Grade: 4	Course: ELA
Pacing Guide: 9 weeks	

| Unit: 1   HMH Modules 1-3
           HMH Writing Workshop Module 3: Opinion Essay | **Big Ideas:**
Module 1: A genre focus on different kinds of stories provides students with opportunities to identify point of view and recognize figurative language in order to better understand unfamiliar texts.
Module 2: A genre focus on informational text provides students with opportunities to identify central ideas, text and graphic features, and media techniques in order to better understand unfamiliar texts.
Module 3: A genre focus on historical fiction provides students with opportunities to synthesize ideas, identify plot elements, and identify themes in order to better understand unfamiliar texts.
<u>Writer's Workshop</u>: How to Write an Opinion Essay |

Content Area NJSLS Performance Expectations Addressed

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.
- 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.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea 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.
- 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.

Writing Domain:
- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.

B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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.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.

Language Domain:
- 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.

- 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 base 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
  C. Use independent clauses and coordinating conjunctions.
  D. Form irregular verbs; form and use progressive tenses.
  E. Form and use possessive nouns and pronouns.
  F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
  G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
  H. Use apostrophes for possession.
- 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. Choose punctuation for effect.
  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.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.
  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.
  C. Recognize and explain the meaning of common idioms, adages, and proverbs.
  D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Interdisciplinary Connections

Social Studies:
  - 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Computer Science and Design Thinking	*Career Readiness, Life Literacies, and Key Skills*
8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. **21st Century Skills Standards:** 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. 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Career Readiness, Life Literacies, and Key Skills Practices:** - Act as a responsible and contributing community member and employee. - Consider the environmental, social and economic impacts of decisions. - Demonstrate creativity and innovation. - Utilize critical thinking to make sense of problems and persevere in solving them. - Model integrity, ethical leadership and effective management. - Use technology to enhance productivity, increase collaboration and communicate effectively.
Student Learning Objectives (SLO)	
Students will be able to…	

Reading Domain:
- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions
- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Determine the meaning of words and phrases in a text
- Identify words that allude to mythological characters (ie: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Identify similarities and differences between firsthand and secondhand accounts
- Explain how the point of view impacts the delivery of information in the text
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Read grade-level poetry and prose aloud accurately
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Distinguish fact from opinions
- Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
- Group supporting details to support the writer's purpose
- Introduce a topic or text clearly
- State an opinion to be supported with evidence
- Write a thesis statement to focus the writing
- Logically order reasons that are supported by facts
- Support the opinion with facts and details from texts or other sources
- Use transitional words and phrases to connect opinions to reasons

- Write a conclusion related to the opinion presented
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, checksheets, peer editing) Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting
- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Language Domain:
- Identify and define relative pronouns
- Use appropriate relative pronouns and relative adverbs when writing or speaking
- Identify progressive verb tenses in sentences

- Select the appropriate verb tense to use when writing or speaking
- Identify rules for capitalization
- Apply capitalization rules consistently
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify Words
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary
- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Spell grade-appropriate words correctly, consulting references as needed.
- 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.
- Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- Use independent clauses and coordinating conjunctions.
- Form irregular verbs; form and use progressive tenses.
- Form and use possessive nouns and pronouns.
- Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use a comma before a coordinating conjunction in a compound sentence.
- Use apostrophes for possession.

Academic Vocabulary
mythological, figurative, domain-specific, similes, metaphors, narrator's point of view, firsthand, secondhand, decoding strategies, multisyllabic, transitional words and phrases, organizational structure, thesis statement, supporting details, evidence, transitional words, conclusions, graphic

organizers, keyboarding skills, research question, research skills, relative pronouns, relative adverbs, progressive verb tenses, capitalization rules, prefixes, suffixes, glossaries, dictionaries, synonyms, antonyms

