

**English Language Arts  
Reading Curriculum  
2019**

**GRADE 4**

**Montague Township School**

# English Language Arts Mapping Guide

**Kindergarten Reading Curriculum**

Unit Title: Routines: Launching the Reading

Workshop Unit Title: We Are Readers (Unit 1, Lucy Calkins)

Unit Title: Reading Powers (Unit 2, Super Powers, Lucy Calkins) Unit Title: Developing Strong Readers

Unit 4 : Informational Reading/Poetry

**First Grade Reading Curriculum**

Unit Title: Launching/Building Good Habits

Unit Title: Reading Nonfiction

Unit Title: Reading Fluency/Comprehension

Unit Title: Retelling / Story Elements

**Second Grade Reading Curriculum**

Unit Title: Launch (1)

Unit Title: Unit Building Good Habits (2)

Unit Title: Elements of Nonfiction (3)

Unit Title: Building Stamina with Longer & More Complex Texts (4) Unit Title: Book Clubs (5)

Unit Title: Fairy Tales, Fables, and Folktales

**Third Grade Reading Curriculum**

Unit Title: Routines: Launching the Reading

Workshop Unit Title: Unit 1 Building a Reading Life

Unit Title: Unit 2 Reading to Learn/Nonfiction

Unit Title: Unit 3 Character Studies

Unit Title: Unit 4 Research Clubs

Unit Title: Unit 5 Learning Through Reading

Unit Title: Unit 6 Poetry (optional unit)

Unit Title: Unit 7 Solving the Mystery

**Fourth Grade Reading Curriculum**

Unit Title: Routines: Launching the Reading Workshop Unit

Title: Unit 1 Interpreting Characters: The Heart of the Story

Unit Title: Unit 2: Reading the Weather, Reading the World

Unit Title: Unit 3: Reading History: The American Revolution

Unit Title: Unit 4: Historical Fiction Clubs

Unit Title: Unit 5: Mythology/ Folklore

Unit Title: Unit 6: Poetry, Drama, & Prose

**Fifth Grade Reading Curriculum**

Unit Title: Launching

Unit Title: Unit 1 Reading Literature - Fifth graders study characters Unit Title: Historical Fiction Book Clubs

Unit Title: Informational Reading: Reading with a Critical Lens Unit Title: Cross Genre Reading

Unit Title: Literature: Fantasy Book Clubs

**Sixth Grade Reading Curriculum**

Unit Title: Agency and Independence- Launching

Unit Title: Character Study - Clubs

Unit Title: Comparing Themes in Literature

Unit Title: Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction

Unit Title: Mixed Genre - Biography

Unit Title: Poetry - Clubs

<p><b>Seventh Grade Reading Curriculum .</b>                  Unit Title: Literature: Launching the Reading Workshop Unit                  Title: Literature: Launching the Reading Workshop Unit Title:                  Reading Literature - Exploring themes in Award Winning Novels                  Unit Title: Multimedia - Research Reading - Studying                  History Unit Title: Reading Informational Text to Define our                  Position Unit Title: Poetry                  Unit Title: Social Issues Book Club</p>	<p><b>Eighth Grade Reading Curriculum</b>                  Unit Title: Literature: Launch into Literature and Media Unit                  Title: Informational Reading as Researchers to take a Position                  Unit Title: Cross Genre Book Clubs - Historical Readings Unit                  Title: Literature - Study of Classic Literature</p>
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**English Language Arts Mapping Guide**

	September	October	November	December	January	February	March	April	May	June
<b>K</b>	Launch	We are Readers	We are Readers	Readers Use Strategies	Readers Use Strategies		Stronger	Informational Reading	Informational Reading	Poetry
<b>1</b>	Launch	Building Good Habits	Reading NonFiction	Reading Fluency	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Reading Fluency/ Comprehension	Retelling	Story Elements	Story Elements
<b>2</b>	Launch	Building Good Habits	Building Good Habits	Elements of Non-Fiction	Elements of Non-Fiction	Building Stamina/ Complex Text	Building Stamina/ Complex Text	Book Clubs	Fairy Tales/ Fables/ Folktales	Fairy Tales/ Fables/ Folktales

3	Routines	Building a Reading Life	Reading to Learn NonFiction	Learn/ Nonfiction Character Studies	Character Studies Research Clubs	Research Clubs	Learning Through Reading	Poetry	Solving the Mystery	Solving the Mystery
4	Launch	Interpreting Characters	Interpreting Characters Reading the World	Reading the World	Reading History	Reading History Historical Fiction	Historical Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch	Reading Literature	Reading Literature/ Historical Fiction	Historical Fiction	Informational Reading	Informational Reading	Cross Genre Reading	Cross Genre Reading	Fantasy Book Clubs	Fantasy Book Clubs
6	Launch Character Study	Character Study/ Comparing Themes	Comparing Themes	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Nonfiction Reading, Navigating Expository...	Biography	Biography	Poetry Clubs	Poetry Clubs
7	Launch/ Award Winning Novels	Award Winning Novels	Studying History	Studying History	Define Our Position	Define Our Position	Poetry	Poetry	Social Issues Book Clubs	Social Issues Book Clubs
8	Launch into Literature and Media	Literary Interpretation	Literary Interpretation	Reading as Researchers to Take a Position	Reading as Researchers to Take a Position	Cross Genre Book Clubs	Classic Literature	Classic Literature	Poetry	Poetry

Units of Study for Teaching Reading (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
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K	We are Readers	We are Readers Emergent Reading	Emergent Reading Super Powers	Super Powers	Bigger Books...	Bigger Books...  Growing Expertise...	Growing Expertise...	Becoming Avid Readers	Becoming Avid Readers  Readers are Resourceful...	Readers are Resourceful...
1	Building Good Reading Habits	Building Good Reading Habits  Word Detectives	Word Detectives  Learning about the World...	Learning about the World...	Readers Get to Know Characters	Readers Get to Know Characters  Readers have Big Jobs To Do	Readers have Big Jobs To Do	Meeting Characters and Learning Lessons	Meeting Characters and Learning Lessons  Reading Nonfiction	Reading Nonfiction
2	Second Grade Reading Growth Spurt	Second Grade Reading Growth Spurt	Becoming Experts: Reading Nonfiction	Becoming Experts: Reading Nonfiction	Studying Characters and Their Stories	Bigger Books Mean Amping Up Reading Power	Bigger Books Mean Amping Up Reading Power  Reading Nonfiction	Reading Nonfiction	Series Book Clubs	Series Book Clubs
3	Building a Reading Life	Building a Reading Life  Mystery...	Mystery...  Reading to Learn...	Reading to Learn...	Character Studies	Character Studies	Unit of Choice/Test Prep	Research Clubs...	Research Clubs...  Design Your Own Unit/Learning from Countries...	Design Your Own Unit/Learning from Countries...
4	Interpreting Characters	Interpreting Characters  Reading the Weather	Reading the Weather  Historical Fiction Clubs	Historical Fiction Clubs	Interpretation Book Clubs	Interpretation Book Clubs	Unit of Choice/Test Prep	Reading History...	Reading History...  Nonfiction Book Clubs	Nonfiction Book Clubs
5	Interpretation Book Clubs	Interpretation Book Clubs  Tackling Complexity	Tackling Complexity  Argument and Advocacy	Argument and Advocacy	Reading Like a Fan OR Interpretation Book Clubs...	Reading Like a Fan OR Interpretation Book Clubs...	Unit of Choice/Test Prep	Reading in the Content Area	Reading in the Content Area  Fantasy Book Clubs	Fantasy Book Clubs
6	Turning Every Kid Into a Reader-and a Character Analyst	Turning Every Kid Into a Reader-and a Character Analyst	Social Issues Book Clubs	Social Issues Book Clubs	Nonfiction: A Study of Text Complexity	Nonfiction: A Study of Text Complexity	Unit of Choice/Test Prep	Unit of Choice/Test Prep  Design Your Own Unit/Fantasy Book Clubs	Design Your Own Unit/Fantasy Book Clubs  Nonfiction Reading Across Text Sets	Nonfiction Reading Across Text Sets

