

***Dumont Public Schools
Dumont, New Jersey***

ENGLISH LANGUAGE ARTS (ELA) GRADE 4 CURRICULUM MAP

****REVISED June 2018 by ELA Curriculum Committee
Aligned to the New Jersey Student Learning Standards***

**[Born Date: August 24, 2017]
B.O.E. Adopted August 23, 2018**

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1, R2, R3

Craft and Structure

NJSLSA.R4, R5, R6

Integration of Knowledge and Ideas

NJSLSA.R7, R8, R9, R10

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1, W2, W3

Production and Distribution of Writing

NJSLSA.W4, W5, W6

Research to Build and Present Knowledge

NJSLSA.W7, W8, W9

Range of Writing

NJSLSA.W10

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1, SL2, SL3

Presentation of Knowledge and Ideas

NJSLSA.SL4, SL5, SL6

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1, L2

Knowledge of Language

NJSLSA.L3

Vocabulary Acquisition and Use

NJSLSA.L4, L5, L6

Grade 4 Unit #1 - Turning Points
Estimated Time Frame: 1st Marking Period (45 days)

OVERVIEW:

Students will explore human emotions and feelings as communicated through literature, while simultaneously studying informational texts about animals.

ACADEMIC VOCABULARY/COMMON KEY TERMS:

Text Based Comprehension – Sequence, Summarize, Cause and Effect, Author’s Purpose, Questioning, Literary Elements (Character, Setting, Plot), Background Knowledge, Story Structure, Main Idea and Details, Text Structure

Literary Terms – Point of View, Sensory Words, Foreshadowing, Dialect, Imagery

Listening and Speaking – Dramatic Retelling, Introduction, Advertisement, Oral Report, Travel Show

ESSENTIAL QUESTIONS:

How are emotions communicated through literature specifically through descriptions and visual representations? How might writers of fiction write about animals in ways that differ from authors of nonfiction? How might readers compare, contrast, and reflect on previously read texts in the same genre and/or different cultures?

STANDARDS/OBJECTIVES:

RL: 4.2, 4.4, 4.7, 4.9

RF: 4.3, 4.3a

RI: 4.1, 4.4

W: 4.2, 4.2a and b, 4.3, 4.4, 4.5, 4.9a

S/L: 4.1, 4.1a and b, 4.2, 4.5

L: 4.3a-c, 4.4, 4.4a

Social Studies Standards:

6.1.4.D.20 , 6.1.4.D.19, 6.1.4.D.18, 6.1.4.D.16

21st Century Skills/Career Education:

9.1.4.A.1, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.2, 9.1.4.D.3

NJ Technology Standards:

8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4

REQUIRED COMMON TEXTS/WRITING:

Literary:

- *Souder* by William Howard Armstrong (L900) - to be accomplished during first marking period as a read aloud with accountable talk/shared reading

- “Argus and Odysseus” (Greek myth)
- Reading Street Unit 1 (stories and accompanying questions, weeks 1-5)

Informational:

- *Dogs* by Seymour Simon

Writing

- Pearson Writing to Sources Unit 1 - Writing Focus: Narrative (Refer to footnotes in teacher’s manual for guidance as to when to begin each Writing to Sources in order to connect the texts provided in Pearson).
- Pearson Writing Mini Lesson Unit 1 – Writing Focuses are listed by week below
 - Week 1 – Realistic Fiction
 - Week 2 – Expository Composition
 - Week 3 – Parody
 - Week 4 – Friendly Letter
 - Week 5 – Personal Narrative
- Choose **one week-long** Research and Inquiry activity in Unit 1. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

Language Arts/Conventions

- Week 1: Declarative and Interrogative Sentences
- Week 2: Imperative and Exclamatory
- Week 3: Complete Subjects and Predicates
- Week 4: Compound Sentences
- Week 5: Clauses and Complex Sentences

OTHER **SUGGESTED** TEXTS/ACTIVITIES:

“That Lonesome Valley” (iTunes song)

“Sounder” G-rated movie (available for rent or purchase on iTunes)

Research (begin after chapter 4 of *Sounder*): The boy’s mother says *Sounder* will use oak leaves to help his healing. What are some other natural remedies for illnesses? Use the Internet to find three and explain what they are used for. Cite all evidence, including *Sounder*, and list all references.

MOTIVATION/CONNECTIONS:

For reading of *Sounder*:

What do you know about hunting dogs? What are specific qualities of a good hunting dog? Find someone to interview who has hunting dogs, or use the Internet to research the topic. Create an advertisement with illustrations and descriptions for the best hunting dog (either

print or digital).

