

Winchester ELA Curriculum Grade 4

Subject	Language Arts		
Grade/Course	Grade 4		
Unit of Study	Unit 6: Nonfiction Book Clubs: Author Studies (If/Then p. 20)/ Journalism (If/Then p. 83) (Titles are linked to If/Then Lessons)		
Pacing	<p>May-June</p> <p>This content should be taught near the end of Grade 4. The reading & writing topics unfold over 16 and 17 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
Reading Foundational Skills			
<p>RF.4.3: Phonics & word recognition: Use combined knowledge to accurately read unfamiliar multisyllabic words in and out of context</p> <p>RF.4.4: Fluency: purpose, understanding, accuracy, rate, expression, confirm or self-correct</p>			
Reading: Literature and Informational Texts	Writing	Speaking/Listening	Language
<p>RI.4.1 Use details/examples to explain explicit text and draw inferences</p> <p>RI.4.2 Identify main idea using key details & summarize the text</p> <p>RI.4.3 Explain events, ideas, procedures in text including what happened & why using details</p> <p>RI.4.10/RL.4.10</p>	<p>W.4.2 Informative text introduce, develop, link, use precise language, conclusion</p> <p>W.4.4 Produce writing with assistance with development, organization appropriate to task, purpose, audience</p> <p>W.4.5 Develop and strengthen through planning, revising, editing</p>	<p>SL.4.1 Collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas</p> <p>SL.4.4 Report on a topic, tell a story/experience in organized manner using facts and details at understandable pace</p>	<p>L.4.4 Determine/clarify meaning of unknown/multiple meaning words, Greek/Latin affixes and roots, reference materials for pronunciation and precise meaning</p> <p>L.4.6 Use words/phrases acquired through conversation/reading conversational, academic, domain-specific words for</p>

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Read & comprehend grade appropriate informational text	<p>W.4.6 Use tech, including Internet to produce, publish, interact, collaborate with keyboard skills to complete 1 page</p> <p>W.4.8 Recall experiences or gather information from print or digital take notes, categorize, list sources</p>		actions, emotions, states of being particular to a topic
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How can I read nonfiction like a fan, getting to know a nonfiction author well enough that I recognize his or her distinctive moves? 2. How can I write like a journalist to convey thoughtful observations about my community? 			<ol style="list-style-type: none"> 1. Readers use all they know about reading nonfiction texts to paying particular attention to the parts of the book that make them stop and say “Wow, I am a fan! Where can I find other books by (insert author’s name)?” They investigate what makes them so compelling by noticing and naming language and techniques the author uses to catch their interest. 2. Journalists remain on the lookout for “newsworthy” events. They conduct interviews, collect detailed observation notes, ask questions, and think about the meaning of everyday happenings. Writers use journalistic structure and revise to convey information about a topic in a balanced, precise and engaging manner.

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Reading Bends	Writing Bends
<p>Bend 1: Readers use all they know about reading nonfiction text and pay particular attention to the parts that make them stop and go, “I’m a fan! Where can I find other books by (insert author’s name)?”</p> <p>Bend 2: This bend focuses on deepening students’ understanding of nonfiction techniques. A major focus will be to teach readers to notice the language to describe techniques they see these favorite nonfiction authors draw on to both entertain and inform their readers. Readers will study the work of a favorite author or two and investigate they style of those authors, comparing and contrasting, noticing patterns, and analyzing how authors use certain techniques to create compelling nonfiction.</p> <p>Bend 3: This bend focuses on students stepping outside their comfort zone and reading nonfiction including websites, videos, and magazines. They will apply all they know and have learned to nonfiction authors and styles they might not be immediately drawn to.</p>	<p>Bend 1: In this bend, students learn the basics of journalism writing - journalists observe a newsworthy story and then report on it by telling the “who,” “what,” “where,” and “when.” Students learn the importance of choosing precise details that convey the facts of the story while also hooking the reader and revising their writing, paying attention to word count and word choice.</p> <p>Bend 2: Students write more news stories, this time with greater attention to crafting succinct, dramatic pieces. Students learn about the structure of a news story and how to craft engaging leads comprised of essential information followed by in-depth descriptions of the event. Students fine-tune the officious tone and concise language of their stories during revision.</p> <p>Bend 3: In this bend, students continue to hone their skills in writing news stories by conducting interviews to add accuracy, authentic quotes, and balanced reporting to the story. Students write one to two news stories with great purpose and skill.</p> <p>Bend 4: Students work with partners to edit each other’s news stories, checking not only for conventions and paragraphing, but also for journalistic structure and content. Small groups might work together to polish headlines and create mini-newspapers, possibly even adding illustrations or photographs, to share with the school in celebration.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Pose predictable questions that push 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Notice and write about “newsworthy”