7	Agency and Independence...	Agency and Independence...	Historical Fiction Book Clubs	Historical Fiction Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/How to Eat a Poem	Design Your Own Unit/How to Eat a Poem Nonfiction Book Clubs	Nonfiction Book Clubs
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8	Textual Lineages...	Textual Lineages...	Dystopian Book Clubs	Dystopian Book Clubs	Argument Reading	Argument Reading	Unit of Choice/Test Prep	Unit of Choice/Test Prep Nonfiction Author and Craft Study	Nonfiction Author and Craft Study Design Your Own Unit/Approaching Classics...	Design Your Own Unit/Approaching Classics...
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### Fourth Grade Reading Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: Fourth	
<b>Routines: Launching the Reading Workshop</b>	<b>September</b>
<b>Unit 1: Interpreting Characters</b>	<b>October-November</b>

<b>Unit 2: Reading the Weather, Reading the World</b>	<b>November- December</b>
<b>Unit 3: Reading History</b>	<b>January-February</b>
<b>Unit 4: Historical Fiction Club</b>	<b>February-March</b>
<b>Unit 5: Mythology/Folklore</b>	<b>March-April</b>

<b>Unit 6: Poetry, Drama, &amp; Prose</b>	<b>April-June</b>
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<b>Unit Title:</b> <a href="#">Routines: Launching the Reading Workshop</a>	<b>Grade Level:</b> Fourth	<b>Time Frame:</b> September
<b>Standards:</b> SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role does a reader have in the community of readers?</li> <li>• How does what I am reading influence how I should read it?</li> <li>• As a reader, how can I establish positive reading goals?</li> </ul>	<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Readers take care of books.</li> <li>• Readers follow routines/procedures.</li> <li>• Readers talk about books with others.</li> </ul>	



<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Book handling</li> <li>• Listening</li> <li>• Sitting/Reading Quietly</li> <li>• Partner share</li> </ul>	<p><b>Demonstration of Learning/Assessment Evidence:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Small Group Observations</li> <li>• Reading Response</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP/STAR 360</li> </ul>
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<p><b>Mentor Texts:</b>  <i>Beginning of the year texts (teacher's choice)</i>  <b>Resources:</b> First 25 days of Reading Workshop          First 20 Days of Independent Reading</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reader's Workshop</li> <li>Whole Group Minilesson</li> <li>Independent Reading</li> <li>Conferences</li> <li><input type="checkbox"/> Mid-workshop Teaching</li> <li><input type="checkbox"/> Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partner Talk</li> <li><input type="checkbox"/> Partner Reading</li> <li>• Small Group Instruction</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Whole Class Read Aloud</li> </ul>	
<p><b>Cross Curricular Connections:</b></p> <p><b>Math</b> - Time, Telling time, elapsed time  <b>Social Studies</b> - Laws, Rules, Government  <b>Health</b> - Personal Health and Wellness</p>	<p><b>21<sup>st</sup> Life and Career</b>  <b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the</li> </ul>	<p><b>Integrated Modifications/Accommodations: Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul>

	<p>issue (e.g., 6.3.5.CivicsPD.3, W.5.7)</p> <ul style="list-style-type: none"> <li>• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>• 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 (e.g., W.4.7, 8.2.5.ED.6)</li> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>	<ul style="list-style-type: none"> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Space for movement and breaks</li> <li>• work in progress check</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> </ul>	<p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when material is already mastered</li> </ul> <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for open-ended, self-directed activities</li> <li>• Provide instruction in research skills needed to conduct an independent study in student’s interest area</li> <li>• Provide independent learning opportunities Use advanced supplementary/reading materials</li> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies:</p>
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**Technology Integration**

**8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Fourth grade

students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems •

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures □ Use a graphic

organizer to organize information about

problem or issue □ Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using

<p>digital tools and online resources for all steps. □ Analyze the resource citations in online materials for proper use</p> <ul style="list-style-type: none"> <li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media</li> </ul> <p><b>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</b></p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>• Research technologies that have changed due to society’s changing needs and wants</li> <li>• Collaborate with peers to illustrate components of a designed system</li> <li>• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models □ Follow step-by step directions to assemble a product or solve a problem</li> <li>• □ Identify how computer programming impacts our everyday lives</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on activities</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent or outside learning</li> <li>• Establish a timeline for long-range projects</li> </ul> <p>Motivational Strategies:</p> <ul style="list-style-type: none"> <li>• Provide fewer drill and practice activities when material is learned</li> <li>• Give student choices of activities in learning the content</li> <li>• Allow the student to ‘buy’ time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
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<b>Unit Title:</b> Routines: Launching the Reading Workshop		<b>Grade Level:</b> Fourth	<b>Time Frame:</b> September
<b>Goals</b>	<b>Suggested Mini lessons</b>		<b>Teacher’s Notes/Ideas</b>