CORE INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL TOOLS (OUTLINE OF LESSONS):

- Follow Pearson Unit 1 as detailed above (reading and writing components included in this map only).
- Hunting Dog Advertisement
- Multimedia presentation
- Stop and Jot throughout reading Sounder
- Natural Remedies Research*
- Watch Sounder G-rated movie*

ASSESSMENTS:

- Class discussion (student responses)
- Stop and jot notes
- Comprehension Formal and Informal Assessments (Sounder questions, Access and Close Read questions for Pearson stories, and Weekly Tests)
- Writing Rubrics (as provided weekly by Pearson in the teacher's manual as well as Writing to Sources book)

ADDITIONAL RESOURCES:

Use of Internet and iTunes

STRATEGIES FOR DIFFERENTIATION:

Students will read one-on-one, in groups or teacher led, scaffolding as needed.

INTERDISCIPLINARY CONNECTIONS:

- Research and Inquiry
- Historical content as discussed throughout the reading of Sounder

INTEGRATING TECHNOLOGY AND MEDIA:

- Technology presentation of dogs used for hunting to help humans (include audio narration).
- Word processing/keyboarding skills
- Internet research (use of search engines)
- Watch Sounder movie*

Suggested strategies for English Language Learners (ELL) student*(See Teacher's Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion

- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story in Unit 1 (Book or Online Access)
- Fresh Reads Workbook/Online Access in Unit 1
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

Suggested Strategies for Gifted and Talented students*(See Teacher's Resources for More Strategies)

- Conduct research and provide presentation of cultural topics related to 1800s (*Souder* time period)
- Debate topics of interest/cultural importance related to 1800s (*Souder* time period)
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Inclusion of Interdisciplinary Standards

NJSLS Social Studies Standards:
6.1.4.D.20 , 6.1.4.D.19, 6.1.4.D.18, 6.1.4.D.16

Inclusion of 21st century themes and skills

NJSLS 9.1.4.A.1, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.2, 9.1.4.D.3

<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>NJSLS 8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4</p>
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Grade 4 Unit #2 - Teamwork
Estimated Time Frame: 2nd Marking Period (45 Days)

<p>OVERVIEW:</p> <p>Students will explore historical fiction, poetry and informational text about the American Revolution.</p>
<p>ACADEMIC VOCABULARY/COMMON KEY TERMS:</p> <p>Text Based Comprehension – Cause and Effect, Background Knowledge, Literary Elements (Character, Setting, Plot), Draw Conclusions, Story Structure, Author’ Purpose, Questioning, Fact and Opinion, Monitor and Clarify, Main Idea and Details, Inferring</p> <p>Literary Terms – Dialogue and Narration, Similes and Metaphors, Sensory Words, Humor</p> <p>Listening and Speaking – Media Literacy: Sportscast, Media Literacy: Newscast, Reader’s Theater, Interview, Panel Discussion</p>
<p>ESSENTIAL QUESTIONS:</p> <p>How is the American Revolution portrayed throughout literature?</p>
<p>STANDARDS/OBJECTIVES:</p> <p>RL: 4.6, 4.10 RI: 4.5, 4.6, 4.9, 4.10 RF: 4.4c W: 4.1a-d, 4.4, 4.5, 4.7, 4.8, 4.10 S/L: 4.3, 4.4 L: 4.3a-c, 4.4</p> <p><u>Social Studies Standards:</u> 6.1.4.D.6, 6.1.4.D.8, 6.1.4.D.4, 6.1.4.D.2, 6.1.4.D.5, 6.1.4.D.20, 6.1.4.D.19</p> <p><u>21st Century Skills/Career Education:</u> 9.1.4.A.1, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.2, 9.1.4.D.3</p> <p><u>Technology Standards:</u> 8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4</p>

REQUIRED COMMON TEXTS/WRITING:

Literary:

- *George Washington's Socks* by Elvira Woodruff (L840) – to be accomplished during second marking period as a read aloud with accountable talk/shared reading
- “Paul Revere’s Ride” by HW Longfellow (Poem)
- Reading Street Unit 2 (stories in weeks 1-5)

Informational:

- Social Studies textbook chapter 5 (refer to Social Studies curriculum map for pacing)

