writing: Fiction (8.1.5.A.2,) (CRP4), (CRP6), (CRP11), (6.1.4.D.13) Using word processing software, students will write a fiction piece that demonstrates the theme of cultural differences.</p>		<p>the read aloud (point of view)</p> <p>Students will revise their fiction pieces using rubrics.</p> <p>Students will write and share their fiction pieces.</p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p>	<p>Students will write a story with a focus on developing strong characters. (8.1.5.A.2, CRP4, CRP6, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 The Arc of Story, Grade 4, Unit 1</p>	<p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p>
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Objectives</p> <p>Students will write narratives with a focus on strong characterization.</p>		<p>Bend III: <i>Creating and Developing Stories and Characters that Feel Real</i>, Lessons 1 to 5</p>	<p>Summative Assessment: Instructors and students will evaluate progress toward writing narratives using writing checklists.</p>
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>				<p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p>
				<p>Alternative Assessments</p> <p>Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p>

<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Topics</p> <p>Language – Orton-Gillingham</p> <p>Objectives</p> <p>Students will review phonetics concepts.</p> <p>Students will learn new phoneme/rules via a multi-sensory approach.</p> <p>Students will decode multi-syllabic words.</p> <p>Students will spell high frequency words correctly.</p> <p>Students will comprehend what they hear and read.</p>	<p>Students will experience 30 minutes of instruction daily to enhance their ability to decode words, spell words correctly, and to comprehend what they hear and read.</p>	<p>Institute for Multi-Sensory Education, Orton-Gillingham, 2014</p> <p>Five-Part Weekly Program:</p> <ol style="list-style-type: none"> 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension 	<p>Instructor will provide students with writing checklists for self-reflection.</p> <p>Pre-Assessment, Formative Assessment, Summative:</p> <p>Instructors will implement three levels of assessments to evaluate students:</p> <ul style="list-style-type: none"> • Phonemic awareness • Naming and recognizing letters • The formation of letters • Phoneme/grapheme relationships • Decoding multi-syllabic words • Memorization techniques • Fluency of reading and writing • Auditory sound discriminations • Sentence structure • Vocabulary building
	<p>Topics</p> <p>PARCC NWTs</p> <p>Objectives</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of narrative elements.</p>	<p>Instructors will select the reading and writing LAT lessons that best meets their students' needs.</p>	<p><u>Reading PARCC NWT Lessons</u></p> <p> Narrative Tasks</p> <p>Lesson 1: Introducing the EBSR and TECR</p> <p>Lesson 2: Narrative Story Reading Strategies</p> <p>Lesson 3: Evaluating Evidence</p>	<p>Formative Assessment: Reading PARCC NWT Lesson 4</p> <p>Summative Assessment: Writing PARCC NWT Lesson 4</p>

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

Students will practice completing NWTs.

Lesson 4: Practice Completing the Narrative Task

Writing PARCC NWT Lessons



Narrative Tasks

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task

Lesson 2: Writing from a Point of View

Lesson 3: Practice Completing the Prose Constructed Response

Lesson 4: From Proficiency to Advanced-Proficiency

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	Special Education <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	At-Risk <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. 	Gifted and Talented <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
---	--	---	---

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Integration of Technology Standards NJSL 8:

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

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.