<p>□ Establish Rules and Routines of Readers Workshop</p>	<ul style="list-style-type: none"> <li>• Readers establish a gathering place for reading-Introducing Transitions a. Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson</li> <li>• Readers read to self- Read to Self-Behaviors <ul style="list-style-type: none"> <li>a. Teachers- use this goal to build routines for independent reading</li> </ul> </li> <li>• Readers keep a log of what was read <ul style="list-style-type: none"> <li>a. Teachers introduce reading logs to students- (First 20)</li> </ul> </li> <li>• Readers write responses to reading <ul style="list-style-type: none"> <li>a. Introduce Reading Notebook</li> </ul> </li> <li>• Readers turn and talk with a partner to discuss ideas <ul style="list-style-type: none"> <li>a. Create anchor chart for Turn and Talk procedures-</li> </ul> </li> <li>• Good readers choose just right books with a purpose <ul style="list-style-type: none"> <li>a. Create anchor chart for just right books-</li> </ul> </li> <li>• Readers participate in accountable talk <ul style="list-style-type: none"> <li>a. Create anchor chart for accountable talk during turn and talk</li> </ul> </li> <li>• Readers know what to do if a book is not a “good fit”</li> <li>• Readers with a partner-model with a student expectation <ul style="list-style-type: none"> <li>a. Teachers-create anchor chart for expected behaviors for Partner Reading</li> </ul> </li> <li>• Readers can read with a partner in different ways-stretch the lesson over two days</li> <li>• Create anchor chart for three ways of reading with a partner-build on each day</li> </ul>	
<p>□ Readers establish a reading life by finding just right books and creating/reinforce habits</p>	<ul style="list-style-type: none"> <li>• Readers build reading lives by reflecting on when reading was fun and when it wasn't. We think about when reading worked for us and when it felt too hard. We might ask, <i>How can I make reading work for me?</i></li> <li>• Readers make reading goals/resolutions for reading. We might consider short term goals (this week) or longer term goals (this month, by the first of the year, or this year). We keep these goals in a place that will keep us focused on our intentions. We reflect on our goals and adjust our goals accordingly.</li> <li>• Readers choose books that are just right. We look within a level and consider our interests, the genre and difficulty. We read the title, review the cover and read the back blurb. We can read a middle page to make sure it is a good fit.</li> <li>• Readers notice when their stamina is building. When we follow the routines of workshop and continue reading at home, we will notice that we will read for</li> </ul>	

longer and longer periods of time before “coming up for air.” We are not clock watchers, rather we read until we are in “the zone”. The more we read, the better we get at it!

- Readers engage with the text by choosing to read with expression. We use the punctuation to help guide us. We can also use the clues the author gives us. We think about what information the author has given us and we make decisions on how to match our voice. If we read a sentence and realize we could/should have read it differently, we reread with expression. It is never too late to reread.
- Readers are actively engaged in whole group lessons and apply strategies to independent reading. Each mini-lesson will give us a tip or a teach for our reading. We won’t always need that lesson on that day. During the mini-lesson we will have an opportunity to “try out” the teach. We also learn when we might need the strategy during our independent reading. It is our job as readers to use strategies that work for us and our reading. We will have time to talk about the strategy work we are doing with our partners and in conferences.
- Readers keep track of our reading.
  - We can create reading logs to track our reading.
  - We can use bookmarks to mark our places
    - We can use post-its to mark places that we want to talk about or go back to and reread
  - We can keep all our supplies together in our book bags
    - *\*Teachers, add what you like for your class. This is a nice place to create the log together with their students.*
- Readers recognize when they have lost the story. Sometimes our minds wander or we read without thinking about what we are reading. When we notice this, we stop and make a plan to fix up our reading. One way we can fix it is by retelling what we have read so far. We can then go back to the last place in the story that is in our retell and reread that part and keep going. If we think we need a break first, we can stretch, take a few deep breaths and get back to reading.
- Readers create a buzz about the books they love. We talk about our books with our partners, we recommend them to others that might enjoy them. When we love a book, we can’t wait to share it.
- Readers ensure they always have a backup just right book waiting for them to

keep reading. We take care of getting a back-up book before our book is done.

- We know that book shopping should not take time out of our independent reading. We find another time to book shop.

- Readers notice when things get tricky. We try the strategies we know to fix-up the word or sentence. If we still have trouble, we do our best and move on.

<ul style="list-style-type: none"><li>□ Readers will collaborate with a partner to help enhance our reading through discussion (partnerships).</li></ul>	<ul style="list-style-type: none"><li>□ Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's book. We respond to what our partner has shared. We don't just move on, rather we respond to what</li><li>□ Readers summarize what they've read so far to help them understand. They include the most important things that have happened and include our thinking and reactions.<ul style="list-style-type: none"><li>□ Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, "<i>This is important because... earlier in the story...</i>"</li></ul></li><li>□ Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes.</li><li>□ Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as:<ul style="list-style-type: none"><li>○ This important because...</li><li>○ This makes me think...</li><li>○ I used to think... but now I think...</li><li>○ I agree with you because...</li><li>○ I disagree because...</li><li>○ What you said makes me think...</li><li>○ This is similar to...</li></ul></li><li>□ Readers show they are listening by being active listeners and asking questions and responding to their partners.</li></ul>	
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<p><b>Unit Title:</b> Unit 1 Interpreting Characters: The Heart of the Story</p>	<p><b>Grade Level:</b> Fourth</p>	<p><b>Time Frame:</b> October-November</p>
<p><b>Standards:</b> RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RL.5.1, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to think deeply about a character?</li> <li>• What are the comprehension strategies (reading tools) that we can use to better understand the text?</li> <li>• How can we help our partners to grow their ideas about characters? • How do we create theories about characters?</li> </ul>	<p><b>Unit Goals/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Launching a Reading Life</li> <li>• Deep thinking about Characters</li> <li>• Creating Interpretations</li> </ul>	
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Literary Elements and Story Structure</li> <li>• Plot and Plot Structure</li> <li>• Setting</li> <li>• Theme</li> </ul>	<p><b>Demonstration of Learning/Assessment Evidence:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Conferencing (Records of conferencing, small groups, and observations) • Running Records</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Running Records</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Auxiliary Performance Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Post-Assessment</li> <li>• MAP/STAR 360</li> </ul>	
<p><b>Mentor Texts:</b> The Tiger Rising- By, Kate DiCamillo</p> <p><b>Resources:</b> Units of Study for Teaching Reading- Lucy Calkins <input type="checkbox"/> Unit 1: Interpreting Characters: The Heart of the Story Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Reader’s Workshop <input type="checkbox"/> Whole Group Minilesson <input type="checkbox"/> Independent Reading/Conferences <input type="checkbox"/> Mid-workshop Teaching</li> <li>• Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partner Talk <input type="checkbox"/> Partner Reading <input type="checkbox"/> Small Group Instruction</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Whole Class Read Aloud</li> </ul>



<p><b>Cross Curricular Connections:</b></p> <p><b>Math</b> - Time, Telling time, elapsed time  <b>Social Studies</b> - Laws, Rules, Government</p> <p><b>Science</b> - Animals, Habitat</p> <p><b>Health</b> - Personal Health and Wellness, Emotional Wellbeing</p> <p><b>Art</b> - Imagery</p>	<p><b>21<sup>st</sup> Life and Career</b>  <b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)</li> <li>• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>• 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 (e.g., W.4.7, 8.2.5.ED.6)</li> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>	<p><b>Integrated</b>  <b>Modifications/Accommodations:Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Space for movement and breaks</li> <li>• work in progress check</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> <li>• Hands-on activities</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when material is already mastered</li> </ul> <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for open-ended, self-directed activities</li> <li>• Provide instruction in research skills needed to conduct an independent study in student's interest area</li> <li>• Provide independent learning opportunities Use advanced supplementary/reading materials</li> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> <li>• Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent</li> </ul>
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### Technology Integration

