# Unit 1: Think it Through

**Big Idea:** How can a challenge bring out our best?  
35 days to complete unit

## Week 1: Clever Ideas  
*Genre: Fairy Tale*

5 days for week 1

### Essential Question(s):
Where do good ideas come from?

### Vocabulary:
- brainstorm
- flattened
- frantically
- gracious
- muttered
- official
- original
- stale
  
  *(synonyms)*

## NJ Student Learning ELA Standards:

- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- **RL.4.1:** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.7:** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **L.4.5.c:** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **RF.4.3.a:** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **RF.4.4.b:** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## INTRODUCE:

- **Background Knowledge:**  
  “Creative Thinking”: Reading/Writing Workshop pg 18-19

## TEACH:

**Close Read:** “The Dragon Problem” (740L) (Reading/Writing Workshop pgs 22-25)  
**Mini Lesson:** Make Predictions, Sequence, Fairy Tale, Synonyms, Writing Traits

## APPLY:

**Close Read and Paired Text:**  
The Princess and the Pizza and Tomas and His Sons (Lit. Anthology pgs. 10-31)
DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

A: Clever Puss (530L)
O: Jack and the Extreme Stalk (750L)
E: Jack and the Extreme Stalk (430 L)
B: Charming Ella (860L)

INTEGRATE: Whole Group

Research and Inquiry – interview a classmate T28  W.4.8, SL.4.6
Text Connections- connect to essential questions T29  RL.4.9  SL. 4.1d
Writing About Reading- Analyze to inform/explain  T29 (your turn practice book pg 9)  W.4.9a

ASSESS: weekly assessment pg 1-12

Week 1 Assessments
Reading: Comprehension: Sequence RL 4.3
Language: Context Clues: SynonymsL.4.5c
Writing: Writing about Text  RL4.3, W.4.9a

Unit 1 : Think it Through

Big Idea: How can a challenge bring out our best?  35 days to complete unit

Week 2: Think of Others
Genre: Realistic Fiction  5 days for week 1

Essential Question(s):
How do your actions affect others?

Vocabulary:
accountable advise desperately hesitated
humiliated inspiration self-esteem uncomfortably

(idioms)

NJ Student Learning ELA Standards:

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)
RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where
### INTRODUCE:

**Background Knowledge (SL. 4.1.c /SL. 4.2)**  
Weekly Concept- Think of Others:  
*“Actions Count”* - Reading/Writing Workshop (pg 32-33)

### TEACH:

**Close Read:** The Talent Show – realistic fiction (620L)  
**Mini Lesson:** make predictions, problem and solution, realistic fiction, idioms, writing traits

### APPLY:

**Close Read and Paired Text:**  
- “Experts Incorporated” (730L)  Lit. Anthology pgs 32-43  
- “Speaking Out to Stop Bullying” – Expository Text (800L)  Lit. Anthology 44-47

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

A: The Dream Team (530L)  
O: Rosa’s Garden (710L)  
E: Rosa's Garden (540L)  
B: Saving Grasshopper (810L)

### INTEGRATE: Whole Group

Research and Inquiry –charts (graphic organizer 85)  T92-T93  
Text Connections- compare how factions affect others T93  
Writing About Reading- write an analysis to share an opinion  T93

### ASSESS: Weekly Assessment 13-24

**Week 2 Assessments**  
Reading: Comprehension- Problem and Solution RL.4.3  
Writing: Writing about Text RL.4.3, W.4.9  
Language: Vocabulary- Idioms L.4.5b
# Unit 1: Think it Through

**Big Idea:** How can a challenge bring out our best?  
**35 days to complete unit**

## Week 3: Take Action
**Genre:** Expository Text  
**5 days for week 1**

### Essential Question(s):  
How do people respond to natural disasters?

### Vocabulary:
- alter  
- collapse  
- crisis  
- destruction  
- hazard  
- severe  
- substantial  
- unpredictable  
  
(multiple meaning words)

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## READING

**NJ Student Learning ELA Standards:**

- **L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
- **RF.4.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### INTRODUCE:

**Background Knowledge**  
Weekly Concept- Take Action  
“To the Rescue”: Reading/ Writing Workshop pg 46-47

### TEACH:

- **Close Read:** “A World of Change” (790L) (Reading/ Writing Workshop pg 50-53)  
- **Mini Lesson:** Reread, Compare and the Contrast, Expository, Multiple-Meaning Words, Writing Traits

### APPLY:

- **Close Read and Paired Text:** Earthquakes– Expository Text (870L) pg 48-58  
  “Tornado” – Expository Text (950L) pg 60-61
DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
A: Changing Landscapes (670L)
O: Changing Landscapes (840 L)
E: Changing Landscapes (740 L)
B: Changing Landscapes (920L)

INTEGRATE: Whole Group
Research and Inquiry – create a poster showing ways to stay safe in a disaster  T156  SL.4.5, W.4.8
Text Connections- compare natural disasters  T157  RI.4.9  SL. 4.1d
Writing About Reading- write an analysis about an illustration that gives more details about a topic T157  SL. 4.3  W.4.9

ASSESS: Weekly Assessment 25-36

Week 3 Assessments
Reading: Comprehension- Compare and Contrast  RI.4.5
Writing: Writing About Text RI.4.5, W.4.9b
Language: Vocabulary- Context Clues/Multiple Meaning Words L.4.4a

Unit 1: Think It Through

Big Idea: How can a challenge bring out our best?  35 days to complete unit

Week 4: Ideas In Motion
Genre: Narrative Non-Fiction  5 days for week 1

Essential Question(s):
How can science help you understand how things work?

Vocabulary:
accelerate       advantage      capabilities         friction
gravity             identity            inquiry                thrilling
Definitions and Restatements

READING

NJ Student Learning ELA Standards:
L.4.4.a  Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
### 4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum: Robert Mungo**  
**Superintendent of Schools: James DiDonato**

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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<thead>
<tr>
<th><strong>INTRODUCE:</strong></th>
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<tbody>
<tr>
<td><strong>Background Knowledge</strong></td>
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<tr>
<td><strong>Weekly Concept- Ideas in Motion</strong></td>
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<tr>
<td>“How does it work?” Reading/Writing Workshop pg 60-61</td>
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<th><strong>TEACH:</strong></th>
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<tbody>
<tr>
<td><strong>Close Read:</strong> “The Big Race”-(690L) Reading/Writing Workshop pgs 64-67</td>
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<tr>
<td><strong>Mini Lesson:</strong> Reread, Cause and Effect, Narrative Non-fiction, Context Clues, Writing Traits</td>
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<tr>
<th><strong>APPLY:</strong></th>
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<tbody>
<tr>
<td><strong>Close Read and Paired Text:</strong> A Crash Course in Force and Motion (630L) Lit. Anthology pgs 62-78</td>
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<tr>
<td>The Box-Zip Project (620L) Lit. Anthology pgs 80-83</td>
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<tr>
<th><strong>DIFFERENTIATE: Guided Reading (Each has a paired selection inside)</strong></th>
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<tbody>
<tr>
<td><strong>A:</strong> George’s Giant Wheel (550L)</td>
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<td><strong>O:</strong> George’s Giant Wheel (810L)</td>
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<tr>
<td><strong>E:</strong> George’s Giant Wheel (610L)</td>
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<tr>
<td><strong>B:</strong> George’s Giant Wheel (910L)</td>
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<tr>
<th><strong>INTERGRATE: Whole Group</strong></th>
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<tbody>
<tr>
<td>Research and Inquiry –research with a team T220  <strong>SL.4.5, W.4.7, SL 4.6</strong></td>
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<tr>
<td>Text Connections- compare information about science and how it helps us T221  <strong>RI 4.9</strong></td>
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<tr>
<td>Writing About Reading- analysis writing about how headings are important in a text T221  <strong>W.4.9b</strong></td>
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<th><strong>ASSESS: Weekly Assessment 37-48</strong></th>
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<tr>
<td><strong>Week 4 Assessments</strong></td>
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<tr>
<td><strong>Reading:</strong> Comprehension: Cause and Effect  <strong>RI.4.5</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> Writing About Text  <strong>RI.4.5, W.4.9b</strong></td>
</tr>
<tr>
<td><strong>Language:</strong> Vocabulary: Context Clues/Definitions and Restatements  <strong>L.4.4a</strong></td>
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# Unit 1: Think It Through

## Big Idea: How can a challenge bring out our best?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1</td>
<td>35 days</td>
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### Week 5: Putting Ideas to Work

**Genre:** Persuasive Article

**Essential Question(s):**

- How can starting a business help others?

