Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 4	Unit #: 1	Pacing: 6-8 Weeks
Unit Title: Launching Reading & Writing Workshops with realistic fiction and personal narratives			

OVERVIEW OF UNIT*:*

During the launch unit, students will become familiar with the routines of reading and writing workshops in fourth grade. In reading, the students will read and respond to realistic fiction. They will focus on reading comprehension strategies and learn to use "literary signposts" to understand a text. In writing, students will utilize the writing process to write personal narratives. Students will learn to self-assess their own writing on a rubric, using that information to help with the revision process.

Unit References	
Big Ideas	Essential Questions
- Students will demonstrate the ability to read, comprehend, and respond to a variety of texts. - Students will summarize a fictional text. - Students will demonstrate an understanding of the elements of informational texts. - Students will identify the main idea of an informational text.	- What does reading workshop look like, sound like, feel like? - How do you self-select a "just right" book? - What is a reading response journal? - How do we support our ideas with information from the text? - What strategies do good readers use to monitor their reading comprehension? - What are the characteristics of realistic fiction? - What does writing workshop look like, sound like, feel like? - What is a writer's notebook? - Where do authors get ideas for their writing? - How do authors breathe life into narrative writing? - What is a personal narrative? - What is the difference between revising and editing? - How do we assess our own writing?

Objectives

- Students will be able to describe what reading workshop looks like, sounds like, feels like.

- Students will be able to explain how a reader self-selects a "just right" book.
- Students will be able to identify the purpose of a reading response journal.

- Students will be able to explain the importance of being able to support their ideas with information from the text.
- Students will be able to list and describe the strategies good readers use to monitor their reading comprehension.
- Students will be able to identify the characteristics of realistic fiction.
- Students will be able to describe what writing workshop looks like, sounds like, feels like?
- Students will be able to identify the purpose of a writer's notebook.
- Students will be able to explain where authors get ideas for their writing.
- Students will be able to describe how authors breathe life into narrative writing.
- Students will be able to define the criteria of a personal narrative as well as compose their own original composition.
- Students will be able to differentiate between revising and editing.

Assessment

Formative Assessment:
- Reading Response Journals
- Speaking and listening (discussions or oral presentations)
- Co-constructed anchor charts
- Graphic organizers
- Writer's Notebooks
- Writing conferences
- Scaffolded stories (involving planning, drafting, and revision)
- Co-constructed Rubrics

Summative Assessment:
- Short constructed-responses (short-answer questions)
- Extended responses (longer writing or essays)
- Personal narratives

Benchmark:

- DRA2
- LinkIt! Benchmark Assessment

Alternative:

- Teacher-made book assessments
- Teacher-made book projects

Key Vocabulary

- Comprehension
- Metacognition
- Schema
- Connections
- Visualize
- Question
- Summarize
- Infer
- Synthesize
- Genre
- Signposts

- Cite Evidence
- Text Support
- Narrative
- Lead
- "Snapshot"
- "Thought Shot"
- Dialogue
- Figurative Language
- Transitional Phrases
- Conclusion
- Revise
- Edit

Resources & Materials

- *Comprehension Connections: Bridges to Strategic Reading* by Tanny MacGregor

- *The Comprehension Toolkit (Grades 3-6)* by Stephanie Harvey & Anne Goudvis
- *Notice and Note* by Kylene Beers and Robert Probst