Essential Questions	*Enduring Understandings*
- How do your experiences help shape your identity? - How does the narrator's point of view influence how we understand the story? - What can we learn about a character or event by considering the story from different points of view? - How does figurative language help us understand a deeper meaning in a story or poem? - In what ways can figurative language make writing more interesting and vivid for the reader? - How can understanding figurative language help readers strengthen their understanding of big ideas and themes within a text? - What key features help readers better understand nonfiction texts? - How can we identify the central idea of a nonfiction text and explain what the author is trying to teach us? - How do supporting details help us understand the central idea of a nonfiction text? - How do text features like headings, captions, and bold words help us understand the main ideas in a nonfiction text? - In what ways do graphic features, such as charts, diagrams, and maps, support the information presented in nonfiction texts? - What media techniques do creators use to express ideas and capture attention? - How do readers synthesize understandings throughout a text? - How do you combine information from different sources to create a new understanding of a topic? - In what ways can synthesizing ideas help you form your own opinions or conclusions about what you're reading? - How do the characters, setting, and events work together to create the plot of a story?	- Great stories raise questions (and sometimes provide answers). - The narrator's perspective (first-person, third-person) influences how events are described and how readers connect with the characters and plot. - Recognizing the point of view helps readers understand why characters think, feel, or act in certain ways, allowing them to better analyze and interpret the story. - Authors use figurative language, like metaphors, similes, and personification, to make their writing more vivid and expressive, helping readers visualize and feel the meaning behind the words. - Recognizing figurative language allows readers to go beyond the literal meaning of words and uncover the deeper or more imaginative messages the author wants to convey. - Identifying text and graphic features help readers deepen their understanding of central ideas in nonfiction texts. - Text features like headings, subheadings, bold words, and bullet points help readers quickly find key ideas and understand the structure of the nonfiction text. - Graphic features such as charts, diagrams, maps, and photographs give additional details and help clarify or reinforce the information in the text. - Text and graphic features complement each other, allowing readers to better understand and remember the main ideas by presenting information in both written and visual forms. - The central idea is the most important message or concept in a nonfiction text, and understanding it helps readers grasp the purpose of the writing.

- How do the events and conflicts within the story reveal the underlying message or theme that the author is trying to convey?
- How do the characters' actions and experiences help reveal the theme of a story?
- How can we identify the theme of a story, and what clues does the author give to help us understand it?
- Writer's Workshop: How can writer's convey ideas and opinions clearly and effectively in an opinion essay?
- How do you clearly state your opinion and support it with reasons and evidence in an essay?
- Why is it important to consider different points of view when writing an opinion essay?
- How can you organize your opinion essay to make your argument clear and persuasive to your reader?

- Recognizing the central idea allows readers to filter out unimportant details and focus on what matters most in a nonfiction text.
- Supporting details are the building blocks to central ideas in nonfiction texts.
- Creators utilize several different media techniques to enhance central ideas, capture viewer's attention, and convey ideas.
- By combining multiple sources of information and perspectives, individuals can synthesize a deeper understanding of complex ideas and create new meaning.
- To synthesize, readers must organize and link together different pieces of information, noticing patterns, similarities, and differences to see the big picture.
- By synthesizing information, readers are able to make better-informed decisions, form their own opinions, and create conclusions that go beyond what any single source tells them.
- The characters, setting, events, and conflict all play important roles in shaping the plot, and together they create a meaningful narrative.
- The central problem or conflict in a story challenges the characters, and its resolution shows how the characters change or learn, providing the story's meaning or message.
- The way a story unfolds through its plot reveals deeper meanings and universal truths about human experience, as represented by the central theme.
- Great stories/books address universal themes of human existence and conflict.
- Some stories explore multiple themes, and readers can discover different messages or lessons based on the characters' actions, the conflict, and the resolution.
- Challenges people and characters face provoke change.
- The main purpose of an opinion essay is to express a personal viewpoint on a topic, clearly stating what the writer believes or prefers.

	● A strong opinion essay provides reasons and evidence, such as facts, examples, or experiences, to support the opinion and make it more convincing to the reader. ● A well-organized opinion essay includes an introduction, body paragraphs with clear reasons, and a conclusion that reinforces the opinion. ● Understanding and acknowledging other viewpoints helps the writer strengthen their own argument by explaining why their opinion is valid or more persuasive. ● In an opinion essay, choosing the right words and tone is important for persuading the reader, keeping the language respectful and clear to make the opinion more effective.
Core Instruction/Supplemental Materials	*Assessments*
● Social Emotional Learning Lessons: Module 1 Week 1: Skill "Self Awareness" through texts such as "The Story of You" by and "Flora and Ulysses" by Kate DiCamillo ● Diversity, Equity and Inclusion Resources: Module 1 Week 2 text "Yes, We Are Latinos" by Alma Flor Ada ● Amistad Law: Module 3 Week 1 "Rent Party Jazz" by William Miller ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities ● HMH Writer's Workshop Focal Text: "The Kite Fighters" by Linda Sue Park ● iReady Student Learning Path and Assignments ● RazKids ● EPIC ● Kahoot	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers ● Class discussion ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Video logs **Summative** ● Tests ● Skills assessment/Benchmarks

- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

- Essays/Writing Assignments

Alternative
- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities

Enrichment/Gifted and Talented
- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.

Multilingual Learners
- Alternate Responses
- Notes in Advance
- Extended Time

- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:
- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education
General Modifications:
- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies

At Risk (Intervention)
- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data	

Grade: 4	Course: ELA

Pacing Guide: 9 weeks

Unit: 2 **HMH Modules 4-6** **HMH Writing Workshop Module 2 Informational Text**	**Big Idea:** **Module 4:** A genre focus on fairy tales and myths provides students with opportunities to identify text and graphic features, point of view, and themes in order to better understand unfamiliar texts. **Module 5:** A genre focus on biography provides students with opportunities to identify ideas and support, text structure, and figurative language in order to better understand unfamiliar texts. **Module 6:** A genre focus on informational text provides students with opportunities to identify text and graphic features, central ideas, and text structures in order to better understand unfamiliar texts. **Writer's Workshop**: How to write an Informational Essay

Content Area NJSLS Performance Expectations Addressed

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.
- 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.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- 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.
- 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.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

- 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.

