

Marking Period		Unit Title	Recommended Instructional Days
1		Networks	45 days
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b>	
<i>Progress Indicator:</i>  <a href="#"><u>Grade 4 ELA Standards</u></a>	<i>Progress Indicator:</i> RI.4.7, RI.4.10, RI.4.1, RI.4.8, RI.4.2, RI.4.5, RI.4.3, RI.4.6		
<b>Foundational Skills Strand:</b>	<b>Writing Strand:</b>		
<i>Progress Indicator:</i> RF.4.3.a	<i>Progress Indicator:</i> W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.3.e, W.4.3, W.4.2, W.4.5, W.4.9	<b>Essential Question/s:</b> How can a place affect how we live? How can visiting new places expand our understanding of our place in the world? In what ways can a place enrich our lives? What can living in outer space teach us about the human body? What are the advantages of living in different places? How can people influence the places where they live?	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>		
<i>Progress Indicator:</i> SL.4.1.d, SL.4.1.c, SL.4.5, SL.4.4	<i>Progress Indicator:</i> L.4.5, L.4.4.c, L.4.2.d, L.4.1.f, L.4.5.a, L.4.5.c, L.4.1, L.4.6, L.4.1.d, L.4.1.a, L.4.4	<b>Activity Description:</b>  <b>Week 1 -</b> <b>Reading Workshop:</b> <i>Reaching for the Moon</i> Use text evidence to help explain the author's purpose in narrative nonfiction  <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through: <ul style="list-style-type: none"> <li>● academic vocabulary</li> <li>● word study</li> <li>● read like a writer</li> <li>● write for a reader</li> <li>● spelling</li> </ul>	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>		
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in</li> </ul>		

<ul style="list-style-type: none"><li>● Responsible Decision-Making</li><li>● Relationship Skills</li></ul>	<p>handling daily tasks and challenges</p> <ul style="list-style-type: none"><li>● Recognize the skills needed to establish and achieve personal and educational goals</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Utilize positive communication and social skills to interact effectively with others</li></ul>	<ul style="list-style-type: none"><li>● language and conventions</li></ul> <p><b>Writing Workshop:</b> Introduce Mentor Stacks and immerse in personal narrative texts</p> <p><b>Week 2 -</b> <b>Reading Workshop:</b> <i>Rare Treasure: Mary Anning and Her Remarkable Discoveries</i> Understand biography by analyzing main ideas and details and generating questions <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary</li><li>● word study</li><li>● read like a writer</li><li>● write for a reader</li><li>● spelling</li><li>● language and conventions</li></ul> <p><b>Writing Workshop:</b> Develop elements of personal narrative writing</p> <p><i>Who Was Ann Frank?</i> Biography <b>(Holocaust Law: N.J.S.A. 18A:35-28)</b></p> <p><b>Week 3 -</b> <b>Reading Workshop:</b> <i>Twins in Space</i> Make connections across texts by analyzing text structures and evaluating details <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary</li><li>● word study</li><li>● read like a writer</li><li>● write for a reader</li><li>● spelling</li><li>● language and conventions</li></ul> <p><b>Writing Workshop:</b> Develop the structure of personal narrative writing</p>
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		<p><b>Week 4-</b> <b>Reading Workshop:</b> <i>Life at the Top</i> Make connections across texts by analyzing text features and confirming or correcting predictions <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary</li><li>● word study</li><li>● read like a writer</li><li>● write for a reader</li><li>● spelling</li><li>● language and conventions</li></ul> <p><b>Writing Workshop:</b> Apply writer’s craft and conventions of language to develop and write personal narrative</p> <p><b>Week 5 -</b> <b>Reading Workshop:</b> <i>Barbed Wire Baseball</i> <b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b> Analyze text structure and summarize ideas to better understand a biography <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"><li>● academic vocabulary</li><li>● word study</li><li>● read like a writer</li><li>● write for a reader</li><li>● spelling</li><li>● language and conventions</li></ul> <p><b>Writing Workshop:</b> Publish, celebrate, and assess personal narrative writing</p> <p><i>Roberto Clemente Pride of the Pittsburgh Pirates</i> <b>(Amistad Law: N.J.S.A. 18A 52:16A-88)</b></p> <p><b>Week 6-</b> <b>Inquiry and research-</b> Make It a Landmark!</p>
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- Generate ideas for inquiry
- Research local and national historical landmarks
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

**UNIT 5 Week 1 -**

**Reading Workshop:** *Planet Earth*

Make inferences and analyze text features in informational text.