**8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue •

Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

**8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants
- Collaborate with peers to illustrate components of a designed system

- or outside learning
  - Establish a timeline for long-range projects
- Motivational Strategies:
- Provide fewer drill and practice activities when material is learned
  - Give student choices of activities in learning the content

<ul style="list-style-type: none"> <li>• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models •</li> <li>Follow step-by step directions to assemble a product or solve a problem •</li> <li>Identify how computer programming impacts our everyday lives</li> </ul>		<ul style="list-style-type: none"> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
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<b>Unit 1:</b> Interpreting Characters: The Heart of the Story		<b>Grade Level:</b> Fourth	<b>Time Frame:</b> October-November
<b>Goals</b>	<b>Suggested Mini lessons</b>		<b>Teacher's Notes/Ideas</b>
<input type="checkbox"/> Launching a Reading Life	<ul style="list-style-type: none"> <li>• Readers figure out confusing parts in books, note important things to talk about later, and do the work the author asks of them.</li> <li>• Readers choose books that are leveled appropriately according to their level of understanding.</li> <li>• Readers create procedures and systems to find books they want to read.</li> <li>• Readers retell chronologically, synthesize, and summarize.</li> <li>• Readers put themselves into the world of their books as they read.</li> <li>• Readers aim to improve a skill to set goals and assess their progress.</li> </ul>		

<p>□ Deep Thinking about Characters</p>	<ul style="list-style-type: none"> <li>• Readers decipher a character’s actions and motivations and develop theories about them. □ Readers pay special attention to details that reveal character’s desires, the obstacles they encounter, and their struggle to overcome them.</li> <li>• Readers grow significant ideas about a character by noticing what the author calls to their attention.</li> <li>• Reader’s ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, and true language.</li> <li>• Readers recognize that characters are complex and may seem one way in some relationships or settings, and another way in different context.</li> <li>• Readers can debate differing viewpoints on a provocative question about a book they have both read.</li> <li>• Readers defend and critique ideas by quoting specific words, sentences, and passages from the text to support evidence.</li> </ul>	
<p>□ Creating Interpretations</p>	<ul style="list-style-type: none"> <li>• Readers learn that a character can be looked at in many different ways depending on how the story is told.</li> <li>• Readers piece parts of a story together and linking one part of a text to another. • Readers push themselves to have deeper thoughts and build interpretations about a story by making connections, finding patterns, and cumulative thinking.</li> <li>• Readers develop an interpretation of a book by considering big life issues and relating them to the characters within a text.</li> <li>• Readers pay attention to recurring images and objects to develop interpretations about the story.</li> <li>• Readers will celebrate their learning throughout the unit that helped develop their understanding on characters.</li> </ul>	

<p><b>Unit Title:</b> Unit 2: Reading the Weather, Reading the World</p>	<p><b>Grade Level:</b> Fourth</p>	<p><b>Time Frame:</b> November-December</p>
<p><b>Standards:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</p>		

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we read and learn with intensity?</li> <li>• How can text structure help influence reading understanding? •</li> </ul> <p>How can reading various types of texts help plan for a research project?</p> <ul style="list-style-type: none"> <li>• What does it mean to evaluate sources and seek out patterns to compare and contrast within a research project?</li> </ul>	<p><b>Unit Goals/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Texts influence Learning</li> <li>• Launching a whole-class research project</li> <li>• Using agency and power to create a second research project</li> </ul>
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<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Word Learning Strategies</li> <li>• Reading Comprehension</li> <li>• Higher Order Thinking Skills</li> <li>• Literary Analysis, Response, and Appreciation</li> <li>• Text Structure/Features</li> </ul>	<p><b>Demonstration of Learning/Assessment Evidence:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Conferring (Records of conferencing, small groups, and observations) •</li> </ul> <p>Running Records</p> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul> <p>• Running Records</p> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Auxiliary Performance Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Post-Assessment</li> <li>• MAP/STAR 360</li> </ul>
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<p><b>Mentor Texts:</b>          Everything Weather- By, Kathy Furgang          Hurricane &amp; Tornado - By, Jack Challoner</p> <p><b>Resources:</b>          Units of Study for Teaching Reading- Lucy Calkins  <input type="checkbox"/> Unit 2: Reading the Weather, Reading the World          Book Basket/ Book Boxes-Bags          Books          Read aloud          Anchor charts          Word Wall</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reader’s Workshop ○              Whole Group Minilesson ○              Independent Reading/Conferences ○              Mid-workshop Teaching ○              Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li>○ Partner Talk</li> <li>○ Partner Reading</li> <li>• Small Group Instruction</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>Whole Class Read Aloud</li> </ul>
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<p><b>Cross Curricular Connections:</b></p> <p><b>Science</b> - Meteorology  <b>Math</b> - Measurement  <b>Health</b> - Personal Health and Wellness  <b>Art</b> - Perspective, Spatial Relations</p>	<p><b>21<sup>st</sup> Life and Career</b>  <b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)</li> <li>• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>• 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 (e.g., W.4.7, 8.2.5.ED.6)</li> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as</li> </ul>	<p><b>Integrated</b>  <b>Modifications/Accommodations: Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p>
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	personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		
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## Technology Integration

**8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures  Use a graphic organizer to organize information about problem or issue  Create and use a database to answer basic questions
  - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.  Analyze the resource citations in online materials for proper use
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media
- 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants  Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models  Follow step-by-step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Space for movement and breaks
- work in progress check

### English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions
- Support auditory presentations with visuals
- Hands-on activities
- Verbal and visual cues regarding directions and staying on task

### Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

### Curriculum Strategies:

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions
- Provide opportunities to develop depth and breadth of knowledge in a subject area

### Organizational/Behavioral Strategies:

- Use a Study Contract for student to achieve outcomes
- Use a Learning Log for independent or outside learning
- Establish a timeline for long-range projects

### Motivational Strategies:

- Provide fewer drill and practice activities when material is learned
- Give student choices of activities in learning the content
- Allow the student to 'buy' time for self-directed activities after material is learned

### Assessment Strategies:

- Give a pretest to allow the student to demonstrate mastery
- Provide self-checking materials
- Provide tests at a higher level of thinking

