

# 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 3: Inside Nature

**Overview:** During this unit, students will explore anchor and paired texts around the theme of “Inside Nature.” Throughout the unit students will experience literature related to weather and ecosystems. Additionally, students will complete a unit on opinion essays and will begin a new unit writing informational text. Lastly, students will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

**Time Frame:** 6 Weeks

#### Enduring Understandings:

*An ecosystem is made up of various parts, each with an important role to play.*

*It is important to be informed about the world we live in.*

*Nature should be treated with respect.*

#### Essential Questions:

*What are the benefits of studying weather?*

*How do natural disasters affect people?*

*How are the different parts of an ecosystem connected?*

*How do living things each have an important role in the world?*

*Why is it important to know what is happening in our world?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</b>  <b>RI.4.1. Refer to details and examples in a text and make relevant connections when</b>	<b>Topics</b>  Text and Graphic Features  Infer/Predict  Explain Scientific Ideas Text Structure  Twenty-First Century Themes and Skills include:	Teacher Read Aloud: “The Big Storm” Students will use a graphic organizer to take notes on the read aloud story <a href="https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/">https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/</a>  Vocabulary: Suffixes <i>-ful</i> , <i>-less</i> , <i>-ness</i> , <i>-ment</i> <b>(CRP4)</b> Students will work with a partner to practice creating	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 3 – Lesson 11 Anchor Text: “Hurricanes: Earth’s Mightiest Storms”  Genre: Informational Text  Paired Selection: “Recovering from Katrina”	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Exact Path</li> </ul> <b>Summative Assessment:</b> Lesson 11 Vocabulary and Comprehension Tests  <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Lesson 11 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> </ul>
	<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Environmental Literacy</li> </ul>			

<p>explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>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.</b></p> <p><b>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<ul style="list-style-type: none"> <li>Global Awareness</li> <li>Civic Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will identify text and graphic features and their function in informational texts.</p> <p>Students will make inferences using facts and details in informational texts.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>and defining words that use these suffixes.</p> <p>Speaking and Listening: Conduct a Research Project (<b>4-ESS3-2, CRP4, CRP7</b>) Using the internet, students will look up information about storms.</p> <p>Grammar: Frequently-Confused Words Students will contribute to a chart of frequently confused words</p> <p>Writing: Persuasive Paragraph (<b>4-ESS3-2, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11</b>) Using word processing software, students will write a persuasive essay about storm preparation.</p>	<p>Genre: Newspaper Article</p> <p><b>Companion Text:</b> “Picking Up the Pieces” (Genre: Informational Text) <a href="https://www.readworks.org/article/Picking-Up-the-Pieces/96121fb1-c624-49d5-911e-6452bdfccd3e#!articleTab:content/">https://www.readworks.org/article/Picking-Up-the-Pieces/96121fb1-c624-49d5-911e-6452bdfccd3e#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> <li>Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments</b> Students will share their graphic organizer information</p> <p>Students will answer teacher-led questions about the reading passages</p> <p>Students will present their persuasive paragraphs</p>
<p><b>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p> <p><b>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b></p> <p><b>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<p><b>Topics</b></p> <p>Opinion Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p><b>Objectives</b></p> <p>Students will progress from a personal essay to a persuasive essay.</p>	<p>Students will progress from a personal to a persuasive essay by connecting evidence, reasons, and a thesis statement. (<b>8.1.5.A.2, CRP4, CRP6, CRP8, CRP11</b>)</p>	<p>Reading and Writing Project <i>Firsthand</i>, 2013 Boxes and Bullets, Grade 4, Unit 2</p> <p>Bend III: <i>Personal to Persuasive</i>, Lessons 16 to 21</p> <p><b>Video:</b> “Persuasive Writing for Kids: Developing Reasons”</p>	<p><b>Formative Assessment:</b> Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p><b>Summative Assessment:</b> Instructors and students will evaluate progress toward writing essays using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate</p>