Writing

- Pearson Writing to Sources Unit 2 - Writing Focus: Argumentative (Refer to footnotes in teacher’s manual for guidance as to when to begin each Writing to Sources in order to connect the texts provided in Pearson). Writers should integrate and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) information from two texts on the same topic.
- Pearson Writing Mini Lesson Unit 2 – Writing Focuses are listed by week below
 - Week 1 – Poetry
 - Week 2 – News Article
 - Week 3 – Poetry
 - Week 4 – Expository Composition
 - Week 5 – Argument Persuasive Essay
- Choose **one week-long** Research and Inquiry activity in Unit 2. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

Language Arts/Conventions

- Week 1: Common and Proper Nouns
- Week 2: Regular Plural Nouns
- Week 3: Irregular and Plural Nouns
- Week 4: Singular Possessive Nouns
- Week 5: Plural Possessive Nouns

OTHER SUGGESTED TEXTS:

- “Skylands Region” via www.nj.gov (Standards Solution story)

MOTIVATION/CONNECTIONS: Students will create a boat to cross the “Delaware River” by using aluminum foil and masking tape in order to carry “passengers” (marbles) to the Battle of Trenton (see written instructions).

CORE INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL TOOLS (OUTLINE OF LESSONS):

- Follow Pearson Unit 2 as detailed above (reading and writing components included in this map only).
- Boat activity
- “Stop and Jot” throughout reading

ASSESSMENTS:

- Class discussion (student responses)
- Stop and jot notes
- Comprehension Formal and Informal Assessments (GW Sock’s questions, Access and Close Read questions for Pearson stories, and Weekly Tests)
- Writing Rubrics (as provided weekly by Pearson in the teacher’s manual as well as Writing to Sources book)

ADDITIONAL RESOURCES:

- Use of Internet

STRATEGIES FOR DIFFERENTIATION:

Students will read one-on-one, in groups or teacher led, scaffolding as needed.

INTERDISCIPLINARY CONNECTIONS:

NJSLS for Social Studies 6.1.4.D.6, 6.1.4.D.8, 6.1.4.D.4, 6.1.4.D.2, 6.1.4.D.5, 6.1.4.D.20, 6.1.4.D.19

INTEGRATING TECHNOLOGY AND MEDIA:

- Utilizing the laptop cart in order to produce a piece of writing in a single session.

Suggested strategies for English Language Learners (ELL) student*(See Teacher’s Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers

- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story in Unit 2 (Book or Online Access)
- Fresh Reads Workbook/Online Access in Unit 2
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher’s Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

Suggested Strategies for Gifted and Talented students*(See Teacher’s Resources for More Strategies)

- Conduct research and provide presentation of cultural topics related to Revolutionary War time period
- Debate topics of interest/cultural importance related to Revolutionary War time period
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Inclusion of Interdisciplinary Standards:

NJSLS for Social Studies 6.1.4.D.6, 6.1.4.D.8, 6.1.4.D.4, 6.1.4.D.2, 6.1.4.D.5, 6.1.4.D.20, 6.1.4.D.19

Inclusion of 21st century themes and skills

21st Century Skills/Career Education Standards:

NJSLS 9.1.4.A.1, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.2, 9.1.4.D.3

**8.1 Educational Technology
8.2 Technology Education,
Engineering, Design, and
Computational Thinking -
Programming**

NJSLS 8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4

Grade 4 Unit #3 - Patterns in Nature
Estimated Time Frame: 3rd Marking Period (45 Days)

OVERVIEW:

Students will identify the characteristics of how living and nonliving things interact in their ecosystems through fiction and nonfiction texts.

ACADEMIC VOCABULARY/COMMON KEY TERMS:

Text Based Comprehension – Graphic Sources, Important Ideas, Fact and Opinion, Text Structure, Generalize, Visualize, Draw Conclusions, Cause and Effect, Predict and Set Purpose, Inferring

Literary Terms – Formal and Informal Language, Flashback, Point of View, Personification, Exaggeration/Hyperbole

Listening and Speaking – Persuasive Speech, Interview, Reader’s Theater, Weather Broadcast, How-To Demonstration

ESSENTIAL QUESTIONS:

How do living and nonliving things interact in literature?