Writing Domain:
- W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
  B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
  D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  E. Provide a conclusion related to the information or explanation presented.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  A. Identify audience, purpose, and intended length of composition before writing.
  B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  C. Consider writing as a process, including self-evaluation, revision and editing.
  D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
  E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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.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.

Language Domain:
- 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.
- 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 base 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
  C. Use independent clauses and coordinating conjunctions.
  D. Form irregular verbs; form and use progressive tenses.
  E. Form and use possessive nouns and pronouns.
  F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
  G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
  H. Use apostrophes for possession.
- 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. Choose punctuation for effect.
  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.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.

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.
  C. Recognize and explain the meaning of common idioms, adages, and proverbs.
  D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Interdisciplinary Connections

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

Visual and Performing Arts:
- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects

Computer Science and Design Thinking	*Career Readiness, Life Literacies, and Key Skills*
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system. - 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks - 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. **21st Century Skills Standards:** - 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. - 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. **Career Readiness, Life Literacies, and Key Skills Practices:**

	● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to…

Reading Domain:
- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions
- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Read text closely to identify key details
- Explain how or why historical events, scientific ideas or "how to" procedures happened
- Use the text to support their answers
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
- Identify similarities and differences between firsthand and secondhand accounts
- Explain how the point of view impacts the delivery of information in the text

- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through various media formats to help make meaning of the text
- Explain how the information presented in various formats aids to the overall meaning
- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text
- Read two texts closely on the same subject to identify key details
- Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Introduce a topic clearly
- Compose a clear thesis statement
- Group related information in paragraphs and sections
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information using words and phrases
- Use transitional words and phrases
- Select specific language and vocabulary to convey ideas and information
- Provide a conclusion related to the information or explanation
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills

- Type at least one page in a single setting
- Research information from print and digital sources
- Integrate information from personal experience
- Take notes and organize their information into categories
- List the sources used
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
- Identify the key points and supporting details of a text presented orally
- Restate the key information from a written text read aloud or information presented in multiple formats
- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Language Domain:
- Identify and define modal auxiliaries
- Use the appropriate modal auxiliary to convey various conditions
- Identify adjectives in sentences to determine their purpose
- Place adjectives in conventional order when writing or speaking
- Identify the format for marking direct speech and quotations
- Apply the rules for marking direct speech and quotations when writing
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Select the most precise word to convey ideas
- Select punctuation to create effect in writing

- Use formal English and informal English in the appropriate settings
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary
- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- Use independent clauses and coordinating conjunctions.
- Form irregular verbs; form and use progressive tenses.
- Form and use possessive nouns and pronouns.
- Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use a comma before a coordinating conjunction in a compound sentence.
- Use apostrophes for possession.

Academic Vocabulary

analyze, communicate, connections, context, convey, decode, evidence, explicit, fluency, infer, integrate, interpret, organize, paraphrase, perspective, summarize, support, synthesis, text structure, thesis

Essential Questions	Enduring Understandings
- What traits and actions make a character a hero? - How do graphic features such as pictures and illustrations in a story help you better understand the characters, setting, and plot in myths and fairy tales? - How do text features, such as headings, titles, or bold words, help us understand key events and themes in myths and fairy tales? - How does a story change depending on who is telling it (the narrator)?	- Visual elements like illustrations and diagrams within a fictional story can enhance understanding by providing additional details about characters, setting, and plot, allowing readers to better visualize the narrative and engage more deeply with the story. - Text features like headings, subheadings, and bolded words help readers focus on important events, characters, or themes in myths, making the story easier to follow.

- How does the narrator's point of view affect how we understand the characters and events in a story?
- Why is it important to consider the point of view when analyzing a story or text?
- What lessons or morals can we learn from the theme of a myth, legend, or fairy tale, and how are they relevant to our lives?
- How can we use key details and facts from a text to understand the main idea and support our understanding of a topic?
- How do supporting details help explain and strengthen the main idea in text?
- Why do authors choose certain details or examples to help explain their ideas?
- How does the sequence of events in a person's life help us understand the relationships between their accomplishments and challenges?
- How does the structure of a nonfiction text help us better understand the information being presented?
- Why is it important to recognize the text structure in nonfiction, and how does it help us find key ideas and details?
- What are the key features of different nonfiction text structures (such as problem and solution, description, or sequence), and how do they help us find important details?
- Why do authors choose specific text structures for different nonfiction topics or purposes?
- How does an author use figurative language to paint a vivid picture of a person's life and character within a biography?
- How do similes, metaphors, and other figurative language techniques help us visualize and understand the deeper meaning of a text?
- What characteristics and details about Earth's natural wonders make these places exciting and unique?
- How do visual elements like pictures, captions, headings, and diagrams help readers understand the information presented in a nonfiction text?
- How does the way an author organizes information in a nonfiction text help you understand the main ideas and key details?

