

Connecticut English Language Arts Model Curriculum Alignment

Resource Name: Imagine Learning EL Education

Alignment Grade 4				
Model Unit Name	Model Unit Standards	Publisher's Resource		
		Unit Numbers	Lessons	Pacing
<i>This is the title of the unit in the ELA model curriculum.</i>	<i>These are the Overarching, Priority, and Supporting Standards addressed in the unit. (Definitions for Standards)</i>	<i>These are the publisher's aligned units.</i>	<i>These are the lessons from the publisher's identified units that align with the priority standards within the model unit.</i>	<i>This is the publisher's expected number of days for instruction.</i>
Unit 1: How Themes Communicate Different Messages and Personal Narratives	<p>Overarching Standards:</p> <p>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.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>		<p>Priority Standards:</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Module 1, Unit 1, Lesson 3 - Establishing Reading Routines: "The Red Wheelbarrow"</p> <p>Module 1, Unit 1, Lesson 4 - Analyzing Poetry: Pages 6–7 of "Love That Dog" and "Stopping by Woods on a Snowy Evening"</p> <p>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.</p> <p>Module 3, Unit 2, Lesson 11 - Peer Critique: First-Person Narrative</p>	

	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>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.</p> <p>Module 2, Unit 1, Lesson 2 - Building Background Knowledge: Launching Research of Animal Defense Mechanisms</p> <p>Module 1, Unit 1, Lesson 3 - Establishing Reading Routines: "The Red Wheelbarrow"</p> <p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Module 1, Unit 3, Lesson 4 - Writing a Poetry Presentation: Introduction</p> <p>Module 1, Unit 3, Lesson 5 - Writing a Poetry Presentation: Proof Paragraph</p> <p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Module 2, Unit 3, Lesson 3 - Orienting the Reader: Developing a Character Profile</p> <p>Module 2, Unit 3, Lesson 4 - Developing Plot: Establishing a Problem</p> <p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	
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<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.a Use correct capitalization.</p> <p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Priority Standards:</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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.</p> <p>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.</p> <p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>		<p>Module 1, Unit 1, Lesson 9 - Text-Based Discussion: What Inspires Jack to Write His Street Poem?</p> <p>Module 1, Unit 1, Lesson 10 - Analyzing Poetry: Pages 35-41 "Love That Dog" and "The Apple"</p> <p>L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Module 3, Unit 1, Lesson 9 - Reading for Gist: "American Indians and the American Revolution"</p> <p>Module 4, Unit 2, Lesson 5 - Determining Theme and Summarizing a Text: Chapter 12 of The Hope Chest</p> <p>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Module 1, Unit 2, Lesson 10 - Writing a Literary Essay: Introduction</p> <p>Module 1, Unit 2, Lesson 11 - Writing a Literary Essay: Proof Paragraph 1</p> <p>L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>Module 3, Unit 3, Lesson 11 - Writing Opinion Texts: Revising a Broadside</p> <p>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).</p> <p>Module 1, Unit 1, Lesson 11 - Analyzing Poetry: Pages 42–45 of "Love That Dog" and "Love That Boy"</p>	
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	<p>SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>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).</p> <p><u>Supporting Standards:</u></p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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.</p>		<p>Module 1, Unit 2, Lesson 6 - Close Reading: "A River of Words," Author's Note</p>	
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	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>			
Unit 2: Using Structure to Link Ideas with Information in Text	<p>Overarching Standards:</p> <p>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.</p> <p>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.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>Priority Standards:</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>Module 1, Unit 3, Lesson 4 - Writing a Poetry Presentation: Introduction</p> <p>Module 1, Unit 3, Lesson 5 - Writing a Poetry Presentation: Proof Paragraph</p> <p>W.4.2 Write informative/explanatory texts to examine a topic, convey ideas and information clearly.</p> <p>Module 1, Unit 2, Lesson 3 - Preparing to Write about a Literary Text: Gathering and Organizing Evidence</p>	