### Environmental Strategies:

- Arrange for a mentor to work with the student in interest area
- Cluster group gifted/talented



students by areas of strength in  
the classroom

		<ul style="list-style-type: none"> <li>• Allow independent use of library</li> </ul>
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Unit 2: Reading History: The American Revolution	<b>Grade Level:</b> Fourth	<b>Time Frame:</b> November-December
<b>Goals</b>	<b>Suggested Mini lessons</b>	<b>Teacher's Notes/Ideas</b>
<input type="checkbox"/> Texts influence learning	<ul style="list-style-type: none"> <li>• Readers learn from non-fiction texts by making connections by linking prior knowledge</li> <li>• Readers preview texts by surveying parts of the text and linking to prior knowledge to make a prediction on how the text might go.</li> <li>• Readers use text structure within non-fiction texts to help them determine important information.</li> <li>• Readers use many strategies to tackle non-fiction texts.</li> <li>• Readers decipher hybrid non-fiction by using different structures.</li> <li>• Readers look in the text to learn new vocabulary words to find their meaning. • Readers create summaries of their reading including main ideas and key details in their own words.</li> </ul>	
<input type="checkbox"/> Launching a whole class research project	<ul style="list-style-type: none"> <li>• Readers research in teams, get organized, and plan ahead for the research project. • Readers research by using multiple texts on a subtopics all relating to the research. Readers ask, "Does this add to what I've already learned? Change what I learned?" <input type="checkbox"/></li> <li>• Readers draw on a wealth of tactics as they continue to research in teams. • Students use writing to grow ideas about their research topics.</li> <li>• Students tackle complex passages by reading, re-reading small parts, thinking about what each part is teaching them, and applying what they have learned by using talk and writing to explain their ideas.</li> </ul>	

<p>□ Using agency and power to create a second research project</p>	<ul style="list-style-type: none"> <li>• Readers move from studying one example of research to a second example, comparing and contrasting how each example to another.</li> <li>• Readers become expertise on a topic to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge.</li> <li>• Readers read across topics igniting new inquiries and investigating their questions.</li> <li>• Readers develop their own agendas related to the topic while reading. Agendas can include how texts are organized or author’s purpose to fit into each readers’ agenda.</li> <li>• Readers become experts by evaluating their research by its credibility and sources.</li> <li>• Readers an author of non-fiction’s choices (how the text is written, structure, or how they feel about the topic) in the way it is written to write their own.</li> <li>• Readers analyze published texts to consider different techniques to share information.</li> </ul>	
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<p><b>Unit Title:</b> Unit 3: Reading History: The American Revolution</p>	<p><b>Grade Level:</b> Fourth</p>	<p><b>Time Frame:</b> January- February</p>
<p><b>Standards:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, SL4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I use everything I know about research to learn all I can about one aspect of the American Revolution?</li> <li>• How can reading texts based on history influence life today? • How can a debate cause/change someone’s opinion?</li> </ul>	<p><b>Unit Goals/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Researching History</li> <li>• Preparing for Debate</li> <li>• Participating in a Research Cycle</li> </ul>	

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Comprehension Skills</li> <li>• Reading Comprehension Strategies</li> <li>• Vocabulary and Concept Development</li> <li>• Extend Concepts and Word Knowledge</li> <li>• Word Structure</li> <li>• Literary Criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s and Illustrator’s Craft</li> <li>• Expository Critique</li> <li>• Cross Text Synthesis <ul style="list-style-type: none"> <li>• Main Ideas/Supporting Details/Summary</li> </ul> </li> <li>• Analyzing Perspective</li> <li>• Analyzing Parts of a Text in Relation to the Whole</li> </ul>	<p><b>Demonstration of Learning/Assessment Evidence:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Conferring (Records of conferencing, small groups, and observations) • Running Records</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Running Records</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Auxiliary Performance Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Post-Assessment</li> <li>• MAP/STAR 360</li> </ul>
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<p><b>Mentor Texts:</b></p> <p>The Tiger Rising- By, Kate DiCamillo King  George: What Was His Problem?- By, Steve Sheinkin  Liberty! How the Revolutionary War Began- By, Lucille Recht Penner  The American Revolutionaries- By, Milton Meltzer  The Split History of the American Revolution- By, Michael Burgan  The Revolutionary War- By, Josh Gregory</p>	<p><b>Resources:</b></p> <p>Units of Study for Teaching Reading- Lucy Calkins</p> <ul style="list-style-type: none"> <li>□ Unit 3: Reading History: The American Revolution</li> </ul> <p>Book Basket/ Book Boxes-Bags</p> <p>Read aloud  Anchor charts  Word Wall</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>□ Reader’s Workshop ○</li> <li>Whole Group Minilesson ○</li> <li>Independent Reading/Conferences ○</li> <li>Mid-workshop Teaching ○</li> <li>Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li>○ Partner Talk ○</li> <li>Partner Reading □</li> <li>Small Group Instruction</li> <li>□ Guided Reading □</li> <li>Shared Reading</li> <li>Whole Class Read Aloud</li> </ul>
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**Cross Curricular Connections:**

**Math** - Time, Telling time, elapsed time  
**Social Studies** - American Revolution, NJ History

**Health** - Personal Health and Wellness, **Art** - Imagery

**21<sup>st</sup> Life and Career**  
**21<sup>st</sup> Century Life and Career**

- 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 (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as

**Integrated**  
**Modifications/Accommodations: Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Rest breaks
- Immediate feedback

**Section 504**

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space • Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Space for movement and breaks
- work in progress check

**English Language Learners**

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions

**At Risk of School Failure**

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space • Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

**Gifted and Talented**

**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

**Curriculum Strategies:**

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student’s interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions
- Provide opportunities to develop depth and breadth of knowledge in a subject area

personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Technology Integration**

**8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources,

<p>evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <ul style="list-style-type: none"> <li>Analyze the resource citations in online materials for proper use</li> <li>Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media</li> </ul> <p><b>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</b></p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>Research technologies that have changed due to society's changing needs and wants</li> <li>Collaborate with peers to illustrate components of a designed system</li> <li>Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models</li> <li>Follow step-by step directions to assemble a product or solve a problem</li> <li>Identify how computer programming impacts our everyday lives</li> </ul>	<ul style="list-style-type: none"> <li>Support auditory presentations with visuals</li> <li>Hands-on activities</li> <li>Verbal and visual cues regarding directions and staying on task</li> </ul>	<p><b>Organizational/Behavioral Strategies:</b></p> <ul style="list-style-type: none"> <li>Use a Study Contract for student to achieve outcomes</li> <li>Use a Learning Log for independent or outside learning</li> <li>Establish a timeline for long-range projects</li> </ul> <p><b>Motivational Strategies:</b></p> <ul style="list-style-type: none"> <li>Provide fewer drill and practice activities when material is learned</li> <li>Give student choices of activities in learning the content</li> <li>Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p><b>Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>Give a pretest to allow the student to demonstrate mastery</li> <li>Provide self-checking materials</li> <li>Provide tests at a higher level of thinking</li> </ul> <p><b>Environmental Strategies:</b></p> <ul style="list-style-type: none"> <li>Arrange for a mentor to work with the student in interest area</li> <li>Cluster group gifted/talented students by areas of strength in the classroom</li> <li>Allow independent use of library</li> </ul>
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<b>Unit 3:</b> Reading History: The American Revolution	<b>Grade Level:</b> Fourth	<b>Time Frame:</b> January-February
<b>Goals</b>	<b>Suggested Mini lessons</b>	<b>Teacher's Notes/Ideas</b>