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<p>readers to push themselves (what kind of nonfiction books do I like to read)</p> <ol style="list-style-type: none"> 2. Sort nonfiction books into those you love helps readers to sort out what characteristics it is about those books and read more and more to become empowered 3. Carry with you all the strategies you know as a reader helps you to read a lot and more purposefully 4. Synthesize information to help you to teach others about what you learned while reading <p>Bend II:</p> <ol style="list-style-type: none"> 5. Use expert vocabulary words to describe the techniques the author uses. 6. Identify what expert vocabulary words we already have for nonfiction techniques and which of these techniques we recognize in texts we have read so far 7. Think about how and when authors of nonfiction use techniques to make the information really interesting and understandable 8. Lay books, by an author or series, side by side to study the pattern of writing techniques helps reader identify what kind of writing they are drawn to 9. Using specific text evidence and expert vocabulary helps when teaching others about what you are learning 10. Use argument/debate protocol to support a position on on which nonfiction author wrote a better book about a topic 11. Choose nonfiction authors for awards, offering book talks on nonfiction authors they love or recording podcasts to highlight what is <i>hot</i> in nonfiction <p>Bend III:</p> <ol style="list-style-type: none"> 12. Set new goals as a reader of nonfiction 13. Grow your reading by swapping favorite books or by introducing books to a classmate or friend 	<p>topics/events</p> <ol style="list-style-type: none"> 2. Observe, listen and take notes about incidents that could become a news story 3. Gather detailed notes on a news story (e.g., five Ws and one H: <i>What happened? Who was involved? When did it occur? Where did it all take place? Why did it happen? How did it happen?</i>) 4. Study the way mentor news stories tell key details in headlines and leads (e.g., five Ws and one H) 5. Use specific details to make news stories come to life for readers 6. Include accurate quotations along with the source 7. Write more and more news stories <p>Bend II:</p> <ol style="list-style-type: none"> 8. Write leads that include the most important information first (five Ws and one H) 9. Follow the lead by narrating the sequence of events and supporting details 10. Balance the story by including multiple perspectives 11. Use a reporter’s tone (e.g., using people’s full names and referring to them by their last name if they are referred to again in the same piece, third person point of view, etc.) 12. Conclude news stories with the least important information 13. Revise for precise words <p>Bend III:</p> <ol style="list-style-type: none"> 14. Conduct interviews and be selective when incorporating quotations 15. Craft and revise news stories with purpose
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<p>14. Investigate what other kinds of nonfiction make up a reading identity including websites, videos, and magazines</p> <p>15. Use prompts to flash-draft mini-essays where readers defend their ideas about authors and texts</p> <p>16. Celebration: creating bookmarks for great sites, recommending videos, or making a handout for parents or for local libraries about what nonfiction is great for kids to read</p>	<p>Bend IV:</p> <p>16. Edit and publish</p> <p>17. Celebration</p>
<p>Words Their Way Topics</p>	
<p><u>Words Their Way Scope and Sequence</u></p> <p>This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.</p> <p>When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to Words Their Way <u>Words Their Way: Word Study in Action</u></p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p>	
<p>Evidence of Learning - Assessment</p> <p><u>TC High Leverage Reading Assessment</u></p> <p><i>*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.</i></p>	
<p>Smarter Balanced Assessment Resources</p> <p>The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:</p> <p><u>Smarter Balanced Brief Write Rubrics</u> (3-11)</p> <p><u>Smarter Balanced Narrative Performance Task Writing Rubric</u> (Grade 3-8)</p> <p><u>Smarter Balanced Informational Performance Task Writing Rubric</u> (Grade 3-5)</p> <p><u>Smarter Balanced Opinion Performance Task Writing Rubric</u> (Grade 3-5)</p> <p>Smarter Balanced Interim Blocks</p> <p>Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).</p> <p>The items on the interim assessments are developed under the same conditions, protocols, and review</p>	

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procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

**Unit-aligned Smarter Balanced Interim Assessment Block (IAB)*:
IAB - ELA Grade 4- Listen/Interpret and IAB-ELA-Grade 4- Revision-**

[CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

**Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support the creation of unit- and standard-aligned items for instructional use.*