<p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>			<p>Module 1, Unit 2, Lesson 8 - Preparing to Write a Literary Essay: Gathering Evidence</p> <p>W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Module 1, Unit 2, Lesson 12 - Writing a Literary Essay: Proof Paragraph 2</p> <p>Module 1, Unit 2, Lesson 13 - Writing a Literary Essay: Conclusion</p> <p>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Module 2, Unit 2, Lesson 10 - Writing an Informative Piece: Revising for Supporting Details and Word Choice</p> <p>Module 4, Unit 2, Lesson 10 - Writing a Literary Essay: Drafting the Introduction</p> <p>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Module 1, Unit 3, Lesson 7 - Writing a Poetry Presentation: Revising and Editing</p> <p>Module 2, Unit 2, Lesson 10 - Writing an Informative Piece: Revising for Supporting Details and Word Choice</p>	
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	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.a Use correct capitalization.</p> <p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Priority Standards:</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic, convey ideas and information clearly.</p> <p>W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p>		<p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Module 2, Unit 2, Lesson 11 - Writing an Informative Piece: Editing for Conventions</p>	
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	<p>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Supporting Standards:</p> <p>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.</p> <p>W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>			
Unit 3: Examining Language and Narration in Fiction and Writing Mythology	<p>Overarching Standards:</p> <p>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.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical</p>		<p>Priority Standards:</p> <p>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).</p> <p>Module 3, Unit 2, Lesson 1 - Establishing Reading Routines: "Divided Loyalties" Act I, Scene 1</p>	

<p>and Fantasy</p>	<p>texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>Module 3, Unit 2, Lesson 2 - Analyzing Character: "Divided Loyalties" Act I, Scene 2</p> <p>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.</p> <p>Module 3, Unit 2, Lesson 11 - Peer Critique: First-Person Narrative</p> <p>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.</p> <p>Module 3, Unit 2, Lesson 11 - Peer Critique: First-Person Narrative</p> <p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Module 2, Unit 3, Lesson 5 - Developing Plot: Establishing a Resolution and Conclusion</p> <p>Module 2, Unit 3, Lesson 6 - Peer Critique for Organization and Language</p> <p>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Module 1, Unit 2, Lesson 12 - Writing a Literary Essay: Proof Paragraph 2</p> <p>Module 2, Unit 3, Lesson 9 - Revising Narrative Texts: Organization</p>	
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	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.a Use correct capitalization.</p> <p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>Priority Standards:</u></p> <p>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).</p> <p>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.</p> <p>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.</p>		<p>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).</p> <p>Module 3, Unit 1, Lesson 10 - Close Read: "American Indians and the American Revolution"</p> <p>Module 4, Unit 1, Lesson 2 - Answering Questions about a Text: Chapter 2 of The Hope Chest</p>	
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	<p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>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).</p> <p><u>Supporting Standards:</u></p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>L.4.1.e Form and use prepositional phrases.</p> <p>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>			
Unit 4: Using Informatio	<p><u>Overarching Standards:</u></p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories,</p>		<u>Priority Standards:</u>	