- Signpost Bookmarks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- *Nicky Fifth's Garden State Adventure* by Lisa Funari-Willever
- Patricia Pollaco author study including *Thank You, Mr. Falker, The Keeping Quilt, The Blessing Cup, Thundercake, My Rotten Red Headed Older Brother,* and *Chicken Sunday*
- Ralph Fletcher author study including *Marshfield Dreams, Fig Pudding, Hello, Harvest Moon, Twilight Comes Twice, Relatively Speaking, Ordinary Things, A Writing Kind of Day*
- Various articles relating to Social Studies & Science content
- *Whistling* by Elizabeth Partridge (Personal Narrative mentor text)
- *Owl Moon* by Jane Yolen (Personal Narrative mentor text)
- *The Wednesday Surprise* by Eve Bunting (Personal Narrative mentor text)
- *The Relatives Came* by Cynthia Rylant (Personal Narrative mentor text)
- *Fireflies* by Julie Brinckloe (Personal Narrative mentor text)
- *Launching the Writing Workshop – Grades 3-5* by Lucy Calkins
- *Raising the Quality of Narrative Writing – Grades 3-5* by Lucy Calkins

- *A Writer's Notebook: Unlocking the Writer Within You, Craft Lessons*, *Writing Workshop: The Essential Guide, Mentor Authors, Mentor Texts* by Ralph Fletcher
- *After the End: Teaching and Learning Creative Revision, But How Do You Teach Writing?,* and *Reviser's Toolbox* by Barry Lane
- *Writer's Express*
- *Guiding Readers and Writers* by Fountas & Pinnell
- Holistic Writing Rubric (teacher made)
- Sample Personal Narratives (past students)

Above-Level Novels:
- *Knots in my Yo-yo Strings* by Jerry Spinelli
- *My Life in Dog Years* by Gary Paulsen
- *Baseball in April and Other Stories* by Gary Soto
- Ralph Fletcher: *Relatively Speaking, Ordinary Things, A Writing Kind of Day*

On-Level Novels:
- Patricia Polacco: *Thank You, Mr. Falker, The Keeping Quilt, The Blessing Cup, Thundercake, My Rotten Redheaded Older Brother, Chicken Sunday*
- Ralph Fletcher: *Marshfield Dreams, Fig Pudding, Hello, Harvest Moon, Twilight Comes Twice*

Below-Level Novels:
- *Whistling* by Elizabeth Partridge (Personal Narrative mentor text)
- *Owl Moon* by Jane Yolen (Personal Narrative mentor text)
- *The Wednesday Surprise* by Eve Bunting (Personal Narrative mentor text)
- *The Relatives Came* by Cynthia Rylant (Personal Narrative mentor text)
- *Fireflies* by Julie Brinckloe

Technology Infusion

Teacher Technology:
- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
    - http://www.readwritethink.org/
    - https://www.readingrockets.org/
    - https://newsela.com/
    - https://www.readworks.org/
    - https://www.wonderopolis.org/

Student Technology:
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Activities:
- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.
- Students will use Chromebooks to plan, draft, revise, edit and publish assorted independent compositions.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

Interdisciplinary Integration

Activities:
- Students will create a Google Slide Show about one of the Nicky Fifth's "Garden State Adventures." It will include research of the NJ tourist attractions described in the chapters while being written in narrative form in the point of view of the main character, Nicky Fifth.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

21st Century Life Skills

Activities:
- Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work‐related activities in the school, home, and community.

Careers
Activities: ● Students will use research to create a county float of NJ, including a written commentary highlighting all important content details and design aspects of the float.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. A.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. A.) Read grade-level text with purpose and understanding. B.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B.) Provide reasons that are supported by facts and details. C.) Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). D.) Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

	C.) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). D.) Use precise language and domain-specific vocabulary to inform about or explain the topic. E.) Provide a concluding statement or section related to the information or explanation presented.

W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	    A.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	    B.) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	    C.) Use a variety of transitional words and phrases to manage the sequence of events.
	    D.) Use concrete words and phrases and sensory details to convey experiences and events precisely.
	    E.) Provide a conclusion that follows from the narrated experiences or events.

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    A.) Apply *grade 4 Reading standards* to literature (e.g., "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].").
	    B.) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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.
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.