- Combining both text and graphic features allows readers to connect the narrative with visual representations, which enhances comprehension of the story's meaning, symbolism, and themes.
- A story's perspective, or point of view, is shaped by who is telling it, and this significantly impacts how the reader understands the characters and events within the story.
- Understanding the point of view helps readers grasp why characters behave the way they do and how their thoughts and emotions are portrayed through the narrator's perspective.
- In myths, legends, and fairy tales, the decisions made by characters, especially in challenging situations, help to uncover the underlying theme or moral of the story.
- Myths and legends often reflect the beliefs, traditions, and values of the culture they come from, helping readers understand how different societies view important ideas like justice, fate, heroism and bravery.
- Art is a form of expression and through symbolism, synthesizing, inference, and drawing conclusions, multilevel meanings can be uncovered.
- To fully grasp a nonfiction text, readers must identify the main idea and understand how supporting details, like facts and examples, work together to clearly explain the topic.
- Authors of biographies use facts, quotes, and personal stories to support the main ideas about a person's life.
- Biographies provide insight into how a person's life experiences, choices, and challenges shape their achievements.
- Understanding how the main idea and supporting details are connected helps readers better comprehend the text and retain key information.
- In biographies, authors use figurative language to enhance storytelling and help reveal deeper meaning about a person's life and achievements.

- How can we find the central idea of a nonfiction text, and how does it help us understand the topic?
- How do the details and examples in a nonfiction text support the central idea?
- Writer's Workshop Informational Essay: What types of amazing creatures live in this world?
- How do we organize our ideas and information clearly to help readers understand our topic?
- What kind of evidence, facts, or examples can we use to support the main idea of our informational essay?
- How can we make our informational essay interesting and easy to follow for our readers?

- By actively engaging with text features like headings, captions, diagrams, and visuals, readers can effectively navigate and comprehend complex information within non-fiction texts, gaining a deeper understanding of the topic.
- Understanding how a text is organized, whether by sequence, description, comparison, cause and effect, or problem and solution, helps readers navigate information and grasp the main ideas more effectively.
- Different nonfiction text structures are used by authors to present information in the most effective way for the topic and purpose.
- Identifying the structure of a nonfiction text helps readers find key details and understand the author's message more clearly.
- The mysterious of Earth's natural wonders can be solved through questioning and discovery of unique qualities and details specific to these locations.
- The central idea is the main point or message that an author wants to communicate in a nonfiction text.
- Details and examples in a nonfiction text work together to support and explain the central idea.
- Text and graphic features, such as headings, captions, and diagrams, help organize and clarify information in nonfiction texts.
- Headings, subheadings, and bolded words signal important information and help readers focus on the main ideas in a nonfiction text.
- By examining both text and graphic features, readers can gain a more complete understanding of the topic being presented in a nonfiction text.
- To effectively inform readers about a topic, clearly state key facts and organize information logically with a clear introduction, supporting details in the body, and a summarizing conclusion.
- The introduction of an informational essay should grab the reader's attention and clearly introduce the topic.

	● Transitions and clear, concise language help readers follow the flow of ideas in an informational essay. ● The conclusion of an informational essay wraps up the information and reinforces the main points, leaving the reader with a clear understanding.
Core Instruction/Supplemental Materials	***Assessments***
● Social Emotional Learning Resources: Module 4 Week 1 Skill: Responsible Decision Making through texts "Prince Charming Misplaces His Bride" and "Who's A Hero?" ● Diversity, Equity and Inclusion Resources: Module 5 Week 2 text "Let's Dance Around the World" ● Holocaust Law: HMH Fresh Lit: short story read aloud "War Notes" by Rachel DeWoskin ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities ● HMH Writer's Workshop Focal Text: "Apex Predators" by Steve Jenkins ● iReady Student Learning Path and Assignments ● RazKids ● EPIC ● Kahoot ● Prodigy Vocabulary ● Quizziz ● BrainPop ● Blooket ● Flipgrid ● Padlet	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers ● Class discussion ● Open-ended response questions & comprehension questions ● Teacher observation ● Classwork Practice ● Video logs **Summative** ● Tests ● Skills assessment/Benchmarks ● Essays/Writing Assignments **Alternative** ● Centers/activities/games ● Performance assessments ● Projects

- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

Modifications/Differentiated Activities

Enrichment/Gifted and Talented
- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Multilingual Learners
- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Learning Environments:	
● Extensive outside reading	
● Active classroom discussion	
● Innovative oral and written presentations	
● Deductive and inductive reasoning	
● Independent writing and research	
● Divergent thinking	
● Challenging problem solving situations	
● Interactive, independent and interdisciplinary activities	

Special Education	**At Risk (Intervention)**
General Modifications:	● Maximize use of community resources
● Allow outlining, instead of writing for an essay or major project	● Connect family to school and school activities
● Computerized spell-check support	● Support through transition
● Word bank of choices for answers to test questions	● Help develop compensating strategies
● Provision of calculator and/or number line for math tests	● Increase opportunity for positive peer group influences
● Film or video supplements in place of reading text	● Supplemental courses
● Reworded questions in simpler language	● Placement in small and interactive groups
● Projects instead of written reports	
● Highlighting important words or phrases in reading assignments	
● Modified workload or length of assignments/tests	
● Modified time demands	
● Pass/no pass option	
● Modified grades based on IEP	
Behavior Modifications:	
● Breaks between tasks	
● Cue expected behavior	
● Daily feedback to student	
● Use de-escalation strategies	
● Use positive reinforcement	
● Use proximity/touch control	
● Use peer supports and mentoring	
● Model expected behavior by adults	
● Have parent sign homework/behavior chart	
● Set and post class rules	
● Chart progress and maintain data	

Grade: 4	Course: ELA

Pacing Guide: 9 weeks	

Unit: 3 **HMH Modules 7-9** **HMH Writer's Workshop Module 1 Personal Narrative**	**Big Idea:** **Module 7:** A genre focus on traditional stories provides students with opportunities to identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts. **Module 8:** A genre focus on informational/argumentative text provides students with opportunities to identify text and graphic features, ideas and support, and author's purpose in order to better understand unfamiliar texts. **Module 9:** A genre focus on persuasive text provides students with opportunities to identify ideas and support, text and graphic features, and author's craft in order to better understand unfamiliar texts. **Writer's Workshop**: How to Write a Personal Narrative

Content Area NJSLS Performance Expectations Addressed

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.
- 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.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea 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.

- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- 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.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  C. Use a variety of transitional words and phrases to manage the sequence of events.
  D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
  E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  A. Identify audience, purpose, and intended length of composition before writing.
  B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
  C. Consider writing as a process, including self-evaluation, revision and editing.
  D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
  E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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.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.

Language Domain:
- 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.
- 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.
  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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
  C. Use independent clauses and coordinating conjunctions.
  D. Form irregular verbs; form and use progressive tenses.
  E. Form and use possessive nouns and pronouns.
  F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
  G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
  H. Use apostrophes for possession.
- 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. Choose punctuation for effect.
  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.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.

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

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

Interdisciplinary Connections

Social Studies:
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills
8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** 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. **21st Century Skills Standards:** 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. 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

	● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. **Career Readiness, Life Literacies, and Key Skills Practices:** ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to…

Reading Domain:
- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions
- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes

- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Link the reading of the text to listening or viewing the same story
- Compare what was read to what was visualized and heard
- Cite textual evidence to support comparisons
- Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature
- Analyze how the theme is presented in the text
- Analyze the influence of culture on similar themes
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Compose a story hook to engage the reader
- Establish the story's background or situation
- Introduce a narrator and/or characters
- Purposefully arrange events to make the story flow
- Use dialogue and description to develop experiences and events
- Show the responses of characters to situations, when appropriate
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases to relay story details
- Use sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing

- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting
- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
- Identify the key points and supporting details of a text presented orally
- Restate the key information from a written text read aloud or information presented in multiple formats
- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Language Domain:
- Recognize the purpose and function of prepositional phrases
- Identify prepositions and prepositional phrases when reading
- Use prepositional phrases in writing
- Identify the components of complete sentences

- Consistently write in complete sentences
- Distinguish complete sentences, fragments, and run-on sentences
- Revise fragments and run-ons to form complete sentences
- Identify coordinating conjunctions in sentences
- Use a comma before a coordinating conjunction in a compound sentence
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Identify similes and metaphors in text
- Explain the meaning of simple similes and metaphors
- Identify idioms, adages, and proverbs in text
- Explain the meaning of common idioms, adages, and proverbs
- Determine synonyms and antonyms of words to show meaning
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary
- Write affixed words that involve a sound or spelling change in the base word.
- Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- Form irregular verbs; form and use progressive tenses.
- Form and use possessive nouns and pronouns.
- Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use a comma before a coordinating conjunction in a compound sentence.
- Use apostrophes for possession.