<p>1.Researching History</p>	<ul style="list-style-type: none"> <li>• Readers will learn about a topic by finding resources that they will use to build their own overview on the topic by accessing prior background knowledge</li> <li>• Readers will preview a text, identify the text structure, and organize important parts of a text while researching.</li> <li>• Readers will pay attention to people (who), geography (where), and chronology (when) while reading history to organize knowledge.</li> <li>• Readers will take notes while reading and talking to partners or within a group before they record important events.</li> <li>• Readers will synthesize information about a key subtopic while reading many sources of texts.</li> <li>• Readers pay close attention to details that expose tone and point of view within the text. • Readers of history will look closely at strategies to read and comprehend primary source documents.</li> <li>• Readers will bring their topics and scenes to life by relating to fiction text. • Readers will celebrate their accomplishments of their understanding and learning about the American Revolution.</li> </ul>	
<p>2.Preparing for Debate</p>	<ul style="list-style-type: none"> <li>• Readers will learn that historians pay close attention to many different points of view to analyze information while researching the past.</li> <li>• Readers will study historical evidence to create their own point of view and support history.</li> <li>• Readers will research both sides of an issue to support both sides with evidence and reasons to deny their opponent. <ul style="list-style-type: none"> <li>• Readers will celebrate their accomplishments of their understanding and learning by conducting a whole-class debate as they reenact the Second Continental Congress.</li> </ul> </li> </ul>	
<p>3.Participating in a Research Cycle</p>	<ul style="list-style-type: none"> <li>• Readers read easy texts to compile background knowledge on a topic before they read more complex texts.</li> <li>• Readers use different strategies to make sense of a complex text by previewing, reading sections, paraphrasing, and linking together texts before introducing something new. • Readers can identify important places (introductions, conclusions, and text features) in a text where an author reveals important information related to the main idea. • Readers use prior knowledge of text structure to read nonfiction.</li> <li>• Readers will identify and learn how to understand new vocabulary words and how it is used at a deeper level of understanding within a text,</li> <li>• Readers question and hypothesize to reach more deep and complex conclusions. • Readers use their knowledge and interpret history by asking questions and explain their understanding from history.</li> </ul>	



**Unit Title:** Unit 4: Historical Fiction Clubs

**Grade Level:** Fourth

**Time Frame:** February- March

**Standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6

**Essential Questions:**

- How can we determine a theme of a story and apply it within everyday life?
- What can we compare and contrast history and historical fiction? • How can we read a text in many different character perspectives?

**Unit Goals/Enduring Understandings:**

- Tackling Complex Texts
- Interpreting Complex Texts
- The Separation and Understanding between Historical Fiction and History

**Skills:**

- Decoding Strategies
- Word Structure
- Vocabulary and Concept Development
- Comprehension Skills
- Literary Analysis, Response, and Appreciation
- Reading Comprehension
- Theme
- Character Perspective

**Demonstration of Learning/Assessment Evidence:**

**Formative**

- Reading Logs
- Conferring (Records of conferencing, small groups, and observations) • Running Records

**Summative**

- Performance Assessments

- Running Records

**Alternative**

- Auxiliary Performance Assessments

**Benchmark**

- Pre-Assessment
- Post-Assessment
- MAP/STAR 360

<p><b>Mentor Texts:</b>  Number the Stars- By, Lois Lowry  Rose Blanche- By, Roberto  Innocenti Tiger Rising- By, Kate  DiCamillo</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Units of Study for Teaching Reading- Lucy Calkins Unit 4: Historical Fiction Clubs</li> <li>• Book Basket/ Book Boxes-Bags</li> <li>• Read aloud</li> <li>• Anchor charts</li> <li>• Word Wall</li> </ul>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>□ Reader's Workshop ○</li> <li>Whole Group Minilesson ○</li> <li>Independent Reading/Conferences ○</li> <li>Mid-workshop Teaching ○</li> <li>Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li>○ Partner Talk ○</li> <li>Partner Reading □</li> <li>Small Group Instruction</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Whole Class Read Aloud</li> </ul>
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<p><b>Cross Curricular Connections:</b></p> <p><b>Social Studies</b> - American Revolution, World History, Timelines, Map Skills  <b>Health</b> - Personal Health and Wellness, Emotional Wellbeing  <b>Arts</b> - Cultural Studies</p>	<p><b>21<sup>st</sup> Life and Career</b>  <b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)</li> <li>• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>• 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 (e.g., W.4.7, 8.2.5.ED.6)</li> </ul>	<p><b>Integrated Modifications/Accommodations: Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> <li>• Assistance in maintaining uncluttered space • Alternate quiet and active time</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Space for movement and breaks</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when material is already mastered</li> </ul> <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for open-ended, self-directed activities</li> <li>• Provide instruction in research skills needed to conduct an independent study in student's interest area</li> </ul>
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	<ul style="list-style-type: none"> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>	<ul style="list-style-type: none"> <li>• work in progress check</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> <li>• Hands-on activities</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent learning opportunities Use advanced supplementary/reading materials</li> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies: •</p> <ul style="list-style-type: none"> <li>Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent or outside learning</li> <li>• Establish a timeline for long-range projects</li> </ul> <p>Motivational Strategies:</p> <ul style="list-style-type: none"> <li>• Provide fewer drill and practice activities when material is learned</li> <li>• Give student choices of activities in</li> </ul>
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<p><b>Technology Integration</b></p> <p><b>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b></p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures</li> <li>• Use a graphic organizer to organize information about problem or issue</li> <li>• Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</li> <li>• Analyze the resource citations in online materials for proper use</li> <li>• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media</li> </ul> <p><b>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and</b></p>		<p>learning the content</p>
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<p><b>the designed world as they relate to the individual, global society, and the environment.</b></p> <p>Fourth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>• Research technologies that have changed due to society's changing needs and wants</li> <li>• Collaborate with peers to illustrate components of a designed system</li> <li>• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models</li> <li>• Follow step-by step directions to assemble a product or solve a problem</li> <li>• Identify how computer programming impacts our everyday lives</li> </ul>		<ul style="list-style-type: none"> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
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<b>Unit 4:</b> Historical Fiction Clubs		<b>Grade Level:</b> Fourth	<b>Time Frame:</b> February- March
<b>Goals</b>	<b>Suggested Mini lessons</b>		<b>Teacher's Notes/Ideas</b>
<input type="checkbox"/> 1.Tackling Complex Texts	<ul style="list-style-type: none"> <li>• Readers analyze the beginning (setting- when, where, and what the place feels like) in the text.</li> <li>• Readers keep track of story elements as they read and building understanding.</li> <li>• Readers keep track of the timelines based on character events along with historical events.</li> <li>• Readers put themselves in the shoes of the character and realize that their decisions and roles are based on the life they lived in history.</li> </ul>		