	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. B.) Follow agreed-upon rules for discussions and carry out assigned roles. C.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A.) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). B.) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. C.) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. D.) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). E.) Form and use prepositional phrases. F.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* G.) Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.) Use correct capitalization. B.) Use commas and quotation marks to mark direct speech and quotations from a text. C.) Use a comma before a coordinating conjunction in a compound sentence. D.) Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	A.) Choose words and phrases to convey ideas precisely. B.) Choose punctuation for effect. 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).
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. A.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 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.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. B.) Recognize and explain the meaning of common idioms, adages, and proverbs. C.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 4	Unit #: 2	Pacing: 6- 8 Weeks
Unit Title: Reading & Writing Realistic Fiction			

OVERVIEW OF UNIT:

During this unit, students will explore the genre of realistic fiction. They will read and respond to a variety of texts. Additionally, they will write their own stories with attention to realism, the third-person voice, story development, and pacing.

Unit References	
Big Ideas	Essential Questions
- Students will demonstrate the ability to read, comprehend, and respond to a variety of realistic fiction texts. - Students will demonstrate the ability to answer open ended questions with support from the text. - Students will summarize the beginning, middle, and end of a fictional text. - Students will demonstrate an understanding of literary story elements. - Students will evaluate how developing characters and plot helps to build suspense and tension in a fictional narrative. - Students will analyze how dialogue, along with "snapshots" and "thought shots", helps tell the story and move it along for the reader. - Students will write fictional stories with a clear problem and solution. - Students will demonstrate an understanding of the elements of informational texts.	- What are the characteristics of the genre: realistic fiction? - How do authors use events from their own lives to create fictional stories? - How does the narrator's point of view affect the story telling? - What literary techniques do authors use to build suspense in their writing?

Objectives
- Students will be able to identify the characteristics of the genre: realistic fiction?   - Students will be able to describe how authors use events from their own lives to create fictional stories as well as brainstorm topics for their own original stories.   - Students will be able to analyze how the narrator's point of view affects the story telling.   - Students will be able to identify the literary techniques authors use to build suspense in their writing such as foreshadowing as well as implement these writing techniques in their own original stories.

Assessment
Formative Assessment: - Reading Response Journals   - Speaking and listening (discussions or oral presentations)   - Co-constructed anchor charts   - Graphic organizers   - Writer's Notebooks   - Writing conferences   - Scaffolded stories (involving planning, drafting, and revision)   - Co-constructed Rubrics   **Summative Assessment:**   - Short constructed-responses (short-answer questions)   - Extended responses (longer writing or essays)   - Fictional narratives   **Benchmark:**   - DRA2   - LinkIt! Benchmark Assessment   **Alternative:**   - Teacher-made book assessments   - Teacher-made book project

Key Vocabulary
- Fictional Narrative   - Point of view   - Setting

- Characters
- Character Traits
- Conflict
- Obstacles
- Rising action
- Climax
- Falling Action
- Resolution
- Lead
- "Snapshot"
- "Thought Shot"
- Dialogue
- Figurative Language
- Transitional Phrases
- Strong Ending
- Revise
- Edit
- Semi-autobiographical

Resources & Materials

- *The Comprehension Toolkit (Grades 3-6)* by Stephanie Harvey & Anne Goudvis
- *Notice and Note* by Kylene Beers and Robert Probst
- Signpost Bookmarks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- QAR
- Patricia MacLachlan author study including *Journey, Seven Kisses in a Row, Kindred Souls, Arthur for the Very First Time, The Facts and Fiction of Minna Pratt, Cassie Binegar, Edward's Eyes, All the Places to Love, Sick Day, Three Names,* and *Through Grandpa's Eyes*
- Kate DiCamillo novel comparison – *Because of Winn-Dixie* and *The Tiger Rising*
- Ralph Fletcher author study including *Marshfield Dreams, Fig Pudding, Hello, Harvest Moon, Twilight Comes Twice, Relatively Speaking, Ordinary Things, A Writing Kind of Day* (Mentor Texts)
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- *Guiding Readers and Writers* by Fountas & Pinnell
- Holistic Writing Rubric (teacher made)
- Sample Personal Narratives (past students)