STANDARDS/OBJECTIVES:

RL: 4.4, 4.5, 4.7

RI: 4.2

RF: 4.4, 4.4c

W: 4.1a-d, 4.3a-e, 4.4, 4.5

S/L: 4.5, 4.6

L: 4.2 a-d, 4.3a-c, 4.4b-c, 4.5a-c, 4.6

Science Standards:

4-LS1 From Molecules to Organisms: Structures and Processes

21st Century Skills/Career Education:

9.1.4.A.1, 9.1.4.B.1

Technology Standards:

8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4

REQUIRED COMMON TEXTS:

Literary:

- Reading Street Unit 3 (stories and accompanying questions in weeks 1-5)

Informational:

- Pearson Science Chapter 1 (textbook and leveled readers), Nat GEO Life Science

Writing

- Pearson Writing to Sources Unit 3 - Writing Focus: Informative/Explanatory (Refer to footnotes in teacher's manual for guidance as to when to begin each Writing to Sources in order to connect the texts provided in Pearson).
- Pearson Writing Mini Lesson Unit 3 – Writing Focuses are listed by week below
 - Week 1 – Narrative Poem
 - Week 2 – Invitation
 - Week 3 – Myth
 - Week 4 – Formal Letter
 - Week 5 – Summary
- Choose **one week-long** Research and Inquiry activity in Unit 3. There are six to choose from. These activities can be found in your teacher's manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

Language Arts/Conventions

- Week 1: Action and Linking Verbs
- Week 2: Main and Helping Verbs
- Week 3: Subject-Verb Agreement, Homophones
- Week 4: Past, Present, and Future Tenses
- Week 5: Irregular Verbs

OTHER SUGGESTED TEXTS:

- *Be a Smart Travel Kid* by Laura Schaefer (Standards Solution story)
- *Changing for Survival: Bird Adaptations* by Lillian Duggan (This is too large to print. This can be accessed on www.pearsonsuccessnet.com)

CORE INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL TOOLS (OUTLINE OF LESSONS):

- Follow Pearson Unit 3 as detailed above (reading and writing components included in this map only).
- Stop and Jot throughout reading

ASSESSMENTS:

- Class discussion (student responses)
- Stop and jot notes
- Comprehension Formal and Informal Assessments (Access and Close Read questions for Pearson stories, and Weekly Tests)

- Writing Rubrics (as provided weekly by Pearson in the teacher's manual as well as Writing to Sources book)

ADDITIONAL RESOURCES:

Use of Microsoft Word

STRATEGIES FOR DIFFERENTIATION:

Students will read one-on-one, in groups or teacher led, scaffolding as needed.

INTERDISCIPLINARY CONNECTIONS:

NJSLS Science Standards: 4-LS1 From Molecules to Organisms: Structures and Processes

INTEGRATING TECHNOLOGY AND MEDIA:

- Internet research (use of search engines)

Suggested strategies for English Language Learners (ELL) student*(See Teacher's Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story in Unit 3(Book or Online Access)
- Fresh Reads Workbook/Online Access in Unit 3
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher's Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice

- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

Suggested Strategies for Gifted and Talented students*(See Teacher’s Resources for More Strategies)

- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Inclusion of Interdisciplinary Standards

NJSLS Science Standards: 4-LS1 From Molecules to Organisms: Structures and Processes

Inclusion of 21st century themes and skills

21st Century Skills/Career Education: NJSLS 9.1.4.A.1, 9.1.4.B.1

**8.1 Educational Technology
8.2 Technology Education, Engineering,
Design, and Computational Thinking -
Programming**

NJSLS 8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4

Grade 4 Unit #4 - Change
Estimated Time Frame: 4th Marking Period (45 Days)

OVERVIEW:

Through the reading of both fiction and non-fiction text and by writing informational text from sources students will explore the Earth as it relates to seasons and weather based on examples from text and making relevant connections.

ACADEMIC VOCABULARY/COMMON KEY TERMS:

Text Based Comprehension – Author’s Purpose, Important Ideas, Graphic Sources, Compare and Contrast, Visualize, Literary Elements (Character, Plot, Theme), Story Structure, Main Idea and Details, Text Structure, Fact and Opinion, Draw Conclusions, Monitor and Clarify

Literary Terms – Word Choice, Sensory Words, Imagery, Word Choice, Point of View

Listening and Speaking – Dramatization, Media Literacy: Radio Announcement, How-To Demonstration, Panel Discussion, Media Literacy: Talk Show

ESSENTIAL QUESTIONS:

How does nature influence characters’ actions?