<p>☐ Interpreting Complex Texts</p>	<ul style="list-style-type: none"> <li>• Readers read complex texts by making significance and connecting to other parts.</li> <li>• Readers think or write about big ideas from a book and support their ideas with small moments, details, and objects as evidence.</li> <li>• As readers read they keep interpreting the theme(s) of the text and how they might change throughout the book.</li> <li>• Readers are open to new ideas within conversations and therefore create new interpretations more powerful.</li> <li>• Readers deepen their interpretations of a text through all the perspectives of minor characters.</li> <li>• Readers draft and revise their ideas by comparing them to qualities of a strong interpretation.</li> </ul>	
<p>☐ 3.The Separation and Understanding between Historical Fiction and History</p>	<ul style="list-style-type: none"> <li>• Readers depend on images, photographs, and illustrations from the time period in history to deepen their understanding of the unfamiliar era.</li> <li>• Readers research as they read to deepen their understanding.</li> <li>• Readers learn facts and information from historical fiction and while they are reading they organize their thinking and gather notes.</li> <li>• Readers understand people’s perspectives without making assumptions or to overgeneralize.</li> <li>• Readers investigate power in many forms.</li> <li>• Readers look for similar themes across books to deepen understanding. • Readers will celebrate and continue to build reading lives and be inspired by texts.</li> </ul>	

<p><b>Unit Title:</b> Unit 5: Mythology/ Folklore</p>	<p><b>Grade Level:</b> Fourth</p>	<p><b>Time Frame:</b> March</p>
<p><b>Standards:</b> RL.4.2, RL.4.3, RL.4.4, RL.4.9, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6</p>		

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we determine a theme of a myth and relate it to everyday life through allusions?</li> <li>• How can we compare and contrast different myths and folk stories? • How can we summarize fiction stories by finding all important parts of the story?</li> </ul>	<p><b>Unit Goals/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Identifying Patterns and Story Elements in Myths</li> <li>• Recognizing Allusions and Story Structures in Famous Myths</li> <li>• Comparing and Contrasting Myths and Folk Lore Stories</li> </ul>
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<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Decoding Strategies</li> <li>• Word Structure</li> <li>• Vocabulary and Concept Development • Comprehension Skills</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Character Perspective • Allusions</li> <li>• Comparing &amp; Contrasting</li> <li>• Summarizing</li> <li>• Sequencing</li> </ul>	<p><b>Demonstration of Learning/Assessment Evidence:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Conferencing (Records of conferencing, small groups, and observations) • Running Records</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Running Records</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Auxiliary Performance Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Post-Assessment</li> <li>• MAP/STAR 360</li> </ul>
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<p><b>Mentor Texts:</b></p> <p>The Lightning Thief- By, Rick Riordan          Treasury of Greek Mythology- By, Donna Jo Napoli          Child Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures- By, Heather Alexander &amp; Meredith Hamilton</p>	<p><b>Resources:</b></p> <p>Book Basket/ Book Boxes          Bags Books          Read aloud          Anchor charts          Word Wall          Story Works Magazine          BrainPop.com</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>□ Reader’s Workshop ○             <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Reading/Conferences ○</li> <li>○ Mid-workshop Teaching</li> <li>○ Teaching Share</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Partner Talk ○</li> <li>○ Partner Reading             <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul> </li> <li>• Guided Reading</li> <li>• Shared Reading Whole Class Read Aloud</li> </ul>
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**Cross Curricular Connections:**

**Science** - Planets

**Social Studies** - Ancient Civilizations, Timelines

**Health** - Personal Health and Wellness,  
Emotional Wellbeing

**Arts** - Cultural Studies

**21<sup>st</sup> Life and Career**

**21<sup>st</sup> Century Life and Career**

- 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

**Integrated**

**Modifications/Accommodations: Special Education**

- Small group/One to one
  - Additional time
  - Review of directions
  - Student provides oral responses
  - Quiet space to calm down/relax
  - Preferential seating
  - Reduction of distractions
  - Follow a routine/schedule
  - Teach time management skills
  - Verbal and visual cues regarding directions and staying on task
  - Rest breaks
  - Immediate feedback
- Section 504**
- Small group/One to one
  - Large print textbooks
  - Additional time
  - Student provides oral responses

**At Risk of School Failure**

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

**Gifted and Talented**

**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation



	<ul style="list-style-type: none"><li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li></ul>		
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## Technology Integration

### 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fourth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
  - Use a graphic organizer to organize information about problem or issue
  - Create and use a database to answer basic questions
  - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
  - Analyze the resource citations in online materials for proper use
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media
- ### 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fourth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants
- Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
- Follow step-by-step directions to assemble a product or solve a problem
  - Identify how computer programming impacts our everyday lives

- Assistance in maintaining uncluttered space
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- Space for movement and breaks
- work in progress check

### English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions
- Support auditory presentations with visuals
- Hands-on activities
- Verbal and visual cues regarding directions and staying on task

- Avoid having student copy notes when material is already mastered
- Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
  - Provide instruction in research skills needed to conduct an independent study in student's interest area
  - Provide independent learning opportunities Use advanced supplementary/reading materials
  - Encourage the use of creativity
  - Ask higher level questions
  - Provide opportunities to develop depth and breadth of knowledge in a subject area
- Organizational/Behavioral Strategies:
- Use a Study Contract for student to achieve outcomes
    - Use a Learning Log for independent or outside learning
    - Establish a timeline for long-range projects
- Motivational Strategies:
- Provide fewer drill and practice activities when material is learned
  - Give student choices of activities in learning the content
  - Allow the student to 'buy' time for self-directed activities after material is learned
- Assessment Strategies:
- Give a pretest to allow the student to demonstrate mastery
  - Provide self-checking materials
  - Provide tests at a higher level of thinking
- Environmental Strategies:
- Arrange for a mentor to work with the student in interest area
  - Cluster group gifted/talented students by areas of strength in the classroom
  - Allow independent use of library

Unit 5: Mythology/ Folk Lore	Grade Level: Fourth	Time Frame: March
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>1. Identifying Patterns and Story Elements in Myths</p>	<ul style="list-style-type: none"> <li>Readers identify key elements within a myth.</li> <li><input type="checkbox"/> Readers find character traits within a mythological story.</li> <li><input type="checkbox"/> Readers infer specific character traits within behavior of heroes in fiction stories. <input type="checkbox"/></li> <li>Readers recognize that stories are told from different points of view/accounts <input type="checkbox"/></li> <li>with still understanding the thoughts and feelings of the characters.</li> <li>Readers understand the journey of the hero through plot and sequence.<input type="checkbox"/></li> </ul>	<p>First 6 paragraphs in <i>Lightning Thief</i>- 2<sup>nd</sup> person</p>
<p>2. Recognizing Allusions and Story Structures in Famous Myths</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Readers understand and identify allusions to mythological characters. <input type="checkbox"/></li> <li>Readers use allusions and relate them to real life events.</li> <li><input type="checkbox"/> Readers use their knowledge on characters and allusions to deepen their understanding of a character in a book.</li> <li><input type="checkbox"/> Readers learn that myths have patterns of events and story structure and retelling myths in summaries.</li> <li><input type="checkbox"/> Readers notice that a myth has an underlying theme or life lesson.</li> <li><input type="checkbox"/> Readers notice that within a myth there can be a cautionary lesson in which a character may be punished for their actions.</li> <li><input type="checkbox"/> Readers recognize that characters are rewarded for good traits and punish those who entail bad traits.</li> <li><input type="checkbox"/> Readers identify recurring themes, lessons, and morals through mythological stories.</li> </ul>	