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<p>Reading: Pre-assessment For what purposes has Bobbie Kalman developed the different sections? How are the purposes similar or different? What structures has Bobbie Kalman chosen to use in each of the sections? How are they similar or different? How do the structures help to show the author's purpose? If you were going to say one thing about Bobbie Kalman as an author, what would it be?</p> <p>Using a different text, the same series of questions can be used for a post-assessment.</p> <p>Use the Informational Reading Learning Progression* to assess students' work for both the pre and post-assessment.</p> <p>Writing: Pre-assessment and Post-</p>	<ul style="list-style-type: none"> ● Running Records* (including Checklist of Reading Behaviors) ● WPM rate benchmark chart ● Informational Reading Learning Progressions* 	<p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● F&P Continuum of Literacy Question Stems by GRL ● Observation of small group work ● Exit tickets ● Daily reading log sheet <p>Writing:</p> <ul style="list-style-type: none"> ● Writing process drafts ● Conferring notes/Conferring Scenario Chart for Informational Writing* ● Observation of small group work ● Student work: One or more student work samples for each writing session* ● Informational writing checklists*

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<p>assessment -</p> <ul style="list-style-type: none"> ● On-demand prompt*: You might modify this on-demand prompt slightly by informing students that you will begin writing a new type of information writing called journalism. You might ask students to think about a topic, issue or event they know a lot about and to write a news report. ● Information Writing Checklist* ● <i>Writing Pathways</i> performance assessments for information writing*: -information writing rubrics -informational checklists -student writing sample -writing through progression <p>Additional writing post-assessment option - One option is to create a mini-newspaper that you can share with other classrooms or the whole school. For a celebration, you might invite another class to join yours and have students share favorite parts of their news stories. Consider how students will be involved in the creation of the mini-newspaper (e.g., layout design, grouping of stories, cartoons or other illustrations, etc.).</p>		
Learning Plan		
Researched-based Instructional Resources and Methods		
The reading and writing workshop model is a researched-based instructional model .		

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See *A Guide to the Reading Workshop Model: Intermediate Grades*, (2015), Calkins et. al. and *A Guide to the Common Core Writing Workshop*, 2012, Calkins et. al. included in the series component bundle.

The Heinemann online resources includes a study guide for the *Units of Study for Teaching Reading* under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:

- the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link
- the architecture of a conference and small group work: mid-workshop teaching
- share/whole group processing
- setting up and Provisioning the Reading Workshop

The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.

Anchor Charts

Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.

Reading	Writing
<p>Comparing Books Side by Side- Use a t-chart to compare how two non-fiction authors and what techniques they teach the reader with (drawings and diagrams, big photos, maps/charts, lots of pages of text, definitions on every page)</p> <p>Prompts for Referencing Text... <i>For example, the text says,”...</i> <i>For example, according to the text”...</i> <i>For example, in the beginning, we hear that”...</i> <i>(So and so) writes,”...</i> <i>(So and so) describes this, saying”...</i></p> <p>The following prompts can help students to connect their evidence with their thesis statement or the ideas they are growing: <i>This shows that...</i> <i>This illustrates that...</i> <i>This demonstrates that...</i> <i>Readers realize that...</i> <i>This changes everything. Whereas before...not...</i> <i>The important thing to notice about this is that...</i> <i>While (such and such) could have (been said/happened), instead this (was said/happened).</i></p>	<p>“Five Ws and One H”</p> <ul style="list-style-type: none"> ● What happened? ● Who was involved? ● When did it occur? ● Where did it all take place? ● Why did it happen? ● How did it happen? <p>“Qualities of a Strong News Report”</p> <ul style="list-style-type: none"> ● detailed ● dramatic ● specific ● third-person point of view ● etc. <p>“Word Chart of Technical and Academic Words that Related to New Reporters”</p> <ul style="list-style-type: none"> ● witness ● reporter ● incident ● bystander ● quoted ● etc.

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It is important to notice that...(didn't) but instead...	<p>“Vivid Words”</p> <ul style="list-style-type: none"> ● shocked ● bolted ● surprised ● dismayed ● perplexed ● etc.
<p>Instructional Moves</p> <p>Bauman, L.; Burke, James (Jim) R. (Robert). 2014. <i>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
Summarizing the text	<ol style="list-style-type: none"> 1. Create a shared summary with the class. Include an opening statement, key details in chronological order from the text, and a conclusion. Post on chart paper for students to refer to. 2. Have students write their own summaries, highlighting where they have used specific details and examples from the text.
Explaining events, scientific ideas, or concepts or steps in a technical procedure in a text	<ol style="list-style-type: none"> 1. Using a shared text, model how to determine keywords that are important to the main idea of the text. 2. Think aloud to demonstrate how to take these key details and formulate “what happened.” Create graphic organizers (e.g., cause/effect charts) to demonstrate the “why” of what happened.
Using precise language and academic vocabulary	<ol style="list-style-type: none"> 1. Direct students to circle any words in their papers that are abstract, too general, or otherwise ineffective; then have them replace weaker words or phrases. 2. Generate with the class words they might or should use when writing about a specific subject, procedure, event or person.
Producing coherent writing that is clear and coherent	<ol style="list-style-type: none"> 1. Establish for them what these terms mean and why they are important to good writing by showing them models from different writers. 2. Teach explicitly what <i>task</i>, <i>purpose</i> and <i>audience</i> are.