**Vocabulary:**

- compassionate
- enterprise
- exceptional
- funds
- innovative
- process
- routine
- undertaking

**Suffixes**

**READING**

**NJ Student Learning ELA Standards:**

- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**INTRODUCE:**

- **Background Knowledge**
- **Weekly Concept:** Putting Ideas to Work
- “Rise to the Challenge” : Reading and Writing Workshop pg 74-75

**TEACH:**

- **Close Read:** “Dollars and Sense” (800L) Reading/Writing workshop pgs 78-81
- **Mini Lesson:** Reread, Main Idea and Key Details, Persuasive Article, Suffixes, Writing Traits
Apply:

Close Read and Paired Text: Kids in Business (790L) Lit. Anthology 84-89
"Starting a Successful Business" pgs88-89

Innovative/Exploratory Project:
- Students explore business opportunities that would benefit their community
- Students innovatively create and establish a business along with a plan and advertisements
- Students present their business creations

Differentiate: Guided Reading (Each has a paired selection inside)

A: Start Small Think Big (660L)
O: Start Small Think Big (780L)
E: Start Small Think Big (710L)
B: Start Small Think Big (890L)

Integrate: Whole Group

Research and Inquiry—business owner poster T284 W.7.4.7 SL.4.5
Text Connections—comparing how creating a business helps others T284 RI 4.9
Writing About Reading—write an analysis T285 RI.4.2, SL.4.3

Assess: Weekly Assessment 49-60

Week 5 Assessments
Reading: Comprehension—Main Idea and Key Details RI.4.2
Writing: Writing About Text RI.4.2, W.4.9b
Language: Vocabulary—Suffixes L.3.4b

Unit 1 Assessment Week

3 days for assessment

Week 6:

Reading

NJ Student Learning ELA Standards:
RF.4.4.a Read on-level text with purpose and understanding.
RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
**4th Grade Reading Wonders Curriculum UNITS 1-5**

<table>
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<tr>
<th>Day 1:</th>
<th>Reader’s Theater Practice  “Whodunit? Woo Knows…” T326</th>
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<tr>
<th>Day 2:</th>
<th>Reader’s Theater Performance  “Whodunit? Woo Knows…” T326</th>
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| Day 3: |
| Close Read: Time for Kids “Bullying: It’s Against the Law” T328 |
| Unit Assessment pages 1-13 (Communicating Coast to Coast + Theodore Judah and the Road West) |

| Day 4: |
| Write about Reading: Time for Kids “Bullying: It’s Against the Law” T328 |
| Unit Assessment pages 14-19 (The Kitchen Boy and the Prince) |

| Day 5: |
| Unit Assessment pages 20-24 (Small Passages + Writing Prompt) |
| Present Research Inquiry Projects |

**Differentiation in the Language Arts Classroom:**

**English Language Learners:**

- Enhance oral comprehension by showing what happens next based by pointing or drawing
- Draw or provide other visual displays of people, animals, or objects in response to oral prompts
- Assist with the process of explanations by pointing to visual characteristics of models or real-life objects from oral clues
- Indicate personal points of view in response to oral phrases or short sentences (e.g. by thumbs up/thumbs down; agree/disagree cards)
- Identify preferences from short oral statements
- Assist with speaking by providing sentence starters.
- Asking questions directly related to the story or personal experiences
- Act out and name events or experiences common to the school day.
- Describe the outcomes of stories with guidance and visual support.
- Name and answer WH questions related to classroom routine
- Assist with stating claims or positions from models or examples
- Provide graphic organizers to assist with organizing ideas to be used in stating claims.
- Share facts as evidence using sentence starters or sentence frames.
- Identify key words and phrases illustrated in the text
- Signal language associated with content-related information
- Process explanations by identifying words and phrases in titles and highlighted texts
- Matching pictures with graphic information from illustrated texts
- Process arguments by identifying facts in illustrated informational text read orally
- Identifying language related to likes, needs, and wants in labeled illustrations
- Label images that illustrate the steps for different writing processes (e.g., writing workshop)
- Create visual representations of ideas or stories
- Indicate decisions or preferences through labeled pictures, words, or phrases
- Provide evidence of natural phenomena or opinions through labeled drawings
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo
Superintendent of Schools: James DiDonato

- Allow to express own ideas through drawings, gestures, words and phrases
- Allow to expressing agreement/ disagreement nonverbally (e.g., thumbs up or down)
- Students will be provided ELL vocabulary visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall
- ELL Vocabulary Work
- Read to Me books via EPIC for independent reading center

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Gifted and Talented:

- Student choice for centers
- Access to higher-level texts in IRLA library/ leveled readers
- Strategic small groups based on IRLA level
- Individual opportunities for work completion
- Response to reading questions (increase paragraphs)
- Individual conferences with the teacher based on power goal
- Beyond level vocabulary words, spelling words, and assessments available
- Research and Inquiry project

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Teacher will guide students and model RAPP (Response to Reading) questions
- Modifications will be followed as stated in IEP
- Approaching level spelling words, vocabulary words, and assessment available
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to IRLA resources related to individual power goals
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on IRLA levels
- Differentiated work within centers
- Individual conferences based on power goals
### Unit 2: Amazing Animals

**Big Idea:** What can animals teach us?  
35 days to complete unit

**Week 1:** Literary Lessons  
5 days for week 1

**Essential Question(s):**
What are some messages in animal stories?  

**Vocabulary:**
- attracted
- dazzling
- fabric
- greed
- honest
- requested
- soared
- trudged

### READING

**NJ Student Learning ELA Standards:**

**L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whines, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)

**RF.4.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.4.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

### INTRODUCE:

Background Knowledge  
“Animal Tales”

### TEACH:

**Close Read:** The Fisherman and the Kaha Bird (800L) Folktale (pgs. 94-97)  
**Mini Lesson:** Ask and Answer/Questions, Theme, Folktale, Root Words, Writing Traits
## 4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

### APPLY:

**Close Read and Paired Text:**  
The Secret Message (820L) Folktale (Lit. Anthology pgs. 90-105)  
The Fox and the Goat (790L) Fable (Lit. Anthology pgs. 106-107)

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

- A: The Cockroach and the Mouse (600L)  
- O: The Badger and the Fan (530L)  
- E: The Fisherman and the Kaha Bird (720L)  
- B: The Wings of the Butterfly (770L)

### INTEGRATE: Whole Group

- Research and Inquiry – Outline, T28  
  - SL.4.4; SL.4.6  
- Text Connections- Compare Themes in Animal Stories, T29  
  - RL.4.9; SL.4.1d  
- Writing About Reading- Write an Analysis, T29  
  - W.4.9.a; SL.4.3

### ASSESS: 61-72

**Week 1 Assessments**  
- Reading: Theme RL.4.2  
- Writing: Writing About Text RL.4.2; W.4.9a  
- Language: Vocabulary: Root Words L.3.4c

## Unit 2: Amazing Animals

**Big Idea:** What can animals teach us?  
35 days to complete unit

### Week 2: Animals in Fiction

5 days for week 1

#### Essential Question(s):
- How do animal characters change familiar stories?

#### Vocabulary:
- annoyed  
- attitude  
- commotion  
- cranky  
- familiar  
- frustrated  
- selfish  
- specialty

### READING

**NJ Student Learning ELA Standards:**

- **RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
- **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking
**4th Grade Reading Wonders Curriculum UNITS 1-5**