Above-Level Novels:

- Patricia MacLachlan: *The Facts and Fiction of Minna Pratt, Cassie Binegar, Edward's Eyes*
- Kate DiCamillo: *The Tiger Rising*

On-Level Novels:

- Patricia MacLachlan: *Journey, Kindred Souls, Arthur for the Very First Time*
- Kate DiCamillo: *Because of Winn-Dixie*

Below-Level Novels:

- Patricia MacLachlan: *Seven Kisses in a Row, All the Places to Love, Sick Day, Three Names,* and *Through Grandpa's Eyes*

Technology Infusion

Teacher Technology:

- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
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Activities:
- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
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Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

Interdisciplinary Integration

Activities:
- Students will compose "Regions of NJ Postcard" as if they were visiting one of the four regions of NJ. It will include researched information such as details about the geography, natural resources, types of jobs in the region, etc. Students will also illustrate the postcard with a scene that is characteristic of that region.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

21st Century Life Skills
Activities:
● Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work‑related activities in the school, home, and community.

Careers
Activities:
● Students will design and create an interactive Lenape museum for students from pre-k to grade 8 including a simulated script as if they were a museum docent touring the visiting classes.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
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RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.

RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. A.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. A.) Read grade-level text with purpose and understanding. B.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B.) Provide reasons that are supported by facts and details. C.) Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). D.) Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	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. B.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C.) Link ideas within categories of information using words and phrases (e.g., *another,for example*, *also*, *because*). D.) Use precise language and domain-specific vocabulary to inform about or explain the topic. E.) Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B.) Use dialogue and description to develop experiences and events or show the responses of characters to situations. C.) Use a variety of transitional words and phrases to manage the sequence of events. D.) Use concrete words and phrases and sensory details to convey experiences and events precisely. E.) Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A.) Apply *grade 4 Reading standards* to literature (e.g., "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]."). B.) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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.
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. 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.

	B.) Follow agreed-upon rules for discussions and carry out assigned roles. C.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A.) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). B.) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. C.) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. D.) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). E.) Form and use prepositional phrases. F.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* G.) Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.) Use correct capitalization. B.) Use commas and quotation marks to mark direct speech and quotations from a text. C.) Use a comma before a coordinating conjunction in a compound sentence. D.) Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A.) Choose words and phrases to convey ideas precisely.* B.) Choose punctuation for effect.* 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).
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. A.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

	B.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 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.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. B.) Recognize and explain the meaning of common idioms, adages, and proverbs. C.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied

● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/			● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 4	Unit #: 3	Pacing: 6-8 Weeks
Unit Title: Reading and Writing Historical Fiction			

OVERVIEW OF UNIT:

During this unit, students will investigate the genre of historical fiction. They will read and respond to a variety of texts. Additionally, they will write their own stories developing historically accurate settings, characters, and conflicts and incorporating verified historic facts.

Unit References	
Big Ideas	Essential Questions
- Students will notice the setting in a historical fiction story so that they can think about how life was like at that time in history. - Students will make connections between the main problem in a story and the setting so that they can see how the time in history affected the characters. - Students will identify the narrator in a historical fiction so that they can understand the point of view from which the story is being told. - Students will compare facts about history in a historical fiction to what they already know so that they can determine if the writing is accurate.	- What are the characteristics of the genre: historical fiction? - How does the time period impact character and plot? - How does our background knowledge affect our understanding of historical fiction? - Why is it critical for an author to use accurate historical facts when they develop an historical fiction story?
Objectives	
- Students will be able to list the characteristics of the genre: historical fiction. - Students will be able to evaluate how the time period impacts character and plot. - Students will be able to explain how our background knowledge affects our understanding of historical fiction. - Students will be able to justify why it is critical for an author to use accurate historical facts when they develop a historical fiction story.	