Academic Vocabulary

analyze, characterize, cite, compare, conclude, connect, context, detail, determine, differentiate, discuss, evaluate, evidence, explain, infer, interpret, main idea, metaphor, narrator, organize, paraphrase, perspective, plot, quote, relate, setting, simile, summarize, support, theme, viewpoint

Essential Questions	Enduring Understandings
- What lessons can we learn from characters in traditional tales? - How do the events and characters in a traditional tale support the central idea or theme of the story? - How do the characters in traditional tales show qualities like bravery, kindness, or cleverness, and how do those qualities affect the story? - How do the characters and events in a traditional story reflect the values and beliefs of the culture it comes from? - How do authors in traditional stories use similes and metaphors to create vivid pictures in our minds and help us better understand the characters and events? - How do graphic features like charts, maps, and diagrams support and enhance the information presented in an informational text? - How do text features like headings, captions, and bolded words help us understand the main ideas and important details in an informational text? - How does the author use facts and details to teach the reader something new about a topic? - How does an author use specific details and facts to create a valid argument? - What techniques do authors use in argumentative texts to persuade readers, and how can we identify them? - What can people do to care for our planet? - How does an author use strong words, facts, and examples to make the reader agree with their opinion? - How do authors use visuals like pictures, charts, and diagrams alongside their words to convince readers to agree with their opinion? - Writer's Workshop Personal Narrative: How can writers tell a story from my life that captures the most important moments and shows how the author felt? - How do writers effectively organize their narratives to engage readers and convey their message?	- Stories from different cultures often share universal themes and values, providing insights into human experiences and lessons that can be applied across time and place, even when the characters and settings are unique. - Traditional tales are passed down through generations to teach and preserve cultural values, ideas, and beliefs. - The events and characters in traditional tales are designed to support and illustrate the central idea or lesson. - Figurative language enhances traditional storytelling by helping readers understand ideas in a more vivid and imaginative way. - Traditional stories can teach many lessons about life and the world around us. - Text features like headings, subheadings, and bolded words help readers find key information quickly and understand the structure of the text. - Captions, labels, and sidebars provide additional information that supports and enhances the main content of an informational text. - Graphic features like diagrams, charts, and maps help explain or illustrate complex ideas in a visual way, making the text more accessible. - Text and graphic features work together to improve understanding, making informational texts more engaging and easier to remember. - Authors use both text and graphic features, like headings, bold words, charts, and images, to make their arguments clearer and more convincing to strengthen the persuasive message. - Authors write nonfiction texts to inform readers about a topic, sharing facts and details with a specific goal in mind, whether it's to explain, describe, or teach something new.

● In what ways do characters' actions and decisions drive the plot and convey the story's theme? ● How can descriptive language and sensory details enhance the reader's experience and understanding of the narrative?	● To fully understand an author's argument, readers must identify the main idea and use supporting details like facts, examples, and evidence to build a clear picture of the topic. ● By choosing strong words, presenting clear reasons, and using examples, authors of persuasive texts create convincing arguments that help persuade their audience, influence their their opinions, and encourage action. ● A personal narrative tells a true story from one's life, using details and emotions to help readers understand personal experiences. ● Effective narratives are organized with a clear structure, including a beginning, middle, and end, to guide the reader through the story. ● Writers use descriptive language and sensory details to create vivid images and evoke emotions, enhancing the reader's experience. ● Characters in narratives are developed through their actions, dialogue, and internal thoughts, which reveal their traits and motivations. ● The writing process involves drafting, revising, editing, and publishing, allowing writers to refine their narratives and effectively communicate their ideas.
Core Instruction/Supplemental Materials	*Assessments*
● Social Emotional Learning Resources: Module 7 Week 2 Skill: Self Management in the text "In The Days of King Adobe" ● Diversity, Equity and Inclusion Resources: Module 7 Week 3 legend and video "Ten Suns: A Chinese Legend" ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers

- HMH Writer's Workshop Focal Text: "La Mariposa" by Francisco Jimenez
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine
- Whole Brain Teaching: Critical Thinking

- Class discussion
- Open-ended response questions & comprehension questions
- Teacher observation
- Classwork Practice
- Video logs

Summative
- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative
- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities	
Enrichment/Gifted and Talented ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. **Learning Environments:** ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities	**Multilingual Learners** ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
Special Education ***General Modifications:*** ● Allow outlining, instead of writing for an essay or major project ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option	**At Risk (Intervention)** ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups

● Modified grades based on IEP
Behavior Modifications:
    ● Breaks between tasks
    ● Cue expected behavior
    ● Daily feedback to student
    ● Use de-escalation strategies
    ● Use positive reinforcement
    ● Use proximity/touch control
    ● Use peer supports and mentoring
    ● Model expected behavior by adults
    ● Have parent sign homework/behavior chart
    ● Set and post class rules
    ● Chart progress and maintain data	

Grade: 4	**Course: ELA**

Pacing Guide: 9 weeks	
Unit: 4 **HMH Modules 10-12** **HMH Writer's Workshop Module Expository Essay**	**Big Idea:** **Module 10:**A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. **Module 11:** A genre focus on informational, biography, and argumentative nonfiction texts. **Module 12:** A genre focus on realistic fiction, traditional tales, and historical fiction texts. **Writer's Workshop:** How to Write an Expository Essay
Content Area NJSLS Performance Expectations Addressed	

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.
- 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.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
- 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.
- 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.
- 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.
- 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.