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

**INTRODUCE:**

Background Knowledge  
“Animals in Fiction”

**TEACH:**

**Close Read:** The Ant and the Grasshopper – Drama (N/A)  
**Mini Lesson:** Ask and Answer Questions, Theme, Drama, Antonyms, Writing Traits

**APPLY:**

**Close Read and Paired Text:** Ranita, the Frog Princess – Drama (N/A)  
“The Moonlight Concert Mystery” – mystery (710L)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)

A: Saving the Green Bird (N/A)  
O: The Prince Who Could Fly (N/A)  
E: The Ant and the Grasshopper (N/A)  
B: Behind the Secret Trapdoor (N/A)

**INTEGRATE:** Whole Group

Research and Inquiry –List T92-T93 W.4.7; L.4.3c  
Text Connections- compare animal stories T93 RL.4.9  
Writing About Reading- write an analysis T151 W.4.10; SL.4.3

**ASSESS:** 73-84

**Week 1 Assessments**

- **Reading:** Comprehension: Theme RL.4.2  
- **Writing:** Writing about Text: RL.4.2; W.4.9a  
- **Language:** Vocabulary: Context Clues; Antonyms L.4.5c

**Unit 2 : Amazing Animals**

**Big Idea:** What can animals teach us?  
**35 days to complete unit**
**Week 3: Natural Connections**

**Essential Question(s):**
How are all living things connected?

**Vocabulary:**
crumbled       droughts       ecosystem  
extinct            flourished      fragile  
imbalance       ripples

**Vocabulary:**

**NJ Student Learning ELA Standards:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>L.4.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
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<tr>
<td>RI.4.7</td>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
</tr>
<tr>
<td>RI.4.2</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
</tr>
<tr>
<td>RI.4.4</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
</tr>
</tbody>
</table>

**INTRODUCE:**

Background Knowledge
“Part of the Whole”

**TEACH:**

*Close Read:* Rescuing Our Reefs – Narrative Fiction - (810L)
*Mini Lesson:* Summarize, Main Idea and Details, Narrative Nonfiction, Context Clues, Writing Traits

**APPLY:**

*Close Read and Paired Text:* The Buffalo Are Back– fiction (450L)
“Energy in the Ecosystem” – Poetry (NP)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)

A: Saving San Francisco Bay (600L)
O: Saving San Francisco Bay (530L)
E: Rescuing Our Reefs (720L)
B: Saving San Francisco Bay (770L)

**INTEGRATE:** Whole Group

Research and Inquiry – Food Web T156  W.4.7;  W.4.8;  SL.4.5
Text Connections- Compare Connections Among Living Things  T157  RI.4.9;  SL.4.1a
Writing About Reading- Write an Analysis  T157  W.4.9b;  SL.4.3

**ASSESS:** 85-96

**Week 1 Assessments**
Reading: Comprehension: Main Idea and Key Details  RI.4.2
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo
Superintendent of Schools: James DiDonato

Writing: Writing About Text RI.4.2; W.4.9b
Language: Vocabulary; Context Clues: Sentence Clues L.4.4a

Unit 2: Amazing Animals

Big Idea: What can animals teach us? 35 days to complete unit

Week 4: Adaptations 5 days for week 1

Essential Question(s):
What helps an animal survive?

Vocabulary:
camouflaged
poisonous
prey
dribbles
pounce
vibrations
extraordinary
predator

READING

NJ Student Learning ELA Standards:

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

INTRODUCE:

Background Knowledge
"Adapting to Survive"

TEACH:

Close Read: Animal Adaptations – Expository Text (850L)
Mini Lesson: Summarize, Main Idea and Key Details, Expository Text, Prefixes, Writing Traits

APPLY:

Close Read and Paired Text: Spiders – Expository Text (820L)
"Anansi and the Birds” – Trickster Tale (740L)

DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

A: Extreme Animals (590L)
O: Extreme Animals (830L)
E: Extreme Animals (680L)
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo
Superintendent of Schools: James DiDonato

B: Extreme Animals (890L)

INTEGRATE: Whole Group

Research and Inquiry – outline T220 W.4.7; W.4.8
Text Connections- Compare information about animal adaptations T221 RI.4.9; SL.4.1d
Writing About Reading- write an analysis T221 RI.4.8; W.4.9b

ASSESS: 97-108

Week 1 Assessments
Reading: Comprehension: Main Idea and Key Details RI.4.2
Writing: Writing About Text: RI.4.2; W.4.9b
Language: Vocabulary: Prefixes L.4.4b

Unit 2 : Amazing Animals

Big Idea: What can animals teach us? 35 days to complete unit

Week 5: Animals All Around 5 days for week 1

Essential Question(s):
How are writers inspired by animals?

Vocabulary:
brittle creative descriptive outstretched

Poetry Terms:
Metaphor meter rhyme simile

READING

NJ Student Learning ELA Standards:

SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize text
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those
that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### INTRODUCE:

Background Knowledge

“Creative Leaps”

### TEACH:

**Close Read:** “Dog,” “The Eagle,” “Chimpanzee,” “Rat”

**Mini Lesson:** Lyric Poetry and Haiku, Point of View, Meter and Rhyme, Figurative Language, Writing Traits

### APPLY:

**Close Read and Paired Text:** “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk” “Fog,” “White Cat Winter”

**Innovative/ Exploratory Project:**

Students will complete their research inquiry projects on animal adaptations in science class, and this will constitute for their innovative/exploratory project for Unit 2

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

- A: Putting on an Act (620L)
- O: The Big One (690L)
- E: The Big One (530L)
- B: Dolphin Cove (780L)

### INTERGRATE: Whole Group

Research and Inquiry – Research local animals T284 **W.4.7; SL.4.5**

Text Connections- Compare how writers are inspired by animals T285 **RL.4.9**

Writing About Reading- write an analysis T285 **RL.4.5; SL.4.3**

### ASSESS: 109-120

#### Week 1 Assessments

Reading: Comprehension: Point of View **RL.4.6**

Writing: Writing About Text **RL.4.6; W.4.9a**

Language: Vocabulary: Similes and Metaphors **L.4.5a**

#### Unit 2 Assessment Week

3 days for assessment

#### Week 6:

**READING**
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo  Superintendent of Schools: James DiDonato

NJ Student Learning ELA Standards:

RF.4.4.a Read on-level text with purpose and understanding.
RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

DAY 1:
Reader’s Theater Practice “The Nightingale” T326

DAY 2:
Reader’s Theater Performance “The Nightingale” T326

DAY 3:
Close Read: Time for Kids “Sharks Under Attack” T328
Unit Assessment pages 28-38 (How Animals Use Tools + Meeting Cody)

DAY 4:
Write about Reading: Time for Kids “Sharks Under Attack” T328
Unit Assessment pages 39-45 (Acrobats of the Ocean)

DAY 5:
Unit Assessment pages 46-49 (Small Passages + Writing Prompt)
Present Research Inquiry Projects

Differentiation in the Language Arts Classroom:

English Language Learners:
- Enhance oral comprehension by showing what happens next based by pointing or drawing
- Draw or provide other visual displays of people, animals, or objects in response to oral prompts
- Assist with the process of explanations by pointing to visual characteristics of models or real-life objects from oral clues
- Indicate personal points of view in response to oral phrases or short sentences (e.g. by thumbs up/thumbs down; agree/disagree cards)
- Identify preferences from short oral statements
- Assist with speaking by providing sentence starters.
- Asking questions directly related to the story or personal experiences
- Act out and name events or experiences common to the school day.
- Describe the outcomes of stories with guidance and visual support.
- Name and answer WH questions related to classroom routine
- Assist with stating claims or positions from models or examples
- Provide graphic organizers to assist with organizing ideas to be used in stating claims.
- Share facts as evidence using sentence starters or sentence frames.
- Identify key words and phrases illustrated in the text
● Signal language associated with content-related information
● Process explanations by identifying words and phrases in titles and highlighted texts
● Matching pictures with graphic information from illustrated texts
● Process arguments by identifying facts in illustrated informational text read orally
● Identifying language related to likes, needs, and wants in labeled illustrations
● Label images that illustrate the steps for different writing processes (e.g., writing workshop)
● Create visual representations of ideas or stories
● Indicate decisions or preferences through labeled pictures, words, or phrases
● Provide evidence of natural phenomena or opinions through labeled drawings
● Allow to express own ideas through drawings, gestures, words and phrases
● Allow to expressing agreement/disagreement nonverbally (e.g., thumbs up or down)
● Students will be provided ELL vocabulary visual cards to support new vocabulary words related to unit
● Students will refer to visual vocabulary cards throughout unit
● Modified graphic organizers
● Peer collaboration and opportunities for partner work
● Checklists with visuals will be provided to assist task completion
● Repetition of routines and procedures will be emphasized to support learning
● Relate content to culture when possible
● Language Learning Opportunities
● Cognate Word Wall
● ELL Vocabulary Work
● Read to Me books via EPIC for independent reading center

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

● Listening: Process recounts by
  • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing)
  • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
● Speaking: Recount by
  • Reproducing facts or statements in context
  • Participating in multi-media presentations based on research
● Reading: Process recounts by
  • Identifying key words and phrases in illustrated text
● Writing: Recount by
  • Listing ideas using graphic organizers
  • Describing visual information

Gifted and Talented:

● Student choice for centers
● Access to higher-level texts in IRLA library/leveled readers
● Strategic small groups based on IRLA level
● Individual opportunities for work completion
● Response to reading questions (increase paragraphs)
● Individual conferences with the teacher based on power goal
● Beyond level vocabulary words, spelling words, and assessments available
● Research and Inquiry project

Special Education:

● Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
● Students will be provided with modified graphic organizers
Director of Curriculum: Robert Mungo   Superintendent of Schools: James DiDonato

- Teacher will guide students and model RAPP (Response to Reading) questions
- Modifications will be followed as stated in IEP
- Approaching level spelling words, vocabulary words, and assessment available
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to IRLA resources related to individual power goals
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on IRLA levels
- Differentiated work within centers
- Individual conferences based on power goals

At Risk Students:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within centers
- Deliver instruction based on student interests (choice centers)
- Small group instruction
- Positive praise/reinforcement
- Individual conferences based on power goals
Unit 3: That's the Spirit

**Big Idea:** How can you show your community Spirit?  
**35 days to complete unit**

**Week 1 Friendship**  
**Genre:** Fantasy  
**5 days for week 1**

**Essential Question(s):**  
How can you make new friends feel welcome

**Vocabulary:**  
acquaintance cautiously complementary jumble logical scornfully scrouring trustworthy

**NJ Student Learning ELA Standards:**

**L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

**INTRODUCE:**

Background Knowledge:  
Weekly Concept: Friendship  
“A Helping Hand”: Reading/Writing Workshop 162-163

**TEACH:**

**Close Read:** “At the Library” (850L)  
(Reading/Writing Workshop pgs 166-169)

**Mini Lesson:** Visualize, Point of View, Fantasy, Context Clues, Writing Traits

**APPLY:**

**Close Read and Paired Text:**  
The Cricket in Times Square and “The Girl and the Chenoo”  
(Lit. Anthology pgs. 178-197)

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)
A: A New Bear in the Forest (590L)
O: Not From Around Here (650L)
E: Not From Around Here (480L)
B: Cara and the Sky Kingdom (780L)

**INTEGRATE: Whole Group**

- Research and Inquiry – write a description T28 W.4.7, L.4.3c
- Text Connections - compare how others show they care about each other T29 RL.4.9
- Writing About Reading - analyze point of view T29 (your turn practice book pg 109) W.4.9a SL.4.3

**ASSESS: Weekly Assessment 121-132**

**Week 1 Assessments**
- Reading: Comprehension: Point of View RL.4.6
- Language: Vocabulary- Context Clues/Paragraph Clues L.4.6a
- Writing: Writing About Text RL.4.3, W.4.9a

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**Unit 3: That's the Spirit**

**Big Idea:** How can you show your community spirit?

**Week 2: Helping the Community**

**Genre:** Historical Fiction

**5 days for week 1**

**Essential Question(s):**
- In what ways can you help your community?

**Vocabulary:**
- assigned
- generosity
- gingerly
- mature
- organizations
- residents
- scattered
- selective

**READING**

**NJ Student Learning ELA Standards:**

**L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.7** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

**INTRODUCE:**

- Background Knowledge
- Weekly Concept: Helping the Community
- “Planting Hope”- Reading/Writing Workshop (pg 176-177)
**TEACH:**

**Close Read:** Remembering Hurricane Katrina: Realistic Fiction (800L) pgs 180-183  
**Mini Lesson:** Visualize, Point of View, Realistic Fiction, Context Clues, Writing Traits

**APPLY:**

**Close Read and Paired Text:** Aguinaldo (Realistic Fiction) 650L  
“Partaking in Public Service” (Informational Text: Expository) 770L  
Lit. Anthology pgs 198-215

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)

- **A:** Playground Buddy (590L)  
- **O:** Brick and Brick (690L)  
- **E:** Brick and Brick (500L)  
- **B:** Standing Guard (760L)

**INTERGRATE:** Whole Group

Research and Inquiry – visual display (T92)  
Text Connections- compare helping the community T93  
Writing About Reading- write an analysis (analyze point of view) T93

**ASSESS:** Weekly Assessment

**Week 2 Assessments**  
Reading: Comprehension- Point of View  RL.4.6  
Writing: Writing About Text  RL.4.6, W.4.9a  
Language: Vocabulary: Definitions and Restatements L4.6a

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**Unit 3: That's the Spirit**

**Big Idea:** How can you show your community spirit?  
35 days to complete unit

**Week 3: Liberty and Justice**  
**Genre:** Biography  
5 days for week 1
Essential Question(s):
How can one person make a difference?

Vocabulary:
- boycott
- encourage
- fulfill
- injustice
- mistreated
- protest
- qualified
- registered

NJ Student Learning ELA Standards:

**L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RF.4.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

INTRODUCE:

Background Knowledge
Weekly Concept: Liberty and Justice
“Everyday Heroes”: Reading/Writing Workshop pg 190-191

TEACH:

Close Read: “Judy’s Appalachia” (790L) (Reading/Writing Workshop pg 194-197)

Mini Lesson: Reread, Author’s point of view, biography, synonyms and antonyms, writing traits

APPLY:

Close Read and Paired Text: Delivering Justice—Biography (830L) pg 216-233
“Keeping Freedom in Family” – Autobiography (940L) pg 236-239

DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
A: Jacob Riis: Champion of the Poor (610L)
O: Jacob Riis: Champion of the Poor (790L)
E: Jacob Riis: Champion of the Poor (650)
B: Jacob Riis: Champion of the Poor (870L)

INTEGRATE: Whole Group
Research and Inquiry –Research people who have made a difference (T156) W.4.6.7.8
Text Connections- compare how one person can make a difference T157 RI.4.9
Writing About Reading- determine author’s point of view T157 SL. 4.3 W.4.9
# 4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

## ASSESS: Weekly Assessment 145-156

<table>
<thead>
<tr>
<th>Week 3 Assessments</th>
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</thead>
<tbody>
<tr>
<td>Reading: Comprehension: Author’s Point of View</td>
<td>RI.4.8</td>
</tr>
<tr>
<td>Writing: Writing About Text</td>
<td>RI.4.8, W.4.9b</td>
</tr>
<tr>
<td>Language: Vocabulary- Synonyms and Antonyms</td>
<td>L.4.5c</td>
</tr>
</tbody>
</table>