Assessment

Formative Assessment:
- Reading Response Journals
- Speaking and listening (discussions or oral presentations)
- Co-constructed anchor charts
- Graphic organizers
- Writer's Notebooks
- Writing conferences
- Scaffolded stories (involving planning, drafting, and revision)
- Co-constructed Rubrics

Summative Assessment:
- Short constructed-responses (short-answer questions)
- Extended responses (longer writing or essays)
- Patriot/Loyalist Letters
- Historic Fiction Stories
- Hanger Biographies

Benchmark:

- DRA2
- LinkIt! Benchmark Assessment

Alternative:

- Teacher-made book assessments
- Teacher-made book project

Key Vocabulary
- Setting
- Imagery
- Sensory details
- Exposition
- Motivation
- Rising action
- Climax
- Falling action
- Resolution

- Point of view
- Static
- Dynamic
- Flat
- Round
- Foreshadowing
- Cliffhanger
- Theme

Resources & Materials

- *The Comprehension Toolkit (Grades 3-6)* by Stephanie Harvey & Anne Goudvis
- *Notice and Note* by Kylene Beers and Robert Probst
- Signpost Bookmarks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- QAR
- *George Washington's Socks* by Elvira Woodruff
- *18 Penny Goose* by Sally M. Walker
- *Revolutionary War on Wednesday* by Mary Pope Osborne
- *Time Warp Trio: Oh Say! I Can't See* by Jon Sciezcka
- *Phoebe the Spy* by Judith Griffin
- *The Battlefield Ghost* by Margery Cuyler
- *Toliver's Secret* by Esther Wood Brady
- *The Fighting Ground* by Avi
- *Why Can't You Make Them Behave, King George?* by Jean Fritz
- *Colonial Voices* by Kay Winters
- *Sleds on Boston Common* by Louise Borden
- *The Scarlet* Stockings Spy by Trinka Hakes Noble
- *Katie's Trunk* by Ann Turner
- *"Felicity: An American Girl Adventure"* (dvd)
- *When Washington Crossed the Delaware* by Lynne Cheney
- *Crossing the Delaware* by Louise Peacock
- *If You Had Lived at the Time of the American Revolution* by Kay Moore
- *Heroes of the Revolution* by David A. Adler
- Various articles relating to the American Revolution, specifically NJ's role in the war
- http://www.state.nj.us/state/historykids/NJHistoryKids.htm
- *Writing Fiction: Big Dreams, Tall Ambitions – Grades 3-5* by Lucy Calkins

- *A Writer's Notebook: Unlocking the Writer Within You, Craft Lessons*, *Writing Workshop: The Essential Guide, Mentor Authors, Mentor Texts* by Ralph Fletcher
- *After the End: Teaching and Learning Creative Revision, But How Do You Teach Writing?,* and *Reviser's Toolbox* by Barry Lane
- *Writer's Express*
- *Guiding Readers and Writers* by Fountas & Pinnell
- Holistic Writing Rubric (teacher made)
- Sample historical fiction letters and stories (past students)

Above-Level Texts:

- *George Washington's Socks* by Elvira Woodruff
- *Toliver's Secret* by Esther Wood Brady
- *The Fighting Ground* by Avi
- *Colonial Voices* by Kay Winters
- *The Scarlet* Stockings Spy by Trinka Hakes Noble
- *Crossing the Delaware* by Louise Peacock

On-Level Texts:

- *The Battlefield Ghost* by Margery Cuyler
- *Why Can't You Make Them Behave, King George?* by Jean Fritz
- *When Washington Crossed the Delaware* by Lynne Cheney
- *Heroes of the Revolution* by David A. Adler

Below-Level Texts:

- *18 Penny Goose* by Sally M. Walker
- *Revolutionary War on Wednesday* by Mary Pope Osborne
- *Time Warp Trio: Oh Say! I Can't See* by Jon Sciezcka
- *Phoebe the Spy* by Judith Griffin
- *If You Had Lived at the Time of the American Revolution* by Kay Moore
- *Sleds on Boston Common* by Louise Borden
- *Katie's Trunk* by Ann Turner