<p>nal Text to Explore and Support Ideas</p>	<p>dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>		<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Module 2, Unit 3, Lesson 3 - A Closer Read for Main Ideas: "Animals Behavior: Animal Defenses" Chapter 1</p> <p>Module 2, Unit 1, Lesson 4 - Reading Scientific Text: Building Expertise on Animal Defense</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Module 2, Unit 2, Lesson 7 - Planning to Write an Informative Piece: Synthesizing Research on Expert Group Animals</p> <p>Module 2, Unit 2, Lesson 9 - Writing an Informative Piece: Developing Proof Paragraphs</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>Module 1, Unit 3, Lesson 6 - Writing a Poetry Presentation: Conclusion</p> <p>Module 1, Unit 3, Lesson 7 - Writing a Poetry Presentation: Revising and Editing</p> <p>W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>Module 3, Unit 3, Lesson 6 - Writing Opinion Texts: Planning a Broadside</p>	
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<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.a Use correct capitalization.</p> <p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Priority Standards:</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>Module 3, Unit 3, Lesson 7 - Writing Opinion Texts: Drafting the Introduction of a Broadside</p> <p>W.4.1.b Provide reasons that are supported by facts and details.</p> <p>Module 3, Unit 3, Lesson 8 - Writing Opinion Texts: Drafting Proof Paragraph 1 of a Broadside</p> <p>Module 3, Unit 3, Lesson 9 - Writing Opinion Texts: Drafting Proof Paragraph 2 of a Broadside</p> <p>W.4.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>Module 3, Unit 3, Lesson 10 - Writing Opinion Texts: Drafting the Conclusion of a Broadside</p> <p>Module 4, Unit 3, Lesson 9 - Writing a PSA: Drafting the Body and Conclusion</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Module 2, Unit 1, Lesson 4 - Reading Scientific Text: Building Expertise on Animal Defense</p> <p>Module 2, Unit 1, Lesson 5 - Reading Scientific Text: Reading Closely about Animal Defense</p> <p>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Module 4, Unit 3, Lesson 1 - Launching Research of How Kids Can Take Action</p>	
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	<p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b Provide reasons that are supported by facts and details.</p> <p>W.4.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>Supporting Standards:</p> <p>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.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>		<p>Module 4, Unit 3, Lesson 3 - Sharing Our Research: How Kids Can Take Action</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>Module 2, Unit 3, Lesson 3 - Orienting the Reader: Developing a Character Profile</p> <p>Module 2, Unit 3, Lesson 4 - Developing Plot: Establishing a Problem</p>	
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	<p>L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>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).</p>			
Unit 5: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama	<p>Overarching Standards:</p> <p>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.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>Priority Standards:</p> <p>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).</p> <p>Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: Pages 1–5 of "Love That Dog"</p> <p>Module 1, Unit 1, Lesson 4 - Analyzing Poetry: Pages 6–7 of "Love That Dog" and "Stopping by Woods on a Snowy Evening"</p> <p>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.</p> <p>Module 1, Unit 1, Lesson 3 - Establishing Reading Routines: "The Red Wheelbarrow"</p> <p>Module 1, Unit 1, Lesson 5 - Analyzing Poetry: Pages 8–11 of "Love That Dog" and "The Tiger"</p>	

	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2a Use correct capitalization.</p>		<p>RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Module 1, Unit 3, Lesson 4 - Writing a Poetry Presentation: Introduction</p> <p>Module 1, Unit 3, Lesson 5 - Writing a Poetry Presentation: Proof Paragraph</p> <p>W.4.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Module 2, Unit 3, Lesson 5 - Developing Plot: Establishing a Resolution and Conclusion</p> <p>Module 2, Unit 3, Lesson 12 - Revising Narrative Texts: Drafting a Conclusion and Using Transitional Words and Phrases</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Module 1, Unit 1, Lesson 6 - Analyzing Poetry - Pages 12–19 of "Love That Dog" and "dog"</p> <p>Module 1, Unit 1, Lesson 7 - Analyzing Poetry: Pages 20-24 of "Love That Dog" and "The Pasture"</p> <p>L.4.3.b Choose punctuation for effect.</p> <p>Module 2, Unit 3, Lesson 3 - Orienting the Reader: Developing a Character Profile</p> <p>Module 2, Unit 3, Lesson 9 - Revising Narrative Texts: Organization</p>	
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	<p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Priority Standards:</p> <p>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).</p> <p>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.</p> <p>RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W.4.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.4.3.b Choose punctuation for effect.</p> <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>		<p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Module 4, Unit 2, Lesson 1 - Determining Theme and Summarizing a Text: Chapter 8 of The Hope Chest</p> <p>Module 4, Unit 2, Lesson 2 - Determining Theme and Summarizing a Text: Chapter 9 of The Hope Chest</p>	
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	<p>Supporting Standards:</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>			
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	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Unit 6: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas	<p>Overarching Standards:</p> <p>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.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>		<p>Priority Standards:</p> <p>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.</p> <p>Module 2, Unit 1, Lesson 8 - Interpreting Diagrams with Text</p> <p>Module 2, Unit 1, Lesson 9 - Writing a Summary: "Fight to Survive"</p> <p>W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Module 1, Unit 2, Lesson 12 - Writing a Literary Essay: Proof Paragraph 2</p> <p>Module 1, Unit 2, Lesson 13 - Writing a Literary Essay: Conclusion</p> <p>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Module 2, Unit 2, Lesson 10 - Writing an Informative Piece: Revising for Supporting Details and Word Choice</p>	