STANDARDS/OBJECTIVES:

RL: 4.1, 4.3

RI: 4.3, 4.4, 4.5, 4.7, 4.8

RF: 4.4, 4.4a-c

W: 4.2a-e, 4.6, 4.9a

S/L: 4.1 a - g

L: 4.3a-c, 4.5, 4.5a

Science Standards:

4-ESS2 Earth's Systems

21st Century Skills/Career Education:

9.1.4.A.1

NJ Technology Standards:

8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4

REQUIRED COMMON TEXTS:

Literary:

- *Abel’s Island* by William Steig (L920) – to be accomplished during fourth marking period as a read aloud with accountable talk/shared reading
- Reading Street Unit 5 (stories and accompanying questions in weeks 1-5)

Informational:

- Hurricanes: Earth’s Mightiest Storms by Patricia Lauber, Nat Geo (Earth Science)

Writing

- Pearson Writing to Sources Unit 5 - Writing Focus: Argumentative (Refer to footnotes in teacher’s manual for guidance as to when to begin each Writing to Sources in order to connect the texts provided in Pearson).
- Pearson Writing Mini Lesson Unit 5 – Writing Focuses are listed by week below
 - Week 1 – Fantasy
 - Week 2 – Legend
 - Week 3 – Thank You Note
 - Week 4 – Persuasive Ad
 - Week 5 – Personal Narrative
- Choose **one week-long** Research and Inquiry activity in Unit 5. There are six to choose from. These activities can be found in your teacher’s manual. The introduction to the week-long activity begins on Day 1 each week in the textbook.

Language Arts/Conventions

- Week 1: Adjectives and Articles
- Week 2: Adverbs
- Week 3: Comparative and Superlative Adjectives and Adverbs
- Week 4: Time-Order Words
- Week 5: Prepositions and Prepositional Phrases

OTHER SUGGESTED TEXTS:

- “Snug in the Snow” (no author listed) (Standards Solution story)
- [Animal Adaptations PBL](#)

MOTIVATION/CONNECTIONS: Complete this activity prior to introducing the book. Students will conduct an experiment to determine the strongest and weakest part of a hurricane. Items needed: one large bowl, wooden spoon, water, paper clip and string. Fill the large bowl 2/3 full with water. Next, cut a 10” piece of string and tie one end to the paper clip. Using the wooden spoon stir the water until it is moving in a circular motion. While the water is in motion, drop the paper clip into the water in different locations. Write down your observations and determine where the paper clip traveled the fastest. This location is the strongest part of the storm. Based on this, where is the weakest part of the storm?

CORE INSTRUCTIONAL MATERIALS, INCLUDING DIGITAL TOOLS (OUTLINE OF LESSONS):

- Follow Pearson Unit 5 as detailed above (reading and writing components included in this map only).
- Hurricane bowl experiment
- “Stop and Jot” throughout reading *Abel’s Island*

ASSESSMENTS:

- Class discussion (student responses)
- Stop and jot notes
- Comprehension Formal and Informal Assessments (Abel’s Island questions, Access and Close Read questions for Pearson stories, and Weekly Tests)
- Writing Rubrics (as provided weekly by Pearson in the teacher’s manual as well as Writing to Sources book)

ADDITIONAL RESOURCES:

- Use of Internet

STRATEGIES FOR DIFFERENTIATION:

Students will read one-on-one, in groups or teacher led, scaffolding as needed.

INCLUSION OF INTERDISCIPLINARY STANDARDS:

NJSLS Science Standards: 4-ESS2 Earth's Systems

INTEGRATING TECHNOLOGY AND MEDIA:

- Utilizing the Internet

Suggested strategies for English Language Learners (ELL) student*(See Teacher’s Resources for More Strategies)

- Consultation with ELL staff
- Use of text to speech on laptops/iPads
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
 - Accept participation at any level, even one word
 - Highlight key vocabulary, utilize graphic organizers
 - Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

Suggested strategies for Special Education/504 students

- Consultation with Special Education staff
- Leveled Readers for each story in Unit 5 (Book or Online Access)
- Fresh Reads Workbook/Online Access in Unit 5
- Graphic Organizers
- Decodable Readers (Phonics)

Suggested Strategies for At Risk students*(See Teacher’s Resources for More Strategies)

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

Suggested Strategies for Gifted and Talented students*(See Teacher’s Resources for More Strategies)

- Exploration of art and/or artist to understand society and history
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

Inclusion of Interdisciplinary Standards

NJSLS Science Standards: 4-ESS2 Earth's Systems

Inclusion of 21st century themes and skills

21st Century Skills/Career Education:
NJSLS 9.1.4.A.1

**8.1 Educational Technology
8.2 Technology Education, Engineering,
Design, and Computational Thinking -
Programming**

NJSLS 8.1.5.A.1, 8.1.5.A.2, 8.1.5.D.4