Technology Infusion

Teacher Technology:

- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites

- ○ http://www.readwritethink.org/
- ○ https://www.readingrockets.org/
- ○ https://newsela.com/
- ○ https://www.readworks.org/
- ○ https://www.wonderopolis.org/

Student Technology:
- ● Chromebooks
- ● SMART Board Lessons
- ● Google Classroom
- ● Assorted websites
  - ○ https://newsela.com/
  - ○ https://www.readworks.org/
  - ○ https://www.wonderopolis.org/

Activities:
- ● Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- ● Students will use Chromebooks to access digital research materials.
- ● Students will use Chromebooks to plan, draft, revise, edit and publish assorted independent compositions.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

Interdisciplinary Integration

Activities:
- ● Students will compose letters justifying why they would have been a Patriot or Loyalist if they had lived during the time of the American Revolution.
- ● Students will plan a story set in NJ during the American Revolution using the lessons learned about NJ's role in the war and the characteristics of the historical fiction genre.

Resources:
- ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html

- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution

21st Century Life Skills

Activities:
- Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work‑related activities in the school, home, and community.

Careers

Activities:
- Students will participate in Colonial Day, including learning about historical uses for baskets and weaving their own basket.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.

Standards	
Standard #	**Standard Description**
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. A.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4	Read with sufficient accuracy and fluency to support comprehension. A.) Read grade-level text with purpose and understanding. B.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B.) Provide reasons that are supported by facts and details. C.) Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). D.) Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C.) Link ideas within categories of information using words and phrases (e.g., *another*,*for example*, *also*, *because*). D.) Use precise language and domain-specific vocabulary to inform about or explain the topic. E.) Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B.) Use dialogue and description to develop experiences and events or show the responses of characters to situations. C.) Use a variety of transitional words and phrases to manage the sequence of events. D.) Use concrete words and phrases and sensory details to convey experiences and events precisely. E.) Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    A.) Apply *grade 4 Reading standards* to literature (e.g., "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].").
	    B.) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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.

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.
	    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.
	    B.) Follow agreed-upon rules for discussions and carry out assigned roles.
	    C.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	    D.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    A.) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
	    B.) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
	    C.) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
	    D.) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
	    E.) Form and use prepositional phrases.
	    F.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	    G.) Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.) Use correct capitalization. B.) Use commas and quotation marks to mark direct speech and quotations from a text. C.) Use a comma before a coordinating conjunction in a compound sentence. D.) Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A.) Choose words and phrases to convey ideas precisely.* B.) Choose punctuation for effect.* 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).
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. A.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 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.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. B.) Recognize and explain the meaning of common idioms, adages, and proverbs. C.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 4	Unit #: 4	Pacing: 6 - 8 Weeks
Unit Title: Research/Informational Reading and Informative/Explanatory Writing			

OVERVIEW OF UNIT:

During this unit, students will read and respond to a variety of informational texts. Additionally, they will write their own expository essays and research based reports including how to essays, 5 paragraph hobby day essays, and state research reports.

Unit References	
Big Ideas	Essential Questions
- Students will demonstrate the ability to read and respond to text. - Students will demonstrate an understanding of the attributes of nonfiction including text features and text structures. - Students will compare and contrast texts on the same topic/theme. - Students will demonstrate the ability to answer open ended questions with support from the text. - Students will determine reliable sources for research. - Students will recognize the difference between direct quotations and paraphrasing. - Students will accurately cite works used to research. - Students will discern between topic (main idea) sentences and supporting detail sentences. - Students will utilize the writing process to compose essays and reports that inform their readers about a variety of subjects.	- How do readers use informational text features to comprehend an informational text? - How do readers and writers synthesize and organize information from books/articles written about the same topic or theme? - How do we support our ideas with information from the text?