Writing Domain:
- W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
  B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information or explanation presented.

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
A. Identify audience, purpose, and intended length of composition before writing.
B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

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

Language Domain:
- 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.
- 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 base 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
  A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
  B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
  C. Use independent clauses and coordinating conjunctions.
  D. Form irregular verbs; form and use progressive tenses.
  E. Form and use possessive nouns and pronouns.
  F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
  G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
  H. Use apostrophes for possession.
- 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. Choose punctuation for effect.
  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.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.

Interdisciplinary Connections

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

Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills
● 8.1.5.CS.1: Model how computing devices connect to other components to form a system. ● 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks ● 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies	**Technology Standards:** ● 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. **21st Century Skills Standards:** ● 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. ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. **Career Readiness, Life Literacies, and Key Skills Practices:** ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Use technology to enhance productivity, increase collaboration and communicate effectively.
Student Learning Objectives (SLO)	

Students will be able to…

Reading Domain:
- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions
- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details
- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text
- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
- Identify the narrator's point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- Identify similarities and differences between firsthand and secondhand accounts
- Explain how the point of view impacts the delivery of information in the text
- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:
- Introduce a topic clearly

- Compose a clear thesis statement
- Group related information in paragraphs and sections
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information using words and phrases
- Use transitional words and phrases
- Select specific language and vocabulary to convey ideas and information
- Provide a conclusion related to the information or explanation presented
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate proficiency in keyboarding skills
- Type at least one page in a single setting
- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Research information from print and digital sources
- Integrate information from personal experience
- Take notes and organize their information into categories
- List the sources used
- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames

- Develop skills in research
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:
- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the
- floor, etc)
- Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks
- Identify the reasons and evidence a speaker provides to support particular points.

Language Domain:
- Identify words that are frequently confused when reading
- Use frequently confused words correctly in writing
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use knowledge of synonyms and antonyms to broaden vocabulary

Academic Vocabulary

analyze, characterize, cite, compare, conclude, connect, context, detail, determine, differentiate, discuss, evaluate, evidence, explain, infer, interpret, main idea, metaphor, narrator, organize, paraphrase, perspective, plot, quote, relate, setting, simile, summarize, support, theme, viewpoint, structure, decipher, allude, narrative, integrate, collaborate, thesis, transition, revise, strategy, comprehend, investigate, enhance, discourse, context clues, prefix, suffix, root word, glossary, dictionary, fluently

Essential Questions	Enduring Understandings
- How can analyzing the details in a passage help determine its central idea? - What strategies can be used to identify the central idea in nonfiction texts? - How does the way an author organizes information in a nonfiction text help you understand the main ideas and key details? - How does understanding the structure of a text enhance comprehension? - What are the various nonfiction text structures, and how do they differ from one another? - How do media techniques help readers understand the main idea and important details in nonfiction videos? - How do media creators use techniques like images, captions, and layouts to convey information and influence our understanding of nonfiction content? - In what ways can understanding the media techniques used in nonfiction media help us become more informed and critical consumers of information? - What standard features relate to informational, biography, and argumentative nonfiction texts? - What strategies can you use to determine the main idea of an informational text and identify supporting details? - Why is it important to understand the author's purpose and perspective when reading informational texts? - How does reading about someone's life experiences influence our understanding of history and human behavior? - What is the author's main argument, and what evidence do they provide to support it?	- Understanding the central idea helps readers to focus on what the author wants to teach or explain. - Readers can use supporting details to better understand and remember central ideas in nonfiction texts. - Various methods, such as looking for repeated themes, summarizing key points, and understanding the author's purpose, can be used to uncover the central message of a text. - Understanding how a text is organized helps readers access and comprehend information more effectively, allowing them to follow the author's logic and key points within the text. - Nonfiction texts are organized in various structures, such as description, sequence, compare and contrast, cause and effect, and problem and solution, each serving a unique purpose to convey information effectively. - Recognizing the structure of a nonfiction text enhances comprehension by providing a framework for understanding the relationships between ideas and information presented. - Understanding the author's purpose and the intended audience influences how nonfiction texts are structured and how information is presented. - Media creators make intentional choices, such as selecting images, captions, and layouts, to convey specific messages and influence viewers' understanding. - Recognizing techniques like pacing, sound, and design elements in media helps viewers understand how information is presented and how it can affect their perception.