<p><b>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b></p> <p><b>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).</b></p> <p><b>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the</b></p>				developmental needs of students.
				<b>Alternative Assessments</b> Instructor will maintain a running record of student growth in writing skills.
				Instructor and students will use rubrics for student self-assessment.
				Instructor will provide students with writing checklists for self-reflection.
				<b>Summative Assessment:</b> Lesson 12 Vocabulary and Comprehension Tests
	<b>Topics</b>		<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Formative Assessment:</b>
	Sequence of Events	Teacher Read Aloud: "Safe from Harm"		
	Visualize	Students will use a graphic organizer to take notes on the read aloud story <a href="https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/">https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/</a>	Unit 3 – Lesson 12 Anchor Text: "The Earth Dragon Awakes"	
	Conclusions and Generalizations			
	Author's Word Choice	Vocabulary: Synonyms (CRP4)	Genre: Historical Fiction	
	Twenty-First Century Themes and Skills include:	Students will practice using synonyms <a href="https://www.education.com/worksheets/article/synonyms-for-bad/">https://www.education.com/worksheets/article/synonyms-for-bad/</a>	Paired Selection: "Twisters"	
			Genre: Informational Text	
	<b>Objectives</b>		<b>Companion Text:</b> "The Story of Tsunamis" (Genre: Informational Text) <a href="https://newsela.com/read/govt-NOAA-tsunamis/id/26758/">https://newsela.com/read/govt-NOAA-tsunamis/id/26758/</a>	
	Students will use details to determine the sequence of events in a text.	Speaking and Listening: Paraphrase Information in Diverse Media (CRP4) With a partner, students will practice paraphrasing. <a href="https://www.education.com/worksheets/article/paraphrasing-a-passage-2018/">https://www.education.com/worksheets/article/paraphrasing-a-passage-2018/</a>	<i>Scholastic</i> Magazine	<b>Alternative Assessments</b> Students will share their graphic organizer information
	Students will visualize characters, settings, and events based on text details.			Students will answer teacher-led questions about the reading passages
		Grammar: Possessive Nouns		

<p>development of main ideas or themes.</p>	<p>Students will engage effectively in collaborative discussion.</p>	<p>Students will play an interactive game to practice using possessive nouns  <a href="https://www.education.com/game/undersea-explorers-3/">https://www.education.com/game/undersea-explorers-3/</a></p> <p>Writing: Problem-Solution Composition (4ESS3-2, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11)          Using word processing software, students will write a problem-solution essay identifying two possible solutions to a weather-related hazard.</p>	<p>Students will peer review their essays using rubrics</p>
<p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>SL.4.1.</b> 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><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>Topics</b></p> <p>Sequence of Events</p> <p>Summarize</p> <p>Simile and Metaphor</p> <p>Domain-Specific Vocabulary</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Environmental Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will identify the sequence of events in an informational text, using text details and signal words.</p>	<p>Teacher Read Aloud: "On My Way to Meet the Khan"          Students will use a graphic organizer to take notes on the read aloud story  <a href="https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/">https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/</a></p> <p>Vocabulary: Greek and Latin Word Parts: <i>spect, struct, tele, vis</i> (<b>CRP4</b>)          Students will work with a partner to practice creating and defining words that use these word parts.</p> <p>Speaking and Listening: Discuss to Compare and Contrast Accounts (<b>CRP4</b>)          Students will use a Venn diagram to compare and contrast to accounts about Antarctica</p>	<p><b>Texts:</b>  <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 3 – Lesson 13          Anchor Text: "Antarctic Journal: Four Months at the Bottom of the World"</p> <p>Genre: Narrative Nonfiction</p> <p>Paired Selection: "Cold, Cold Science"</p> <p>Genre: Informational Text</p> <p><b>Companion Text:</b>          "Excerpt from 'Inuit'" (Informational Text)  <a href="https://www.commonlit.org/en/texts/excerpt-from-inuit?search_id=4247200">https://www.commonlit.org/en/texts/excerpt-from-inuit?search_id=4247200</a>  <i>Scholastic Magazine</i></p> <p><b>Summative Assessments:</b> Lesson 13 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 13 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments</b>          Students will share their graphic organizer information</p> <p>Students will answer teacher-led questions</p>

<p><b>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b></p> <p><b>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<p>Students will summarize the main ideas in an informational text.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Grammar: Modal Auxiliaries Students will practice writing sentences with modal auxiliaries</p> <p>Writing: Persuasive Letter <b>(8.1.5.A.2, CRP4, CRP6, CRP8, CRP11)</b> Using word processing software, students will write a persuasive letter to a self-chosen subject.</p>	<p>about the reading passages</p> <p>Students will share their Venn diagrams with small groups</p> <p>Students will present their persuasive letters</p>
	<p><b>Topics</b></p> <p>Informative Writing</p> <p>Twenty-First Century Themes and Skills include: The Four C's</p> <p><b>Objectives</b></p> <p>Students will write informational essays about history.</p>	<p>Students will go from the beginning stages of research, to writing an initial draft, to publishing essays regarding history. <b>(8.1.5.A.2, CRP4, CRP6, CRP8, CRP11)</b></p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, 2013 Bringing History to Life, Grade 4, Unit 3</p> <p>Bends I</p> <p><b>Formative Assessment:</b> Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p><b>Summative Assessment:</b> Instructors and students will evaluate progress toward writing essays 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><b>Alternative Assessments</b> 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>