Objectives
● Students will be able to identify and define varied informational text features and describe how good readers use informational text features to comprehend informational texts. ● Students will be able to synthesize and organize information from books/articles written about the same topic or theme. ● Students will be able to use information from the text to support their opinion and persuade their readers.

Assessment
Formative Assessment: ● Reading Response Journals ● Speaking and listening (discussions or oral presentations) ● Co-constructed anchor charts ● Graphic organizers ● Writer's Notebooks ● Writing conferences ● Scaffolded essays (involving planning, drafting, and revision) ● Co-constructed rubrics **Summative Assessment:** ● Short constructed-responses (short-answer questions) ● Extended responses (longer writing or essays) ● Expository essays ● State research notecards, outline, and report **Benchmark:** ● DRA2 ● LinkIt! Benchmark Assessment **Alternative:** ● Teacher-made book assessments ● Teacher-made book projects

Key Vocabulary
● Expository ● Essay ● Report ● Thesis ● Topic (or main idea) sentence

- Supporting detail sentences
- Lead
- Transitional phrases
- Conclusion
- Source
- Credible
- Bibliography (Works Cited)
- Facts
- Opinions
- Informational text features
- Informational text structures

Resources & Materials

- *Comprehension Connections: Bridges to Strategic Reading* by Tanny MacGregor
- *The Comprehension Toolkit (Grades 3-6)* by Stephanie Harvey & Anne Goudvis
- *Teaching Text Structures: A Key to Nonfiction Reading Success by Sue Dymcock* and *Tom Nicholson*
- *Notice and Note* by Kylene Beers and Robert Probst
- *Reading Nonfiction: Notice & Note – Stances, Signposts, and Strategies* by Kylene Beers and Robert Probst
- Signpost Bookmarks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- Color-coded paragraphs (teacher-made)
- Califon School Research Report packet (district created/teacher revised)
- Various articles relating to Social Studies & Science content from sources such as *Scholastic News, Time for Kids, StoryWorks,* and Newsela
- *Literary Essays: Writing About Reading – Grades 3-5* by Lucy Calkins
- *Breathing Life into Essays – Grades 3-5* by Lucy Calkins
- *A Writer's Notebook: Unlocking the Writer Within You, Nonfiction Craft Lesson, Craft Lessons, Writing Workshop: The Essential Guide, Mentor Authors, Mentor Texts* by Ralph Fletcher
- *After the End: Teaching and Learning Creative Revision, But How Do You Teach Writing?,* and *Reviser's Toolbox* by Barry Lane
- *Writer's Express*
- *Guiding Readers and Writers* by Fountas & Pinnell
- Holistic Writing Rubric (teacher made)
- Sample Expository Essays (past students)

Above-Level Texts:

- *Discover America State by State* (50 States Book Series)

- *Encyclopedia of the United States* by Judy Bock and Rachel Kranz

- *National Geographic Kids United States Atlas*

On-Level Texts:
- *The Kids' Book of the 50 Great States*
- *Great States* by Cindy Barden
- *The Kids' Book of the 50 Great States*
- *Rand McNally Children's Atlas of the United States*
- *The United States of America: State-by-State Guide* by Millie Miller and Cyndi Nelson

Below-Level Texts:
- *Don't Know Much About the 50 States* by Kenneth C. Davis
- *Quick Facts about the 50 States* by Nancy Hartley
- Reading Discovery: *50 Great States*

Technology Infusion

Teacher Technology:
- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
  - http://www.readwritethink.org/
  - https://www.readingrockets.org/
  - https://newsela.com/
  - https://www.readworks.org/
  - https://www.wonderopolis.org/

Student Technology:
- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
  - https://newsela.com/
  - https://www.readworks.org/
  - https://www.wonderopolis.org/

Activities:
- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.
- Students will use Chromebooks to plan, draft, revise, edit and publish assorted independent compositions.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

Interdisciplinary Integration

Activities:
- Students will research famous NJ Revolutionary War heroes and complete a hanger biography for their famous Patriot.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution

21st Century Life Skills

Activities:

● Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.	