- How does recognizing the author's purpose and perspective help us evaluate the effectiveness of their argument?
- What standard features relate to realistic, traditional and historical fiction texts?
- What makes the characters and events in a realistic fiction story relatable and believable?
- In what ways can the settings and events in realistic fiction mirror real-life experiences and challenges?
- How do authors incorporate historical events and settings into fictional stories, and what impact does this have on our understanding of history?
- In what ways do characters' experiences in historical fiction reflect the values, challenges, and perspectives of the time period in which they live?
- What are the defining characteristics of traditional literature, and how do they differ from other literary genres?
- How do the characters, settings, and plots in traditional stories reflect the values and beliefs of the cultures from which they originate?
- Writer's Workshop: Expository Essay: How can writers clearly explain a topic using facts and details to inform readers about something new?
- What are the key components of an expository essay, and how should they be organized to effectively convey information?
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- Being aware of media techniques enhances one's ability to navigate media critically, fostering informed and thoughtful consumption of nonfiction content.
- Informational texts, biographies, and argumentative texts all have similarities that connect them under the genre of nonfiction texts.
- Nonfiction texts are organized in various structures, such as description, cause and effect, problem and solution, and compare and contrast, each serving a unique purpose to convey information effectively.
- Readers infer, synthesize, and make connections to make text personally relevant and useful.
- Analyzing the elements of biographies, such as character traits, motivations, and life events, enables readers to draw connections between the past and present, fostering empathy and learning from others' experiences.
- Understanding the structure of argumentative texts, including the introduction of the claim, presentation of evidence, and consideration of counterarguments, aids in comprehending and analyzing the author's reasoning.
- Identifying the author's purpose and intended audience in argumentative texts helps assess the effectiveness and bias of the presented arguments.
- Realistic fiction, traditional tales, and historical fiction texts all have similarities that connect them under the genre of fiction texts.
- Realistic fiction narratives are grounded in real-life scenarios, featuring characters, settings, and events that mirror those in our everyday experiences.
- Developing well-rounded characters with distinct traits, motivations, and challenges is essential in realistic fiction, as it fosters reader empathy and engagement.
- The structure of realistic fiction typically follows a clear narrative arc, encompassing elements such as introduction, rising action, climax, falling action, and resolution, to effectively convey the story's message.

	● Historical fiction combines imaginative storytelling with real historical events, offering readers a understanding of the past. ● Exploring characters' experiences in historical contexts allows readers to connect emotionally with the past, making history more relatable and memorable. ● Recognizing recurring themes and patterns in traditional stories, such as quests or moral lessons, enhances comprehension and appreciation of these narratives. ● Analyzing the elements of traditional stories, including characters, settings, and plots, deepens our understanding of storytelling techniques and narrative structures. ● To effectively inform others about a topic, clearly organize facts and details, using precise language and a logical structure to present information in a way that is easy for the reader to understand. ● Expository writing aims to inform or explain a topic clearly and accurately, using facts, definitions, and details to enhance understanding.
Core Instruction/Supplemental Materials	***Assessments***
● Social Emotional Learning Resources: Module 11 Week 3 Skill: Responsible Decision Making with text "How Can We Reduce Household Waste?" by Mary K Pratt ● Diversity, Equity and Inclusion Resources: Module 10 Week 3 text "Cooper's Lesson" by Sun Yung Shin ● Holocaust Law: Module 10 Week 1 text "The Unbroken Code of the Navajo Code Talkers" by Chester Nez ● Amistad Law: Module 11 Week 2 text "Seeds of Change: Planting a Path to Peace" by Jen Cullerton Johnson ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers	**Formative** ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions ● Self Reflections ● Editing Checklists ● R.A.C.E.R responses ● Writing Rubrics from HMH Into Reading ● Graphic Organizers ● Class discussion ● Open-ended response questions & comprehension questions

- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer's Workshop Focal Text: Mr. Ferris and
- His Wheel, by Kathryn Gibbs Davis
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process
- Vocabulary Songs & Videos - The Word-Up Project
- Context Clues Worksheets | Reading Comprehension Activities
- Word Usage Worksheets | Language Arts Activities
- Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets
- 4th and 5th Grade Worksheets | Reading Printables
- Concept Map | Read Write Think
- 5th Grade CCSS: Language
- Free 5th Grade Grammar Worksheets | Education.com
- Current Events | izzit.org
- Teachers | Smithsonian Magazine

- Teacher observation
- Classwork Practice
- Video logs

Summative
- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative
- Centers/activities/games
- Performance assessments
- Projects

- <u>Whole Brain Teaching: Critical Thinking</u>

Modifications/Differentiated Activities

Enrichment/Gifted and Talented
- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:
- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners
- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education
General Modifications:
- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports

At Risk (Intervention)
- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP ***Behavior Modifications:*** ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalation strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data	