

Marking Period		Unit Title	Recommended Instructional Days
4		Impacts	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.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.10 <u>Grade 4 ELA Standards</u>	<i>Progress Indicator:</i> RI.4.10		
Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.4.3	<i>Progress Indicator:</i> W.4.1, W.4.2, W.4.5, W.4.6, W.4.8	Essential Question/s: How do our stories shape our world? How can revealing a secret make it lose its power? How can being different be an advantage? Why should we do good deeds without expecting anything in return? How can what we learn from stories guide our actions? How can being disobedient cause problems?	
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.4.1	<i>Progress Indicator:</i> L.4.1, L.4.2, L.4.3, L.4.5, L.4.6, L.4.8	Activity Description: Week 1 - Can You Guess My Name? Analyze characters to synthesize information about characters in traditional tales Reading Workshop: 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 ● Responsible Decision-Making ● Relationship Skills 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges 		

	<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 opinion essay texts</p> <p>Week 2 - Reading Workshop: <i>Thunder Rose</i> (Amistad Law: N.J.S.A. 18A 52:16A-88) Infer theme to make connections to traditional literature 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 opinion essay writing</p> <p>Week 3 - Reading Workshop: <i>La Culebra (The Snake)</i> Identify elements of a play to help summarize a play 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 opinion essay writing</p> <p>Week 4- Reading Workshop: <i>The Secret of the Winter Count</i> (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) (Holocaust Law: N.J.S.A. 18A:35-28) Infer theme and make connections in historical fiction</p>
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		<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 an opinion essay</p> <p>Week 5 - Reading Workshop: <i>Pandora and Race to the Top</i> Evaluate details to help analyze and compare myths</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 opinion essay writing</p> <p>Week 6- Inquiry and research- The Tale Behind the Tale 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 4 - Reading Workshop: <i>The Himalayas</i> Make inferences and explain ideas to understand informational text</p>
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	<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 poetry</p> <p>UNIT 5 Week 5 - Reading Workshop: <i>Trashing Paradise</i> and <i>Bye Bye Plastic Bags on Bali</i> Use text evidence to explain concepts and compare and contrast accounts in 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: Publish, celebrate, and assess poetry</p> <p>Book Club- <i>The Tale of Despereaux</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>SOC.6.1.5 Interactions of people and events throughout history have shaped the world we experience today. SOC.6.1.5 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</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>	
Formative Assessments: <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 		Benchmarks: <ul style="list-style-type: none"> ● District Diagnostic Assessment Summative Assessments: <ul style="list-style-type: none"> ● District Assessments ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and Print Version of Texts ● Centers/Stations ● Journals ● Leveled Readers 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations ● Small Group Guide 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers 	<ul style="list-style-type: none"> ● Enrichment Readers ● Extension Activities in Resource Download Center

<ul style="list-style-type: none"> ● Mentor Stack ● Writing Notebook ● Student Interactive ● MyView Literacy ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud 	<ul style="list-style-type: none"> ● Graphic organizers 	<ul style="list-style-type: none"> ● Language Awareness Handbook ● StoryBoard Graphic Organizer 	<ul style="list-style-type: none"> ● Research and Inquiry Activities in teacher's guide ● Tiered Content/Activities ● 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 	<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

	preferential seating as needed <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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NJSL CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <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 		
	Core Ideas:	<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 	
	Performance Expectation/s:	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be	

		<p>suited to personal likes.</p> <p>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</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</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	N/A	LGBT and Disabilities Law: <i>N.J.S.A.</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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	52:16A-88				18A:35-4.35				
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