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

**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.**

				Instructor will provide students with writing checklists for self-reflection.
Topics	Teacher Read Aloud: "Wicked Wind"	Texts:		<b>Summative Assessments:</b> Lesson 14 Vocabulary and Comprehension Tests
Text and Graphic Features	Students will use a graphic organizer to take notes on the read aloud story	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017		
Question	<a href="https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/">https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/</a>	Unit 3 – Lesson 14		
Explain Scientific Concepts and Ideas		Anchor Text: "The Life and Times of the Ant"		<b>Formative Assessment:</b>
Author's Purpose	Vocabulary: Suffixes <i>-able, -ible</i> ( <b>CRP4</b> )	Genre: Informational Text		<ul style="list-style-type: none"> <li>Lesson 14 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul>
Twenty-First Century Themes and Skills include:	Students will work with a partner to practice creating and defining words that use these suffixes.	Paired Selection: "The Dove and the Ant"		
<ul style="list-style-type: none"> <li>The Four C's</li> <li>Environmental Literacy</li> </ul>		Genre: Fable/Traditional Tale		
Objectives	Speaking and Listening: Take Notes and Categorize Information	Companion Text:		<b>Alternative Assessments</b>
Students will identify text and graphic features and their functions in informational text.	Students will practice taking notes and categorizing information from one of the reading passages.	"The Ants and the Grasshopper" (Genre: Fable)		Students will share their graphic organizer information
Students will ask questions to understand fact and details in informational texts.	<a href="https://www.education.com/worksheets/article/lets-investigate/">https://www.education.com/worksheets/article/lets-investigate/</a>	<a href="https://www.commonlit.org/en/texts/the-ants-and-the-grasshopper?search_id=4247345">https://www.commonlit.org/en/texts/the-ants-and-the-grasshopper?search_id=4247345</a>		Students will answer teacher-led questions about the reading passages
Students will engage effectively in collaborative discussion.	Grammar: Participles ( <b>CRP4</b> )	<i>Scholastic</i> Magazine		Students will compare and contrast their notes with their peers'.
	Students will practice using participles in sentences			Students will present their persuasive essays
	<a href="https://www.education.com/worksheets/article/present-participle-party/">https://www.education.com/worksheets/article/present-participle-party/</a>			
	Writing: Persuasive Essay ( <b>8.1.5.A.2, CRP4, CRP6, CRP8, CRP11</b> )			

Using word processing software, students will write about a self-chosen topic.

**RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the 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:	Texts:	Summative Assessments:
Main Ideas and Details	“Forests Are Forever” Students will use a graphic organizer to take notes on the read aloud story <a href="https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/">https://www.education.com/worksheets/article/elements-of-a-story-circle-chart/</a>	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 15 Vocabulary and Comprehension Tests
Monitor/Clarify		Unit 3 – Lesson 15 Anchor Text: “Ecology for Kids”	
Author’s Word Choice			<b>Formative Assessment:</b>
Analyze an Argument			<ul style="list-style-type: none"> <li>Lesson 15 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul>
Twenty-First Century Themes and Skills include:	Vocabulary: Using Context (CRP4) Working with a partner, students will use a graphic organizer to determine meanings of unknown words from one of the reading passages. <a href="https://www.education.com/worksheets/article/context-clues-table/">https://www.education.com/worksheets/article/context-clues-table/</a>	Genre: Informational Text  Paired Selection: “Wonderful Weather: “Fog,” “Weather,” “Umbrella,” “Spring Rain,” and “Weatherbee’s Diner”	
<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Environmental Literacy</li> </ul>		Genre: Poetry	
<b>Objectives</b>		<b>Companion Texts:</b> “The Whys of Weather: The Colors of the Rainbow” (Informational Text) <a href="https://www.readworks.org/article/The-Whys-of-Weather-The-Colors-of-the-Rainbow/c2b88c42-772d-419c-995e-d478bf2f29e6#!articleTab:content/">https://www.readworks.org/article/The-Whys-of-Weather-The-Colors-of-the-Rainbow/c2b88c42-772d-419c-995e-d478bf2f29e6#!articleTab:content/</a>  <i>Scholastic Magazine</i>	<b>Alternative Assessments</b> Students will share their graphic organizer information
Students will identify main ideas and details in informational texts.			Students will answer teacher-led questions about the reading passages
Students will use text details to monitor and clarify understanding.	Speaking and Listening: Conduct a Research Project (9.2.4.A.3, CRP7, CRP4, CPR11) Using the internet, students will look up information about careers in science		
Students will engage effectively in collaborative discussion.	Grammar: Irregular Verbs (CRP4) Students will practice writing creatively with irregular verbs. <a href="https://www.education.com/worksheets/article/irregular-verb-story-1/">https://www.education.com/worksheets/article/irregular-verb-story-1/</a>		Students will have a whole class discussion about their research discoveries.  Students will present their persuasive paragraphs