## Unit 3: That’s The Spirit

**Big Idea:** How can you show your community spirit?  
35 days to complete unit

## Week 4: Powerful Words

**Genre:** Biography  
5 days for week 1

**Essential Question(s):**
How can words lead to change?

**Vocabulary:**
- address
- divided
- haste
- opposed
- perish
- proclamation
- shattered
- tension

### READING

**NJ Student Learning ELA Standards:**

**L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)

**RF.4.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### INTRODUCE:

- Background Knowledge
- Weekly Concept- Powerful Words
  - “Listen and Learn” Reading/Writing Workshop pg 204-205

### TEACH:

- **Close Read:** “Words for Change”-(690L) Reading/Writing Workshop pgs 208-211
- **Mini Lesson:** Reread, Author’s point of view, biography, Latin and Greek suffixes, writing traits
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo       Superintendent of Schools: James DiDonato

APPLY:

Close Read and Paired Text: Abe’s Honest Words Lit. Anthology pgs 240-259
“A New Birth of Freedom” Lit. Anthology pgs 262-263

DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
A: Nellie Bly: Reporter for the Underdog (640L)
O: Nellie Bly: Reporter for the Underdog (790L)
E: Nellie Bly: Reporter for the Underdog (730L)
B: Nellie Bly: Reporter for the Underdog (880L)

INTEGRATE: Whole Group

Research and Inquiry –Give directions for writing a formal letter (T220) W.4.7
Text Connections- compare information about how words can lead to change T221 RI 4.9 SL 4.4
Writing About Reading- analyze author’s use of reasons and evidence T221 W.4.9b

ASSESS: Weekly Assessment 157-168

Week 4 Assessments
Reading: Comprehension- Author’s Point of View RI.4.8
Writing: Writing About Text RI.4.8, W.4.9b
Language: Latin and Greek Suffixes L.4.6b

Unit 3 Assessment Week

3 days for assessment

Week 6:

READING

NJ Student Learning ELA Standards:

RF.4.4.a Read on-level text with purpose and understanding.
RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

DAY1:
Reader’s Theater Practice “Nat Love, Western Hero” T326
**4th Grade Reading Wonders Curriculum UNITS 1-5**

**Director of Curriculum: Robert Mungo**  
**Superintendent of Schools: James DiDonato**

<table>
<thead>
<tr>
<th>DAY 2:</th>
<th>Reader’s Theater Performance “Nat Love, Western Hero” T326</th>
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</table>
| **DAY 3:** | Close Read: Time for Kids “Kids Lead the Way” T328  
Assessment pages 53-65 (John Muir and the Fight for Hetch Hetchy + A Friend of Nature) |
| **DAY 4:** | Write about Reading: Time for Kids “Kids Lead the Way” T328  
Assessment pages 66-71 (Critter) |
| **DAY 5:** | Assessment pages 72-75 (Small Passages + Writing Prompt)  
Present Research Inquiry Projects |

**Differentiation in the Language Arts Classroom:**

**English Language Learners:**
- Enhance oral comprehension by showing what happens next based by pointing or drawing
- Draw or provide other visual displays of people, animals, or objects in response to oral prompts
- Assist with the process of explanations by pointing to visual characteristics of models or real-life objects from oral clues
- Indicate personal points of view in response to oral phrases or short sentences (e.g. by thumbs up/thumbs down; agree/disagree cards)
- Identify preferences from short oral statements
- Assist with speaking by providing sentence starters.
- Asking questions directly related to the story or personal experiences
- Act out and name events or experiences common to the school day.
- Describe the outcomes of stories with guidance and visual support.
- Name and answer WH questions related to classroom routine
- Assist with stating claims or positions from models or examples
- Provide graphic organizers to assist with organizing ideas to be used in stating claims.
- Share facts as evidence using sentence starters or sentence frames.
- Identify key words and phrases illustrated in the text
- Signal language associated with content-related information
- Process explanations by identifying words and phrases in titles and highlighted texts
- Matching pictures with graphic information from illustrated texts
- Process arguments by identifying facts in illustrated informational text read orally
- Identifying language related to likes, needs, and wants in labeled illustrations
- Label images that illustrate the steps for different writing processes (e.g., writing workshop)
- Create visual representations of ideas or stories
- Indicate decisions or preferences through labeled pictures, words, or phrases
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo  
Superintendent of Schools: James DiDonato

- Provide evidence of natural phenomena or opinions through labeled drawings
- Allow to express own ideas through drawings, gestures, words and phrases
- Allow to expressing agreement/agreement nonverbally (e.g., thumbs up or down)
- Students will be provided ELL vocabulary visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall
- ELL Vocabulary Work
- Read to Me books via EPIC for independent reading center

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
- Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
- Reading: Process recounts by • Identifying key words and phrases in illustrated text
- Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Gifted and Talented:

- Student choice for centers
- Access to higher-level texts in IRLA library/ leveled readers
- Strategic small groups based on IRLA level
- Individual opportunities for work completion
- Response to reading questions (increase paragraphs)
- Individual conferences with the teacher based on power goal
- Beyond level vocabulary words, spelling words, and assessments available
- Research and Inquiry project

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Teacher will guide students and model RAPP (Response to Reading) questions
- Modifications will be followed as stated in IEP
- Approaching level spelling words, vocabulary words, and assessment available
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to IRLA resources related to individual power goals
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on IRLA levels
- Differentiated work within centers
### At Risk Students:

- Individual conferences based on power goals
- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within centers
- Deliver instruction based on student interests (choice centers)
- Small group instruction
- Positive praise/reinforcement
- Individual conferences based on power goals
Unit 4: Fact or Fiction?

Big Idea: How do different writers treat the same topic?  _35_ days to complete unit

Week 1: Our Government  _5_ days for week 1

Essential Question(s):
Why do we need government?

Vocabulary:
- amendments
- eventually
- legislation
- privilege
- democracy
- version

Reading

NJ Student Learning ELA Standards:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Introduce:

Background Knowledge
“Justice for All”

Teach:

Close Read: “A World Without Rules” Narrative Nonfiction (830L)
Mini Lesson: Ask and Answer Questions, Cause and Effect, Narrative Nonfiction, Latin Roots, Writing Traits

Apply:

Close Read and Paired Text: See How They Run – Narrative Nonfiction (870L)
“The Birth of American Democracy” Expository Text (830L)

Differentiate: Guided Reading (Each has a paired selection inside)

A: A Day in the Senate (680L)
O: A Day in the Senate (820L)
E: A World Without Rules (800L)
B: A Day in the Senate (890L)
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo
Superintendent of Schools: James DiDonato

INTERGRATE: Whole Group

Research and Inquiry – List T28 **W.4.8; SL.4.4**
Text Connections- Compare Reasons for Government, T29 **RI.4.9**
Writing About Reading- Write an Analysis, T29 **W.4.9b; SL.4.3**

ASSESS: 181-192

**Week 1 Assessments**
Reading: Comprehension: Cause and Effect **RI.4.5**
Writing: Writing About Text **RI.4.5; W.4.9b**
Language: Vocabulary: Latin Roots **L.4.4b**

**Unit 4: Fact or Fiction?**

**Big Idea: How do different writers treat the same topic?**

_35_ days to complete unit

**Week 2: Leadership**

_5_ days for week 1

**Essential Question(s):**
Why do people run for public office?

**Vocabulary:**
- accompanies
- campaign
- governor
- intend
- opponent
- overwhelming
- tolerate
- weary

**READING**

**NJ Student Learning ELA Standards:**

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL.4.7** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

**INTRODUCE:**

Background Knowledge
“Taking a Stand”

**TEACH:**

**Close Read:** TimeSpecs 3000 – Fantasy – (910L)
**Mini Lesson:** Make Predictions, Point of View, Fantasy, Idioms, Writing Traits
### APPLY:

Close Read and Paired Text: LaRue for Mayor – Fantasy – (890L)
“Bringing Government Home” – Expository Text – (900L)

**DIFFERENTIATE: Guided Reading (Each has a paired selection inside)**

A: Floozle Dreams (670L)
O: The Wolves of Yellowstone (740L)
E: Knillville (610L)
B: The TimeSpecs 3000 (810L)

**INTERGRATE: Whole Group**

Research and Inquiry – Political Campaign Plan, T92 SL.4.4; SL.4.5
Text Connections - Compare why people run for Office T93 RL.4.9
Writing About Reading - Write an analysis, T93 W.4.9a

**ASSESS: 193-204**

**Week 1 Assessments**
Reading: Comprehension: Point of View RL.4.6
Writing: Writing About Text: RL.4.6; W.4.9a
Language: Vocabulary: Idioms: L.4.5b

---

### Unit 4: Fact or Fiction?

**Big Idea: How do different writers treat the same topic?**

| _35_ days to complete unit |

---

**Week 3: Breakthroughs**

| _5__ days for week 1 |

---

**Essential Question(s):**
How do inventions and technology affect your life?

**Vocabulary:**
decade          directing       engineering       gleaming
scouted         squirmed      technology        tinkering

---

### READING

**NJ Student Learning ELA Standards:**

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**L.4.5.c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not
4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

Identical meanings (synonyms).

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<th><strong>DIFFERENTIATE:</strong> Guided Reading (Each has a paired selection inside)</th>
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<tr>
<td>Language: Vocabulary: Context Clues: Synonyms L.4.5c</td>
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</tbody>
</table>
Unit 4: Fact or Fiction?

Big Idea: How do different writers treat the same topic?  
_35_ days to complete unit

Week 4: Wonders in the Sky  
_5_ days for week 1

Essential Question(s):  
How do you explain what you see in the sky?  
Vocabulary:  
amazoner  
series  
silver  
phases  
rotates  
specific  
telescope

READING

NJ Student Learning ELA Standards:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

INTRODUCE:

Background Knowledge  
“The Light Show”

TEACH:

Close Read: “Wonders of the Night Sky” – Expository Text – (880L)
Mini Lesson: Ask and Answer Questions, Cause and Effect, Expository Text, Context Clues, Writing Traits

APPLY:

“How it Came to Be” – Myth – (910L)

DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

A: Stargazing (650L)
O: Stargazing (450L)
E: Wonders of the Night Sky (360L)
B: Stargazing (860L)
# 4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

**INTERGRATE: Whole Group**

Research and Inquiry – Research Eclipses, T220  *W.4.7; SL.4.5*
Text Connections- Compare Information about the Sky, T221  *RI.4.9*
Writing About Reading- Write an Analysis, T221  *RI.4.5; SL.4.3*

**ASSESS: 217-228**

**Week 1 Assessments**
- **Reading: Comprehension:** Cause and Effect  *RI.4.5*
- **Writing: Writing About Text**  *RI.4.3; W.4.9b*
- **Language: Vocabulary:** Context Clues: Paragraph Clues  *L.4.4a*

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**Unit 4: Fact or Fiction?**

**Big Idea:** How do different writers treat the same topic?  
35 days to complete unit

**0Week 5: Achievements**

- 5 days for week 1

**Essential Question(s):**
- How do writers look at success in different ways?

**Vocabulary:**
- attain  
- dangling  
- hovering  
- triumph  
- connotation  
- denotation  
- repetition  
- stanza

**Poetry Terms:**
- connotation  
- denotation  
- repetition  
- stanza

---

**NJ Student Learning ELA Standards:**

- **RL.4.2** Determine the key details to identify theme in a story, drama, or poem and summarize the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
### 4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

#### INTRODUCE:
Background Knowledge  
“Reaching for Success”

#### TEACH:
**Close Read:** “Sing to Me” – Narrative Poetry – (N/A)  
**Mini Lesson:** Narrative Poem, Theme, Stanza and Repetition, Connotation and Denotation, Writing Traits

#### APPLY:
**Close Read and Paired Text:** “Swimming to the Rock” – Poetry – (N/A)  
“Genius” – Poetry – (N/A)

#### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
- A: Try, Try Again (600L)  
- O: The Math-lete (740L)  
- E: Sing to Me (510L)  
- B: The Final (800L)

#### INTEGRATE: Whole Group
- Research and Inquiry – job descriptions T422-T423 W.2.7, W.2.8, SL.2.1  
- Text Connections- compare families working T424 RI.2.1, W.4.9  
- Writing About Reading- reflect on a selection T425 W.4.9, RI.2.2, L.2.2

#### ASSESS: 229-240
**Week 1 Assessments**  
- Reading: Comprehension: Theme **RL.4.2**  
- Writing: Writing About Text **RL.4.2; W.4.9b**  
- Language: Vocabulary: Connotation and Denotation **L.4.5**
### Unit 4 Assessment Week

**3** days for assessment

### Week 6:

#### READING

**NJ Student Learning ELA Standards:**

- **RF.4.4.a** Read on-level text with purpose and understanding.
- **RF.4.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.4.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### DAY 1:

**Reader's Theater Practice** "All the Money in the World" T326

#### DAY 2:

**Reader's Theater Performance** "All the Money in the World" T326

#### DAY 3:

**Close Read:** Time for Kids "Log On to Online Learning" T328

- Unit Assessment pages 79-91 (Bessie Coleman and Me + Bessie Coleman)

#### DAY 4:

**Write about Reading:** Time for Kids "Log On to Online Learning" T328

- Unit Assessment pages 92-98 (The Great Road Race)

#### DAY 5:

- Unit Assessment pages 99-102 (Complete Passage + Writing Prompt)
- Present Research Inquiry Projects

### Differentiation in the Language Arts Classroom:

**English Language Learners:**
4th Grade Reading Wonders Curriculum UNITS 1-5

Director of Curriculum: Robert Mungo  Superintendent of Schools: James DiDonato

- Enhance oral comprehension by showing what happens next based by pointing or drawing
- Draw or provide other visual displays of people, animals, or objects in response to oral prompts
- Assist with the process of explanations by pointing to visual characteristics of models or real-life objects from oral clues
- Indicate personal points of view in response to oral phrases or short sentences (e.g. by thumbs up/thumbs down; agree/disagree cards)
- Identify preferences from short oral statements
- Assist with speaking by providing sentence starters.
- Asking questions directly related to the story or personal experiences
- Act out and name events or experiences common to the school day.
- Describe the outcomes of stories with guidance and visual support.
- Name and answer WH questions related to classroom routine
- Assist with stating claims or positions from models or examples
- Provide graphic organizers to assist with organizing ideas to be used in stating claims.
- Share facts as evidence using sentence starters or sentence frames.
- Identify key words and phrases illustrated in the text
- Signal language associated with content-related information
- Process explanations by identifying words and phrases in titles and highlighted texts
- Matching pictures with graphic information from illustrated texts
- Process arguments by identifying facts in illustrated informational text read orally
- Identifying language related to likes, needs, and wants in labeled illustrations
- Label images that illustrate the steps for different writing processes (e.g., writing workshop)
- Create visual representations of ideas or stories
- Indicate decisions or preferences through labeled pictures, words, or phrases
- Provide evidence of natural phenomena or opinions through labeled drawings
- Allow to express own ideas through drawings, gestures, words and phrases
- Allow to expressing agreement/ disagreement nonverbally (e.g., thumbs up or down)
- Students will be provided ELL vocabulary visual cards to support new vocabulary words related to unit
- Students will refer to visual vocabulary cards throughout unit
- Modified graphic organizers
- Peer collaboration and opportunities for partner work
- Checklists with visuals will be provided to assist task completion
- Repetition of routines and procedures will be emphasized to support learning
- Relate content to culture when possible
- Language Learning Opportunities
- Cognate Word Wall
- ELL Vocabulary Work
- Read to Me books via EPIC for independent reading center