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	<ol style="list-style-type: none"> 3. Model for students how writers add and remove information in their pieces to achieve clarity. Using a tablet or document camera, write a draft and then “think aloud” what you could remove and <i>why</i>. Then find a section where you could add more and model how you could do that. 4. Have students determine who the audience for the piece of writing will be, so you can anticipate and respond appropriately to their concerns and questions about your topic.
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 4 Trade Pack</small>	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts and Suggested Text Bobby Kalcam books Dave Eggers books Gail Gibbon books Seymour Simon books Walter Dean Myer books</p>	<p>Before beginning this unit, you will probably want to enlist the help of a colleague to create a newsworthy drama in your classroom. For example, you might become frightened when you “see” a mouse in the classroom. Perhaps you say things, such as: “There’s a mouse loose in the room ... could it be in someone’s sneakers?” You could also use a video clip. You just want a small, sudden, observable drama that will hook students right away and lead to initial news story writing.</p> <p>You might also gather news stories at appropriate reading levels that illustrate the features that you plan to highlight in your minilessons: attention-grabbing headlines, leads that convey the essential information. As you select texts, you needn’t think about the <i>topics</i> of the texts but instead about the <i>organizational structure</i> and the tone of the texts. You’ll want to choose news stories that resemble those you hope students will write.</p> <p>Suggested Texts/Resources <i>Time for Kids</i> <i>Scholastic News</i> Newsela Local newspaper articles</p> <p>Professional Texts/Resources</p>

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	<p><i>Writing Tools</i> by Roy Peter Clark <i>Writing to Deadline</i> by Donald Murray</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
<p><i>*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</i></p>	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
bolted bystander clear language* concise coherence critique dismayed incident lingo pace perplexed precise quotations/quoting directly/quotation marks* research* resources/sources* sub-topic succinct synthesize	adapt/adapted works author's techniques balanced reporting descriptive language/describe/description* evidence-based expert vocabulary journalistic structure/upside-down pyramid journalism writing lead narration portable notepad reporter resolution supporting details/evidence* technical vocabulary tension text evidence word choice/specific/exact words*

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unify witness	word count
Suggestions for Differentiation, Scaffolding, Intervention and Enrichment	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p>	
<p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study</i> books and online resources</p>	
<ul style="list-style-type: none"> ● There are three units in the <i>Up the Ladder</i> series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the <i>Up the Ladder</i> series are shorter and simpler than those in the writing Units of Study. 	
<p>Use individual student performance data to inform intervention in small group and conferring work.</p>	
<p>Effective Intervention Strategies for Teachers</p>	
<ul style="list-style-type: none"> ● Use grouping ● Use feedback, reinforcement and recognition ● Use similarities and differences ● Use advanced organizers such as graphic organizers ● Provide feedback ● Use summary and note taking ● Use hands-on, non-linguistic representations 	
<p>Meeting Students’ Needs Through Scaffolding</p>	
<ul style="list-style-type: none"> ● Identify, bold, and write in the margins to define words that cannot be understood through the context of the text ● Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle ● Encourage/enable students to annotate the text, or—if they can’t write directly on the text—providing sticky notes or placing texts inside plastic sleeves ● Supply sentence starters so all students can participate in focused discussion ● Place students in heterogeneous groups to discuss the text and answer text-dependent questions ● Provide task cards and anchor charts so that expectations are consistently available ● Highlight key words in task directions 	
<p>Supporting Struggling Readers</p>	
<ul style="list-style-type: none"> ● Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.) ● Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension ● Reformat the text itself to include visuals or definitions of key vocabulary ● Provide picture cues with text-dependent questions 	

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- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
 - Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Students Grade 4: United States Geography as it relates to the regional cultural, economic, and political development of the United States, including but not limited to exploring the following compelling questions:

- How does where we live affect how we live?
- How and why do places change over time?
- What characteristics make groups of people unique?

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- What role does climate play in people's lives?
- Why do people move from one region to another?

Consider opportunities to read, write and communicate about related topics.

NGSS Grade 4 Science topics include Energy; Waves: Waves and Information; Structure, Function and Information Processing; and Earth's systems: Processes that Shape the Earth. Consider opportunities to read, write, and communicate about related topics.