<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.a Use correct capitalization.</p> <p>L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Priority Standards:</p>		<p>Module 4, Unit 2, Lesson 10 - Writing a Literary Essay: Drafting the Introduction</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)</p> <p>Module 2, Unit 1, Lesson 12 - Text-Based Discussion: Science Talk about Animal Defenses</p> <p>Module 3, Unit 2, Lesson 5 - Close Read: Excerpt of the Declaration of Independence, Part I</p> <p>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.</p> <p>Module 1, Unit 2, Lesson 6 - Close Reading: "A River of Words," Author's Note</p> <p>Module 2, Unit 1, Lesson 2 - Building Background Knowledge: Launching Research of Animal Defense Mechanisms</p> <p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>Module 1, Unit 1, Lesson 11 - Analyzing Poetry: Pages 42–45 of "Love That Dog" and "Love That Boy"</p>	
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<p>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.</p> <p>W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)</p> <p>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.</p> <p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><u>Supporting Standards:</u></p>		<p>Module 1, Unit 2, Lesson 7 - Reading Informational Texts: Expert Group Biographies</p>	
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	<p>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.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.4.1.e Form and use prepositional phrases.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>			
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Scope and Sequence

If a district uses this resource to implement the state model curriculum for Grade 4, the following scope and sequence should be used to ensure alignment and attention to the progressions of English Language Arts.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days	Number of weeks
1	<p>Module 1- Poetry, Poets, and Becoming Writers</p> <p>Unit 1- Reading and Analyzing Poetry: Love that Dog and Famous Poems</p>	<p>* The bullet points below offer a high-level summary of content, concepts and skills taught within the module. Detailed Learning Targets are provided in the slides of each lesson and are in the form of “I Can” statements.</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • Launch independent reading, vocabulary logs, and collaborative discussion norms. • Read literary text <i>Love That Dog</i> to analyze what happened and how the main character felt about it. • Closely read famous poems in the back of <i>Love That Dog</i> to determine a theme, to identify the characteristics of poetry, and to write a summary of the poem. • Compare poetry to prose using the characteristics of poetry. • Continue reading <i>Love That Dog</i> and analyzing the famous poems for characteristics of poetry. • Prepare for and practice a text-based discussion about where you can see evidence of Jack being inspired by other poetry in his work. • Prepare for and participate in a text-based discussion about how Jack’s feelings toward poetry have changed since the beginning of <i>Love That Dog</i>. 		<p>8 Weeks</p> <p>2 Weeks</p>

	Unit 2- Writing to Inform: What Inspires Writers to Write Poetry?	Unit 2: <ul style="list-style-type: none"> • Finish reading <i>Love That Dog</i>. • Take notes to answer the question: What inspires Jack to write poetry, and where can you see evidence of this in his poetry? • Read biographies about famous poets thinking about what inspired these writers to write poetry, and where you can see evidence of this in their poetry. • Analyze model essay. • Write an informative essay about what inspired a poet to write poetry and where you can see evidence of this in his or her poetry. • Revise and edit work. 	3 Weeks
	Unit 3- Writing to Entertain: Poetry	Unit 3: <ul style="list-style-type: none"> • Write original poems. • Revise poems for word and phrase choice, and punctuation for effect. • Analyze model presentation. • Create poetry presentation. • Choose visuals to support their presentations. • Reading fluency practice. 	3 Weeks
2	Module 2- Researching to Build Knowledge and Teach Others: Animal Defense Mechanisms Unit 1- Building Background Knowledge: What Are Defense Mechanisms, and How Do They Help Animals Survive?	Unit 1: <ul style="list-style-type: none"> • Building Background Knowledge: What Are Defense Mechanisms, and How Do They Help Animals Survive? • Building Background Knowledge: What Do Researchers Do? • Listening Closely to Paraphrase Information about Animal Defenses • Reading Closely about Animals and Their Defenses 	8 Weeks 3 Weeks