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

- Listening: Process recounts by
- Showing what happens next based on familiar oral stories (e.g., by pointing or drawing)
- Drawing or providing other visual displays of
people, animals, or objects in response to oral prompts

- Speaking: Recount by
- Reproducing facts or statements in context
- Participating in multi-media presentations based on research
- Reading: Process recounts by
- Identifying key words and phrases in illustrated text
- Writing: Recount by
- Listing ideas using graphic organizers
- Describing visual information

Gifted and Talented:

- Student choice for centers
- Access to higher-level texts in IRLA library/leveled readers
- Strategic small groups based on IRLA level
- Individual opportunities for work completion
- Response to reading questions (increase paragraphs)
- Individual conferences with the teacher based on power goal
- Beyond level vocabulary words, spelling words, and assessments available
- Research and Inquiry project

Special Education:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Students will be provided with modified graphic organizers
- Teacher will guide students and model RAPP (Response to Reading) questions
- Modifications will be followed as stated in IEP
- Approaching level spelling words, vocabulary words, and assessment available
- Students will be provided small group instruction to ensure understanding of concepts
- Teachers will modify work when appropriate to meet individual needs
- Students will have access to IRLA resources related to individual power goals
- Teacher will present information using a multi-sensory approach
- Strategic small group instruction based on IRLA levels
- Differentiated work within centers
- Individual conferences based on power goals

At Risk Students:

- Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
- Teacher will frequently check on understanding and completion of work
- Extension on completion of assignments
- Modified amount based on individual needs
- Provide student choice within centers
- Deliver instruction based on student interests (choice centers)
- Small group instruction
- Positive praise/reinforcement
- Individual conferences based on power goals
# Unit 5: Figure It Out

**Big Idea:** What helps you understand the world around you

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<th>Week 1: Making It Happen</th>
<th><em>5</em> days for week 1</th>
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<tbody>
<tr>
<td>Realistic Fiction</td>
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</tbody>
</table>

**Essential Question(s):** In what ways do people show they care about each other?

**Vocabulary:**
- bouquet
- emotion
- encircle
- express
- fussy
- portraits
- sparkles
- whirl

(Similies and Metaphors)

## NJ Student Learning ELA Standards:

**L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)

**RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL.4.9** Compare, contrast and reflect on practical knowledge, historical/cultural context, and the background knowledge, stories of the same genre on their approaches to similar themes and topics.

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry at grade level text-complexity or above, with scaffolding as needed.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

## INTRODUCE:

**Background Knowledge:**
- Weekly Concept: Making It Happen
- “Show You Care”: Reading/Writing Workshop 306-307

## TEACH:

**Close Read:** “Sadie’s Game” (850L) (Reading/Writing Workshop pgs 310-313)

**Mini Lesson:** Visualize, Problem and Solution, Realistic Fiction, Similes and Metaphors, Writing Traits

## APPLY:

**Close Read and Paired Text:**
- Mama, I’ll Give You the World and “What Happened To You” (Lit. Anthology pgs. 362-383)

## DIFFERENTIATE: Guided Reading (Each has a paired selection inside)
### INTEGRATE: Whole Group

- **Research and Inquiry** – research a national or international aid organization  
  - T28 [W.4.7, L.3.3a](#)
- **Text Connections** – compare how others show they care about each other  
  - T29 [RL.4.9](#)
- **Writing About Reading** – analyze how the author uses problem and solution  
  - T29 (your turn practice book pg 209) [W.4.9a, SL.4.3](#)

### ASSESS: Weekly Assessment 121-132

#### Week 1 Assessments
- **Reading: Comprehension: Problem and Solution** [RL.4.3](#)
- **Language: Vocabulary- Similes and Metaphors** [L.4.5.a](#)
- **Writing: Writing About Text** [RL.4.3, W.4.9a](#)
Unit 5: Figure It Out

Big Idea: What helps you understand the world around you?  

35_ days to complete unit

Week 2: On the Move  
Genre: Tall Tale  

5_ days for week 1

Essential Question(s):  
What are some reasons people moved west? 

Vocabulary:  
plunging     prospector     scoffed     settlement 
shrivel      territories    topple      withered

READING

NJ Student Learning ELA Standards: 

L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.) 

RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text 

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 

RL.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 

INTRODUCE:

Background Knowledge 
Weekly Concept- On the Move  
“New Beginnings”- Reading/Writing Workshop (pg 320-321)

TEACH:

Close Read: My Big Brother Johnny Kaw– Tall Tale (850L) Reading/Writing Workshop pgs 324-325 

Mini Lesson: Visualize, Cause and Effect, Tall Tale, Homographs, Writing Traits

APPLY:

Close Read and Paired Text: Apples to Oregon (840L) Tall Tale  and  
“Westward Bound: Settling the American West” – Expository Text (830L) 

Lit. Anthology (pgs 212-215)
DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

A: The Adventures of Sal Fink (650L)
O: The Great Man of Nebraska (730L)
E: The Great Man of Nebraska (650L)
B: The Tale of John Henry (800L)

INTERGRATE: Whole Group

Research and Inquiry – read a fact sheet and make a list (T92)  SL.4.4, SL.4.6
Text Connections- why did people move west  T93  RL.4.9
Writing About Reading- write an analysis (reflect on character, setting and plot)  T93  W. 4.9a

ASSESS: Weekly Assessment 133-144

Week 2 Assessments
Reading: Comprehension- Cause and Effect   RL.4.3
Writing: Writing About Text  RL.4.3, W.4.9a
Language: Vocabulary: Homographs  L.4.4 , L.4.6a
Unit 5: Figure It Out

Big Idea: What helps you understand the world around you? _35__ days to complete unit

Week 3: Inventions
Genre: Biography _5__ days for week 1

Essential Question(s):
How can inventions solve problems?

Vocabulary:
dizzy          experiment           genuine            hilarious
mischief     nowadays             politician           procedure

READING

NJ Student Learning ELA Standards:

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

INTRODUCE:

Background Knowledge
Weekly Concept- Liberty and Inventions
“Smart Solutions”: Reading/Writing Workshop pgs 334-335

TEACH:

Close Read: “Stephanie Kwolek: Inventor” (830L) (Reading/Writing Workshop pg 338-341)
Mini Lesson: Summarize, Problem and Solution, Biography, Greek Roots, Writing Traits
# 4th Grade Reading Wonders Curriculum UNITS 1-5

**Director of Curriculum: Robert Mungo**  
**Superintendent of Schools: James DiDonato**

## APPLY:

**Close Read and Paired Text:**  
- How Ben Franklin Stole the Lightning – Biography (970L)  
- “Energy is Everywhere” – Informational Text: Expository (890L)  
  Lit. Anthology pgs 406-427

## DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

- A: The Inventive Lewis Latimer (630L)  
- O: The Inventive Lewis Latimer (800L)  
- E: The Inventive Lewis Latimer (710L)  
- B: The Inventive Lewis Latimer (900L)

## INTEGRATE: Whole Group

- Research and Inquiry –Write a report (T156)  
  W.4.6.7.8  
- Text Connections- compare hoe inventions solve problems  
  T157  
- Writing About Reading- write an analysis (analyze use of a time line)  
  T157  
  SL. 4.3   W.4.9

## ASSESS: Weekly Assessment 265-276

### Week 3 Assessments

- Reading: Comprehension: Problem and Solution  
  RI.4.5  
- Writing: Writing About Text  
  RI.4.5, W.4.9b  
- Language: Vocabulary- Greek Roots  
  L.4.4b

## Unit 5: Figure It Out

### Big Idea: What helps you understand the world around you?  

### Week 4: Zoom In

**Genre:** Expository Text  

### Essential Question(s):  
What can you discover when you look closely at something?

### Vocabulary:

- cling  
- magnify  
- dissolves  
- microscope  
- gritty  
- mingle  
- humid  
- typical

(antonyms)