<p><b>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b></p> <p><b>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><b>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>W.4.4. Produce clear and coherent writing in which the</b></p>	<p>Writing: Persuasive Essay (9.2.4.A.3, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11) Using word processing software, students will write a persuasive essay on the benefits of pursuing a career in science.</p>			
	<b>Topics</b>	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.	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	Pre-Assessment, Formative Assessment, Summative Assessment: Instructors will implement three levels of assessments to evaluate students:
	<b>Objectives</b>	Students will review phonetics concepts.	Five-Part Weekly Program: 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension	<ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> <li>• Decoding multi-syllabic words</li> <li>• Memorization techniques</li> <li>• Fluency of reading and writing</li> <li>• Auditory sound discriminations</li> <li>• Sentence structure</li> <li>• Vocabulary building</li> </ul>
		Students will learn new phoneme/rules via a multi-sensory approach.		
		Students will decode multi-syllabic words.		
		Students will spell high frequency words correctly.		
		Students will comprehend what they hear and read.		
	<b>Topics</b>	Students will go from the beginning stages of research, to writing an initial draft, to publishing essays regarding history. (8.1.5.A.2, CRP4, CRP6, CRP11)	Reading and Writing Project <i>Firsthand</i> , 2013 Bringing History to Life, Grade 4, Unit 3  Bend II	Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.
	Informative Writing			
	Twenty-First Century Themes and Skills include: The Four C's			

<p>development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p> <p><b>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b></p> <p><b>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b></p>	<table> <tr> <th data-bbox="514 95 892 456">Objectives</th><td data-bbox="892 95 1249 456">Students will write informational essays about history.</td><td data-bbox="1249 95 1680 456"></td></tr> <tr> <th data-bbox="514 456 892 492">Topics</th><td data-bbox="892 456 1249 492">Instructors will select the reading and writing LAT lessons that best meets their students' needs.</td><td data-bbox="1249 456 1680 492"><u>Reading PARCC LAT Lessons</u></td></tr> <tr> <th data-bbox="514 492 892 1505">Objectives</th><td data-bbox="892 492 1249 1505"> <p>PARCC LATs</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of narrative elements.</p> <p>Students will practice completing LATs.</p> </td><td data-bbox="1249 492 1680 1505"> <p> <b>Literary Analysis Tasks</b></p> <p><b>Lesson 5: Using Context Clues for the Vocabulary EBSR</b></p> <p><b>Lesson 6: The Evidence-Based Selected Response</b></p> <p><b>Lesson 7: The Technology-Enhanced Constructed Response</b></p> <p><b>Lesson 8: Practice Completing the LAT</b></p> <p><u>Writing PARCC LAT Lessons</u></p> <p> <b>Literary Analysis Tasks</b></p> <p><b>Lesson 4: Selecting Textual Evidence to Support Reasons</b></p> <p><b>Lesson 5: Drafting the Prose Constructed Response Outline</b></p> <p><b>Lesson 6: Writing Quality Body Paragraphs</b></p> </td></tr> </table>	Objectives	Students will write informational essays about history.		Topics	Instructors will select the reading and writing LAT lessons that best meets their students' needs.	<u>Reading PARCC LAT Lessons</u>	Objectives	<p>PARCC LATs</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of narrative elements.</p> <p>Students will practice completing LATs.</p>	<p> <b>Literary Analysis Tasks</b></p> <p><b>Lesson 5: Using Context Clues for the Vocabulary EBSR</b></p> <p><b>Lesson 6: The Evidence-Based Selected Response</b></p> <p><b>Lesson 7: The Technology-Enhanced Constructed Response</b></p> <p><b>Lesson 8: Practice Completing the LAT</b></p> <p><u>Writing PARCC LAT Lessons</u></p> <p> <b>Literary Analysis Tasks</b></p> <p><b>Lesson 4: Selecting Textual Evidence to Support Reasons</b></p> <p><b>Lesson 5: Drafting the Prose Constructed Response Outline</b></p> <p><b>Lesson 6: Writing Quality Body Paragraphs</b></p>	<p>Instructors and students will evaluate progress toward writing essays 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>Reading PARCC LAT Lesson 8</p> <p>Writing PARCC LAT Lesson 8</p>
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**Lesson 7: Practice  
Completing the Prose  
Constructed Response**

**Lesson 8: Writing  
Advanced-Proficient Prose  
Constructed Responses**

**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/](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.

<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Shorten assignments to focus on mastery of key concepts.</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Give directions/instructions verbally and in simple written format.</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>
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<ul style="list-style-type: none"> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<ul style="list-style-type: none"> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<p>expected to do</p> <ul style="list-style-type: none"> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	
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<b>Integration of 21<sup>st</sup> Century Standards NJSL 9:</b> 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
<b>Interdisciplinary Connections:</b> <b>Science:</b> 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
<b>Integration of Technology Standards NJSL 8:</b> 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
<b>Career Ready Practices:</b> CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP11. Use technology to enhance productivity.