	Unit 2- Using Writing to Inform	<ul style="list-style-type: none"> • Science Talk: Synthesizing What We Know about the Animal Defense Mechanisms • Listening Closely: Learning about Millipedes and Their Defenses • Reading Closely about Millipedes • Science Talk: Synthesizing What We Know about the Millipede • Setting the Purpose for a Deeper Study of Animal Defense Mechanisms <p>Unit 2:</p> <ul style="list-style-type: none"> • Reading Scientific Text: Reading Closely about a Chosen Animal • Science Talk: Synthesizing What We Know about Our Researched Animal • Setting a Purpose for Writing: Creating a Rubric for Informative Paragraphs • Writing Informative Texts: Sequencing Ideas and Using Research Notes • Writing Informative Texts: Revising Paragraphs for Organization, Concrete Details 		2 Weeks
	Unit 3- Using Writing to Entertain	<p>Unit 3:</p> <ul style="list-style-type: none"> • Writing Informative Texts: Revising Paragraphs Based on Peer Critique • Introducing the Format: Choose-Your-Own-Adventure • Setting a Purpose for Writing: Understanding the Performance Task • Setting a Purpose for Writing: Creating a Rubric for Narrative Writing • Writing Narrative Texts: Creating a Character Profile • Writing Narrative Texts: Orienting the Reader and Introducing the Characters • Writing Narrative Texts: Including Dialogue and Description 		2 Weeks

		<ul style="list-style-type: none"> • Writing Narrative Texts: Using Transition Words • Writing Narrative Texts: Using Concrete Words and Phrases and Sensory Details • Publishing the Performance Task: Citing Sources and Authors' Celebration 		
3	<p>Module 3- The American Revolution</p> <p>Unit 1- Perspectives on the American Revolution: Building Background Knowledge</p> <p>Unit 2- Perspectives on the American Revolution: Perspectives in Literature</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> • Read <i>Colonial Voices: Hear Them Speak</i>. • Closely read informational texts about the American Revolution to build background knowledge about what happened and the reasons people became either Loyalists or Patriots. • Closely read informational texts about other perspectives on the American Revolution to determine the main idea, analyze the overall structure, and summarize the text. <p>Unit 2:</p> <ul style="list-style-type: none"> • Begin reading <i>Divided Loyalties</i>. • Analyze for character thoughts, feelings, and actions. • Write character analysis paragraphs. • Closely read excerpts of the Declaration of Independence and make connections to the characters in <i>Divided Loyalties</i>. • Prepare for and participate in text-based discussions. • Analyze character thoughts, feelings, and actions to write a first-person narrative. • Correctly use progressive tenses. 		<p>8 Weeks</p> <p>3 Weeks</p> <p>3 Weeks</p>

	Unit 3- Using Writing to Share an Opinion	Unit 3: <ul style="list-style-type: none"> • Read opinion texts, determine the author’s opinion, and explain how the author uses reasons and evidence to support his or her opinion. • Analyze model broadside. • Write and revise broadsides from the Patriot and Loyalist perspectives about whether to support the American Revolution. • Prepare for and participate in a discussion about whether to support the American Revolution. 		2 Weeks
4	Module 4- Responding to Inequality: Ratifying the 19th Amendment Unit 1- Building Background Knowledge: Reading about and Analyzing Events in The Hope Chest Unit 2- Analyzing Characters and How Their Actions Contribute to Theme: Reading and Analyzing The Hope Chest	Unit 1: <ul style="list-style-type: none"> • Practice reading <i>The Hope Chest</i> fluently and accurately • Compare artwork inspired by <i>The Hope Chest</i> with details in the text • Comparing and contrasting firsthand and secondhand accounts of events Unit 2: <ul style="list-style-type: none"> • Determining the meaning of similes, metaphors, and common idioms, adages, and proverbs • Summarizing events in <i>The Hope Chest</i> that show evidence of a theme • Using relative pronouns and relative adverbs • Writing a literary essay about a theme in <i>The Hope Chest</i> 		8 Weeks 2 Weeks 3 Weeks

	Unit 3- Call to Action: How Can We Make A Difference?	Unit 3: <ul style="list-style-type: none"> • Researching how children around the world have made a difference • Identifying the reasons and evidence a speaker in a video provides to support particular points • Planning and writing a PSA • Planning and writing a press release 		3 Weeks
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Supports for Diversity, Equity, and Inclusion

Supports for culturally responsive and inclusive educational experiences.