### READING

**NJ Student Learning ELA Standards:**

**L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation.)

**RF.4.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and
**4th Grade Reading Wonders Curriculum UNITS 1-5**

**Director of Curriculum:** Robert Mungo  
**Superintendent of Schools:** James DiDonato

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### INTRODUCE:

- **Background Knowledge**
- **Weekly Concept- Zoom In**
  - “Take a Closer Look” Reading/Writing Workshop pg 348-349

### TEACH:

- **Close Read:** “Your World Up Close”-(860L) Reading/Writing Workshop pgs 352-355
- **Mini Lesson:** Summarize, Sequence, Expository Text, Antonyms, Writing Traits

### APPLY:

- **Close Read and Paired Text:** A Drop of Water (Informational Text: Expository) 860L
- “The Incredible Shrinking Potion” (Fantasy) 980L
  - Lit. Anthology pgs 428-451

### DIFFERENTIATE: Guided Reading (Each has a paired selection inside)

- **A:** Secrets of the Ice (650L)
- **O:** Secrets of the Ice (850L)
- **E:** Secrets of the Ice (780L)
- **B:** Secrets of the Ice (900L)

### INTEGRATE: Whole Group

- Research and Inquiry –research the Hubble Telescope (T220) **W.4.7**
- Text Connections- compare information about what can be discovered by looking closely T221 **RI 4.9**
- Writing About Reading- analyze use of sequence T221 **W.4.9b**

### ASSESS: Weekly Assessment 277-288

**Week 4 Assessments**

- **Reading:** Comprehension- Sequence **RI.4.3**
- **Writing:** Writing About Text **RI.4.3, W.4.9b**
- **Language:** Context Clues: Antonyms **L.4.5c**
**Unit 5: Figure It Out**

**Big Idea:** What helps you understand the world around you?  

35 days to complete unit

**Week 5: Digging Up the Past**

**Genre:** Informational Article  

5 days for week 1

**Essential Question(s):**

How can learning about the past help you understand the present?

**Vocabulary:**
- archaeology
- document
- era
- evidence
- expedition
- permanent
- tremendous
- uncover

(Proverbs and adages)

**NJ Student Learning ELA Standards:**

**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**INTRODUCE:**

Background Knowledge
Weekly Concept: Digging Up the Past
Treasures From the Past: Reading and Writing Workshop pg 362-363

**TEACH:**

Close Read: “Where It All Began ”(930L) Reading/ Writing workshop pgs 366-369

**Mini Lesson:** Summarize, Sequence, Informational Article, Proverbs and Adages, Writing Traits
**4th Grade Reading Wonders Curriculum UNITS 1-5**

**APPLY:**

**Close Read and Paired Text:** Rediscovering Our Spanish Beginnings (940L)  
"History's Mysteries"  
Lit. Anthology pgs 452-457

**DIFFERENTIATE:** Guided Reading (Each has a paired selection inside)

| A: History Detectives (690L) |
| O: History Detectives (740L) |
| E: History Detectives (810 L) |
| B: History Detectives (880L) |

**INTEGRATE:** Whole Group

- Research and Inquiry – write a description (T284)  
  **W.4.8**
- Text Connections - compare what we learn about the past T284  
  **RI 4.9**
- Writing About Reading - write an analysis – reflect on author’s support  
  **T285 RI.4.2, SL. 4.3**

**ASSESS:** Weekly Assessment 289-300

**Week 5 Assessment**
- Reading: Comprehension: Sequence  
  **RI.4.5**
- Writing: Writing About Text  
  **RI.4.5, W. 4.9b**
- Language: Vocabulary: Proverbs and Adages  
  **L.4.5b**

**Unit 5 Assessment Week**

_3_ days for assessment

**Week 6:**

**READING**

**NJ Student Learning ELA Standards:**

- **RF.4.4.a** Read on-level text with purpose and understanding.
- **RF.4.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.4.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**DAY1:**
- Reader’s Theater Practice “The Camera in the Attic” T326
### Differentiation in the Language Arts Classroom:

**English Language Learners:**
- Enhance oral comprehension by showing what happens next based by pointing or drawing
- Draw or provide other visual displays of people, animals, or objects in response to oral prompts
- Assist with the process of explanations by pointing to visual characteristics of models or real-life objects from oral clues
- Indicate personal points of view in response to oral phrases or short sentences (e.g. by thumbs up/thumbs down; agree/disagree cards)
- Identify preferences from short oral statements
- Assist with speaking by providing sentence starters.
- Asking questions directly related to the story or personal experiences
- Act out and name events or experiences common to the school day.
- Describe the outcomes of stories with guidance and visual support.
- Name and answer WH questions related to classroom routine
- Assist with stating claims or positions from models or examples
- Provide graphic organizers to assist with organizing ideas to be used in stating claims.
- Share facts as evidence using sentence starters or sentence frames.
- Identify key words and phrases illustrated in the text
- Signal language associated with content-related information
- Process explanations by identifying words and phrases in titles and highlighted texts
- Matching pictures with graphic information from illustrated texts
- Process arguments by identifying facts in illustrated informational text read orally
- Identifying language related to likes, needs, and wants in labeled illustrations
- Label images that illustrate the steps for different writing processes (e.g., writing workshop)
● Create visual representations of ideas or stories
● Indicate decisions or preferences through labeled pictures, words, or phrases
● Provide evidence of natural phenomena or opinions through labeled drawings
● Allow to express own ideas through drawings, gestures, words and phrases
● Allow to expressing agreement/disagreement nonverbally (e.g., thumbs up or down)
● Students will be provided ELL vocabulary visual cards to support new vocabulary words related to unit
● Students will refer to visual vocabulary cards throughout unit
● Modified graphic organizers
● Peer collaboration and opportunities for partner work
● Checklists with visuals will be provided to assist task completion
● Repetition of routines and procedures will be emphasized to support learning
● Relate content to culture when possible
● Language Learning Opportunities
● Cognate Word Wall
● ELL Vocabulary Work
● Read to Me books via EPIC for independent reading center

ELL/ESL: Grades 2-3 WIDA Can Do Descriptors:

● Listening: Process recounts by • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts
● Speaking: Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research
● Reading: Process recounts by • Identifying key words and phrases in illustrated text
● Writing: Recount by • Listing ideas using graphic organizers • Describing visual information

Gifted and Talented:

● Student choice for centers
● Access to higher-level texts in IRLA library/ leveled readers
● Strategic small groups based on IRLA level
● Individual opportunities for work completion
● Response to reading questions (increase paragraphs)
● Individual conferences with the teacher based on power goal
● Beyond level vocabulary words, spelling words, and assessments available
● Research and Inquiry project

Special Education:

● Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals
● Students will be provided with modified graphic organizers
● Teacher will guide students and model RAPP (Response to Reading) questions
● Modifications will be followed as stated in IEP
● Approaching level spelling words, vocabulary words, and assessment available
● Students will be provided small group instruction to ensure understanding of concepts
● Teachers will modify work when appropriate to meet individual needs
● Students will have access to IRLA resources related to individual power goals
<table>
<thead>
<tr>
<th>Director of Curriculum: Robert Mungo</th>
<th>Superintendent of Schools: James DiDonato</th>
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<tbody>
<tr>
<td>● Teacher will present information using a multi-sensory approach</td>
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<tr>
<td>● Strategic small group instruction based on IRLA levels</td>
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<tr>
<td>● Differentiated work within centers</td>
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<tr>
<td>● Individual conferences based on power goals</td>
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**At Risk Students:**

| ● Key vocabulary terms related to unit focus will be reviewed and accompanied with visuals |
| ● Teacher will frequently check on understanding and completion of work |
| ● Extension on completion of assignments |
| ● Modified amount based on individual needs |
| ● Provide student choice within centers |
| ● Deliver instruction based on student interests (choice centers) |
| ● Small group instruction |
| ● Positive praise/reinforcement |
| ● Individual conferences based on power goals |