

Marking Period		Unit Title	Recommended Instructional Days
2		Adaptations	45 days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicator:</i> RL.4.1, RL.4.3, RL.4.4, RL.4.10 <u>Grade 4 ELA Standards</u>	<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		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.4.3, RF.4.3.a	<i>Progress Indicator:</i> W.4.2, W.4.9.b, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.1, W.4.3, W.4.5, W.4.8	Essential Question/s: How do living things adapt to the world around them? What different purposes do animal adaptations serve? How do adaptations help animals survive? What challenges do animals face in their environment? In what ways do living things depend on each other? How do adaptations make animals unique?	
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.4.1, SL.4.5, SL.4.4	<i>Progress Indicator:</i> L.4.6, L.4.2.c, L.4.2.d, L.4.5.c, L.4.5, L.4.6, L.4.1	Activity Description: Week 1 - Reading Workshop: <i>Feathers: Not Just for Flying</i> Analyze the main idea and details to understand informational text Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through: <ul style="list-style-type: none"> ● academic vocabulary ● word study ● read like a writer ● write for a reader ● spelling ● language and conventions 	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in 		

<ul style="list-style-type: none">● Responsible Decision-Making● Relationship Skills	<p>handling daily tasks and challenges</p> <ul style="list-style-type: none">● Recognize the skills needed to establish and achieve personal and educational goals● Demonstrate an understanding of the need for mutual respect when viewpoints differ● Develop, implement, and model effective problem-solving and critical thinking skills● Utilize positive communication and social skills to interact effectively with others	<p>Writing Workshop: Introduce Mentor Stacks and immerse in travel article texts</p> <p>Week 2 - Reading Workshop: <i>Animal Mimics</i> Analyze cause-effect relationships and structure in informational text Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Develop elements of travel article writing</p> <p>Week 3 - Reading Workshop: <i>from Minn of the Mississippi</i> Analyze the significance of plot and setting in fiction Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Develop the structure of travel article writing</p> <p><i>The Terrible Things</i> (Holocaust Law: N.J.S.A. 18A:35-28)</p> <p>Week 4- Reading Workshop: <i>from Butterfly Eyes and the Other Secrets of the Meadow</i></p>
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		<p>Analyze structure, rhythm, rhyme, and meter to visualize imagery in poetry</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Apply writer’s craft and conventions of language to develop and write travel articles</p> <p><i>Hip Hop Speaks to Children, A Celebration of Poetry with a Beat</i> (Amistad Law: N.J.S.A. 18A 52:16A-88)</p> <p>Week 5 - Reading Workshop: <i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i> Monitor Comprehension to help synthesize information from multiple sources.</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">● academic vocabulary● word study● read like a writer● write for a reader● spelling● language and conventions <p>Writing Workshop: Publish, celebrate, and assess travel article writing</p> <p><i>Owen and Mzee, The True Story of a Remarkable Friendship</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)</p> <p>Week 6-</p>
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		<p>Inquiry and research- Saving Species Research Articles</p> <ul style="list-style-type: none">• Generate ideas for inquiry• Research local and national historical landmarks• Engage in productive collaboration• Incorporate media• Celebrate and reflect <p>UNIT 5 Week 2 -</p> <p>Reading Workshop: <i>Volcanoes</i> Monitor comprehension and analyze main ideas and details to understand informational text</p> <p>Reading/Writing Workshop Bridge: Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none">• academic vocabulary• word study• read like a writer• write for a reader• spelling• language and conventions <p>Writing Workshop: Develop literary elements of poetry writing</p> <p>Book Club- <i>Animal Camouflage</i></p> <p>Interdisciplinary Connections: <i>Follow the "Cross-Curricular" discussion prompts in your teacher's manual to address the standards below.</i></p> <p>SCI.4.LS1.D Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.</p> <p>SCI.4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>SOC.6.3 Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>
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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>Formative Assessments:</p> <ul style="list-style-type: none"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets ● Progress Check-Ups ● Cold Reads ● Practice Tests ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers ● 3-2-1 Strategy 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● District Diagnostic Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● District Assessments ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</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"> ● Digital and Print Version of Texts ● Centers/Stations ● Journals ● Leveled Readers ● Mentor Stack ● Writing Notebook ● Student Interactive 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide ● Graphic organizers 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook ● StoryBoard Graphic Organizer 	<ul style="list-style-type: none"> ● Enrichment Readers ● Extension Activities in Resource Download Center ● Research and Inquiry Activities in teacher's guide ● Tiered Content/Activities

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

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

	<ul style="list-style-type: none"> ● Scaffolding ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems ● Graphic Organizers 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Financial Health 2. Career Awareness & Planning 3. Creativity and Innovation 4. Digital Citizenship 5. Global & Cultural Awareness 6. Information and Media Literacy 7. Technology Literacy 	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● You can give back in areas that matter to you. ● An individual's passions, aptitude and skills can affect his/her employment and earning potential. ● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. ● Digital identities must be managed in order to create a positive digital footprint. ● Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. ● Different digital tools have different purposes
	<p>Performance Expectation/s:</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 (Standards in Action: Climate Change)</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

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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