Please use the following login information to access our program:

URL: <https://review-CT.ilclassroom.com>

Username: CT@example.com

Password: teacher

Imagine Learning EL Education is committed to creating environments that value all learners, give real opportunities for achievement, and prepare students for the future. The curriculum is built from texts and tasks that honor the knowledge, language, beliefs, and skills that exist in the cultures and backgrounds of students and their families. The cultural supports in the curriculum are intended to suggest the infinite possibilities of different student experience, not to essentialize or label any single student or group. Teachers are encouraged to discuss and understand varied perspectives and students are asked to reflect on how their own experiences connect to the content.

Throughout the modules, students read high-quality literary and informational texts by diverse authors, featuring diverse time periods and characters with the aim of as many students as possible seeing their background and cultural experiences reflected in the texts. Module texts represent a wide range of multicultural voices and perspectives that reflect the rich diversity of the world at large. Authors represent a broad spectrum of contemporary and historical cultural perspectives, and the texts concurrently develop student knowledge of global diversity and human equality. Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of cultural change.

A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the **Habits of Character** they have learned and how they are (or are not) demonstrated by the characters in the texts they read. The texts highlight diverse cultures and perspectives from around the world but are relevant and have meaning to all students. The EL Education curriculum uses authentic texts to teach content and develop literacy skills. As students read module texts, the materials prompt them to connect to their own lives and share these connections with others if they choose.

High-leverage strategies that research shows are beneficial for instruction for multilingual learners/English learners.

The basic design of the curriculum is inherently and intentionally supportive of ELLs, incorporating many oral and literacy approaches that support their learning needs. These approaches are critical to language development and establishing equity.

ELL instruction is seamlessly integrated into the main body of the lessons for the K-8 curriculum. Language proficiency standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the **Supporting English Language Learners** section. Lesson-specific ELL supports are also added to **Meeting Students' Needs** sections.

The ELL instructional approaches are critical to language development and help establish equity: Teachers and students unlock the “secret code” behind how language works, giving students more power in our society. Materials that support language and content learning include:

- **Content-based language and literacy instruction** - Allow ELLs to engage with interesting and cognitively challenging materials as they learn English. Content-based language learning is considered one of the best ways for students to learn a language (Tedick & Wesley, 2015; Walqui & Van Lier, 2010; Bunch et al., 2005). To ensure that ELLs of different abilities receive appropriate scaffolding, the curriculum includes additional and specific approaches and strategies at two levels: units and lessons.
- **Language Dives** - Empower students to analyze, understand, and use the language of academic sentences, which is critical to college and career—but which often seems opaque to students. During a Language Dive (1), the teacher and students slow down for 10–20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text. These structures can include the purposes for communicating, syntactical constructions, collocations, and idiomatic expressions. The classroom becomes a space in which students are assisted to figure out why the author chose a particular phrase. Language Dives are not meant to be grammar lectures; nor do they follow the initiate-response-evaluate pattern typical of most teacher-student interactions. Rather, they are “wonderings” about the ways in which language is used to convey particular meanings, and students are encouraged to grapple with the meanings, supporting EL Education’s general philosophy of building perseverance and self-efficacy.
- **Conversation Cues** - Engage ELLs and their peers in thoughtful and extended, academically oriented conversations about the materials they are learning through the use of Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation, helping to gauge students’ thinking. The questions can encourage students to have productive discussions and generate new ideas before they begin writing tasks. Conversation Cues are based on four goals that encourage each student to:
 - Goal 1: Talk and be understood (e.g., “I’ll give you time to think and sketch or discuss this with a partner.” and “Can you say more about that?”).
 - Goal 2: Listen carefully to one another and seek to understand (e.g., “Who can repeat what your classmate said?”).
 - Goal 3: Deepen their thinking (e.g., “Can you figure out why the author wrote that phrase?”).
 - Goal 4: Think with others to expand the conversation (e.g., “Who can explain why your classmate came up with that response?”)
- **Levels of Language Support** - Teachers are sensitive to students’ varying language proficiency levels and focus on moving them beyond the middle ranges of language proficiency. The curriculum honors and supports ELLs at lower and higher proficiency levels. Heavier and lighter levels

of support are provided for different activities within each lesson to support learners at any language proficiency level in accessing content. Examples:

- For heavier support: For students who are new to English, the curriculum provides sentence frames the students can use both orally and in writing, as well as suggested word and phrase banks and manipulatives to help students begin to construct their own sentences.
- For lighter support: For students who have moved beyond intermediate levels, the curriculum suggests strategic grouping, inviting students with more language proficiency to create sentence frames for students who need heavier support.
- **Vocabulary** - Teachers introduce vocabulary and phrases in context and ask students to use new words to discuss or write about the material they are learning. Students learn and practice an unfamiliar word as it is commonly used with other words—in collocation. They discuss the meaning of observations in sentences and then observe school communities through some mystery pictures. Afterward, students talk about what they observed before they write about it. ELLs can also compare shades of meaning (observe, see, notice, spot) and use sentence frames to describe what they observe (“I see _____. One thing I observe is _____.”) and contrasting the observing and noticing process to the inquiring, evaluating, and wondering process. All students use a Word Wall to track and learn selected vocabulary.
- **Language Usage**: Celebration and Error Correction - Teachers and students explicitly and compassionately point out effective communication, especially that aligned to standards, and attend to language errors, as part of the path to establishing equity and building content knowledge. Students can benefit from discussions as to why their communication is effective, or why their communication is inaccurate or incomprehensible, especially during the writing process. At times, it can be helpful for students to discuss an error that is common to the group. At other times, giving one-on-one, individual feedback may be more respectful. Consider identifying, logging, and categorizing errors as follows, and practice correcting them over time (Ferris and Hedgcock, 2013).

Supports for differentiated instruction for a variety of learners, including students with a specific learning disability.

The curriculum developers believe all learners benefit from differentiated support. This ensures that all students have access to rigorous standards-based instruction that promotes college and career success. Students with Disabilities and Gifted and Talented students deserve the same rich, compelling, and challenging curriculum that other students receive. Varying levels of support such as extending instruction and making accommodations are effective differentiation. Teachers have opportunities to highly personalize in-class experiences as evidenced through experiences, independent work, and opportunities to adjust curriculum based on assessment results.

The curriculum provides a recommended text list for each module that contains a list of topic related texts, containing Lexiles significantly below and above grade level, for students to read independently on the topic at their specific level. In addition, differentiated instruction supports are available.

The Imagine Learning EL Education curriculum uses authentic texts. Authentic texts allow students to dig deeply into academic topics that matter and help them make connections between their academic learning and the real world. The curriculum provides additional and specific approaches and strategies at two levels: units and lessons to provide appropriate scaffolding.

The curriculum includes a range of differentiated supports for students reading below-grade level, on-grade level, and above-grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. These core instruction scaffolds

can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction during additional instructional time.

The curriculum provides support and resources for differentiation where needed, within the Module Lessons, Labs, ALL Block and Skills Block. The lessons are designed with guidance to ensure that all students are receiving differentiated support. In the Module Lessons Teaching Notes, Meeting Students' Needs sections provide specific recommendations. Some places where differentiation occurs within K-5 Module Lessons include:

- Partner work during module lessons (with strategic pairings)
- Group work during module lessons (with strategic groupings)
- Independent work during module lessons

In 3-5 ALL Block, teacher guided activities are differentiated based on student need. Four levels are targeted: below-grade level, on-grade level, above-grade level and ELL. Groups are not static and are intended to be adjusted at the start of every week based upon student need.

Imagine Learning's unique technology enables teachers to adjust lessons, while maintaining a link to the original content. This enables teachers to ensure their students' needs are met, while still benefiting from enhancements and updates to the curriculum. IL Classroom customization tools to support diverse learning needs including accommodations required for students with disabilities and opportunities for extension. Teachers can easily add or revise student-facing instructional or assessment materials. Teachers can easily add scaffolds to existing content, such as images or voiceovers. The format of digital items can be adapted to support individual student needs (i.e. changing a written response to a recorded audio response).

For more information, please visit the “How do the material support all learners?” page in the [Curriculum Guide](#).