<p>3. Comparing and Contrasting Myths and Folk Lore Stories</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Readers compare and contrast different myths across genres (drama &amp; prose). <input type="checkbox"/> Readers identify common themes across mythological stories.</li> <li><input type="checkbox"/> Readers choose two texts with similar themes and therefore compare and contrast how different authors convey the same lesson or theme.</li> <li><input type="checkbox"/> Readers compare a folklore story (fiction) of a different culture and compare to the theme of a myth.</li> <li><input type="checkbox"/> Readers compare two myths from two different cultures.</li> <li><input type="checkbox"/> Readers celebrate their success and continue to be inspired by mythological stories across cultures.</li> </ul>	
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<p><b>Unit Title:</b> Unit 6: Poetry, Drama, &amp; Prose</p>	<p><b>Grade Level:</b> Fourth</p>	<p><b>Time Frame:</b> April-June</p>
<p><b>Standards:</b> RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.10, RI.4.9, RF.4.3, RF.4.4, L.4.5</p>		
<p><b>Essential Questions:</b></p>	<p><b>Unit Goals/Enduring Understandings:</b> <input type="checkbox"/> Discovering Poetry in Poems and Prose</p>	
<ul style="list-style-type: none"> <li>• How can we use a variety of poems and focus on mood, sounds, word choice and images?</li> <li>• How can we identify different elements across poems, dramas, and prose to compare and contrast across genres?</li> <li>• How can we read novels and have a new appreciation for word choice, figurative language, and imagery?</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for Deeper Comprehension</li> <li>• Looking at Literature through the Eyes of the Poet</li> </ul>	

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Decoding Strategies</li> <li>• Word Structure</li> <li>• Vocabulary and Concept Development</li> <li>• Comprehension Skills</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Character Perspective</li> <li>• Imagery</li> <li>• Drama/Poetry/Prose</li> <li>• Figurative Language</li> <li>• Idioms/Metaphors/Similes</li> </ul>	<p><b>Demonstration of Learning/Assessment Evidence:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Conferring (Records of conferencing, small groups, and observations) • Running Records</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Running Records</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Auxiliary Performance Assessments</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessment</li> <li>• Post-Assessment</li> <li>• MAP/STAR 360</li> </ul>	
<p><b>Mentor Texts:</b></p> <p>The Hippopotamus- By, Ogden Nash  Dust of Snow- By, Robert Frost  The Traveling Onion- By, Naomi Shihab Nye  Valentine for Ernest Mann- By, Naomi Shihab Nye</p>	<p><b>Resources:</b></p> <p>Units of Study for Teaching Reading- Lucy Calkins  “If.. Then.. Curriculum” Book- Unit- Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature Book Basket/ Book Boxes- Bags  Books  Read aloud  Anchor charts  Word Wall  Reader’s Theatre</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>□ Reader’s Workshop</li> <li>● Whole Group</li> <li>● Minilesson</li> <li>● Independent</li> <li>● Reading/Conferences</li> <li>Mid-workshop</li> <li>● Teaching</li> <li>● Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li>• Partner Talk</li> <li>• Partner Reading <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Guided Reading</li> <li>• Shared Reading</li> <li>• Whole Class Read Aloud</li> </ul> </li> </ul>

**Cross Curricular Connections:**

**Math** - Fractions  
**Health** - Personal Health and Wellness  
**Arts** - Cultural Studies, Drama, Music Expression, Rhyme & Rhythm

**21<sup>st</sup> Life and Career**  
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projects

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- Give student choices of activities in learning the content

<ul style="list-style-type: none"> <li>• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models</li> <li>□ Follow step-by-step directions to assemble a product or solve a problem</li> <li>• Identify how computer programming impacts our everyday lives</li> </ul>		<ul style="list-style-type: none"> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
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<b>Unit 6: Poetry, Drama, &amp; Prose</b>		<b>Grade Level: Fourth</b>	<b>Time Frame: April-June</b>
<b>Goals</b>	<b>Suggested Mini lessons</b>		<b>Teacher's Notes/Ideas</b>
1. Discovering Poetry in Poems, Prose, and Drama	<ul style="list-style-type: none"> <li>• Readers learn that poems come in many shapes and sizes</li> <li>• Readers identify elements of prose.</li> <li>• Readers identify elements of a drama.</li> <li>• Readers identify elements of poetry.</li> <li>• Readers compare and contrast elements between a poem, drama, and a prose. • Readers look within a prose to find poetic passages and understand figurative language, imagery, or repetition to better understand the characters.</li> <li>• Readers understand the poem's mood by paying attention to the setting, choice words, and feelings. □ Readers identify the "sound" of the poem.</li> <li>• Readers realize that within poems, a poet can "break the rules" of grammar and that poetry can have rhyme or rhythm.</li> <li>• Readers encounter unfamiliar words and can use different strategies to determine the meaning.</li> </ul>		



<p>2. Reading for Deeper Comprehension</p>	<ul style="list-style-type: none"> <li>• Readers understand that all the parts of the poem are what create the meaning of the poem.</li> <li>• Readers look back and think about what big idea or question they have based on rereading well-crafted parts.</li> <li>• Readers have to create mental images and their imaginations to understand poetry. • Readers understand that poems make readers stop and consider the unusual or to think in a different way.</li> <li>• Readers pay attention to the last lines of a poem where they consider new insight into the rest of the text.</li> <li>• Readers identify the theme within the poem.</li> </ul>	
<p>3. Looking at Literature through the Eyes of the Poet</p>	<ul style="list-style-type: none"> <li>• Readers of poetry pay attention to the world around them and are reflective. • Readers connect with specific lines of poetry and carry them throughout their lives. • Readers carry the messages they have learned through poetry into reading other texts. • Readers use lines in poetry to influence the way the live and contain valuable life messages.</li> </ul>	

<p><b>Cross Curricular Connections:</b></p> <p><b>Math</b> <b>Science</b> <b>Social Studies</b> <b>Health</b></p>	<p><b>21<sup>st</sup> Life and Career</b> <b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)</li> <li>• 9.4.5.CI.3: Participate in a</li> </ul>	<p><b>Integrated Modifications/Accommodations: Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space • Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when</li> </ul>
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