**Reading/Writing Workshop Bridge:**

Bridge reading and writing narrative nonfiction through:

- academic vocabulary
- word study
- read like a writer
- write for a reader
- spelling
- language and conventions

**Writing Workshop:**

Introduce Mentor Stacks and immerse in poetry

**Book Club- *Life In the West***

**Interdisciplinary Connections:**

*Follow the "Cross-Curricular" discussion prompts in your teacher's manual to address the standards below.*

**SOC.6.1.4.B.1** - Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

**SOC.6.1.4.D.CS1** - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

**SOC.6.1.4.A.CS6** - The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

**SCI.4-ESS1-1** - Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Small Group - Verbal Discussions</li> <li>● Lesson/Skill Quiz</li> <li>● Exit Tickets</li> <li>● Progress Check-Ups</li> <li>● Cold Reads</li> <li>● Practice Tests</li> <li>● Test Banks</li> <li>● Journal Writing</li> <li>● Whiteboard/Communicator</li> <li>● Peer/Self Assessment</li> <li>● Reading Response Log</li> <li>● Think/Write-Pair-Share</li> <li>● Graphic Organizers</li> <li>● 3-2-1 Strategy</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● District Diagnostic Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● District Assessments</li> <li>● Standardized Tests</li> <li>● Published Writing Pieces</li> <li>● Selection /Unit Tests</li> </ul>	
<p><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● Digital and Print Version of Texts</li> <li>● Centers/Stations</li> <li>● Journals</li> <li>● Leveled Readers</li> <li>● Mentor Stack</li> <li>● Writing Notebook</li> <li>● Student Interactive</li> </ul>	<ul style="list-style-type: none"> <li>● Below Level Readers</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> <li>● Small Group Guide</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● WIDA Can Do Descriptors</li> <li>● Online Thesaurus</li> <li>● Below Level Readers</li> <li>● Language Awareness Handbook</li> <li>● StoryBoard Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Extension Activities in Resource Download Center</li> <li>● Research and Inquiry Activities in teacher's guide</li> <li>● Tiered Content/Activities</li> </ul>

<ul style="list-style-type: none"> <li>● MyView Literacy</li> <li>● Reading Anchor Charts/Editable Anchor Charts</li> <li>● Listening Comprehension Read Aloud</li> </ul>			<ul style="list-style-type: none"> <li>● Provide a variety of rigorous material</li> <li>● Challenge spelling words</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Device (chromebook; computer; ipad; etc.)</li> <li>● SmartBoard</li> <li>● Meeting Application (Google Meets; Zoom; etc.)</li> <li>● Camera &amp; Microphone</li> <li>● Document Camera</li> <li>● IXL BBOED</li> <li>● Interactive Whiteboard</li> <li>● CommonLit</li> <li>● Readworks</li> <li>● Flipgrid</li> <li>● Quizizz</li> <li>● Kahoot</li> <li>● Learn 360</li> <li>● BrainPop</li> <li>● Edcite</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Chart Paper</li> <li>● Markers</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce skills/vocabulary before lesson</li> <li>● Teacher modeling</li> <li>● Use of visual &amp; multi-sensory formats</li> <li>● Pair with higher level students</li> <li>● Utilize a multi-sensory (VAKT) approach during instruction</li> <li>● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Allow students to retake test for additional credit</li> <li>● Provide additional times and preferential seating as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Pre-Teaching Skills/Language</li> <li>● Teacher Modeling</li> <li>● Personal Experiences/Prior Knowledge</li> <li>● Guided Writing</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</li> <li>● Differentiated Writing Stations</li> <li>● Extended Conferences</li> <li>● Sentence Stems</li> </ul> <p>(Refer to TE for ELL Targeted Minilesson Support)</p>	<ul style="list-style-type: none"> <li>● Compacting</li> <li>● Inquiry Based Instruction</li> <li>● Higher-Order Thinking Questions</li> <li>● Interest Based Content</li> <li>● Student-Driven Instruction</li> <li>● Tiered Content/Activities</li> <li>● Create an enhanced set of introductory activities</li> <li>● Intensive accelerated instruction</li> </ul>

	<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Highlight key vocabulary</li> <li>● Text-to-Speech</li> <li>● Use of anchor charts</li> <li>● Sentence Stems</li> <li>● Graphic Organizers</li> </ul>		
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<p><b>NJSLS CAREER READINESS,                  LIFE LITERACIES &amp; KEY                  SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"> <li>1. Financial Health</li> <li>2. Career Awareness &amp; Planning</li> <li>3. Creativity and Innovation</li> <li>4. Digital Citizenship</li> <li>5. Global &amp; Cultural Awareness</li> <li>6. Information and Media Literacy</li> <li>7. Technology Literacy</li> </ol>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual's passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>● Digital identities must be managed in order to create a positive digital footprint.</li> <li>● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</li> <li>● Different digital tools have different purposes</li> </ul>
	<p><b>Performance Expectation/s:</b></p>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse</p>

		<p>perspectives to expand one’s thinking about a topic of curiosity</p> <p>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</p> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</p> <p>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</p> <p>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 <b>(Standards in Action:Climate Change)</b></p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	N/A	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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