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work‑related activities in the school, home, and community.

Careers
Activities:
● Students will research and report on one of the 50 U.S. states verbally, visually and in writing while showcasing their new learning at a Fourth Grade "State Fair" to be visited by their fellow schoolmates and families.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. A.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. A.) Read grade-level text with purpose and understanding. B.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B.) Provide reasons that are supported by facts and details. C.) Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). D.) Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

	C.) Link ideas within categories of information using words and phrases (e.g., *another,for example*, *also*, *because*). D.) Use precise language and domain-specific vocabulary to inform about or explain the topic. E.) Provide a concluding statement or section related to the information or explanation presented.

W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	     A.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	     B.) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	     C.) Use a variety of transitional words and phrases to manage the sequence of events.
	     D.) Use concrete words and phrases and sensory details to convey experiences and events precisely.
	     E.) Provide a conclusion that follows from the narrated experiences or events.

W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	     A.) Apply *grade 4 Reading standards* to literature (e.g., "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].").
	     B.) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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.

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.
	     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.
	     B.) Follow agreed-upon rules for discussions and carry out assigned roles.
	     C.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

	D.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    A.) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
	    B.) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
	    C.) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
	    D.) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
	    E.) Form and use prepositional phrases.
	    F.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	    G.) Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    A.) Use correct capitalization.
	    B.) Use commas and quotation marks to mark direct speech and quotations from a text.
	    C.) Use a comma before a coordinating conjunction in a compound sentence.
	    D.) Spell grade-appropriate words correctly, consulting references as needed.

L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	    A.) Choose words and phrases to convey ideas precisely.*
	    B.) Choose punctuation for effect.*
	    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).

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.
	    A.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	    B.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

	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.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. B.) Recognize and explain the meaning of common idioms, adages, and proverbs. C.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups	● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/	● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied

● NJDOE resources - http://www.state.nj.us/education/specialed/			● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 4	Unit #: 5	Pacing: 6 -8 Weeks
Unit Title: Informational Reading & Opinion Writing			

**OVERVIEW OF UNIT*:*

During this unit, students will read and respond to a variety of informational texts. Additionally, they will write their own opinion pieces/persuasive essays based on reasons and evidence gleaned from multiple source research.

Unit References	
Big Ideas	Essential Questions
- Students will demonstrate the ability to read and respond to text. - Students will demonstrate an understanding of the attributes of nonfiction including text features and text structures. - Students will complete research using multiple sources on the same topic. - Students will determine reliable sources for research. - Students will evaluate fact vs. opinion. - Students will construct opinion pieces/persuasive essays that include: an introduction that establishes a topic and states an opinion regarding the topic, thesis/opinion/claim that is clearly stated, reasons that are well-elaborated with supporting facts and details, linking words (because, therefore, since, for example) to connect their opinion to reasons, transitional phrases so that the essay has an overall cohesion, and a conclusion with a "call to action" for the reader - Students will utilize the writing process to compose essays that persuade their readers about a variety of subjects.	- What is opinion/persuasive writing? - How do we identify persuasive writing? - How do writers use language to persuade? - How do we build a strong argument and justify our stance? - How do we organize our thoughts to be more persuasive? - How do authors' opinions vary according to their points of view and/or biases? - How do authors "call to action" their readers?

Objectives

- Students will be able to define what is opinion/persuasive writing.

- Students will be able to describe the kind of language writers use to persuade.
- Students will be able to build a strong argument and justify a stance.
- Students will be able to compose an organized essay in which their thoughts are clear, logical and persuasive.
- Students will be able to analyze and discuss how authors' opinions vary according to their points of view and/or biases.
- Students will be able to describe how authors "call to action" their readers and include this technique in their own original essays.

Assessment

Formative Assessment:
- Reading Response Journals
- Speaking and listening (discussions or oral presentations)
- Co-constructed anchor charts
- Graphic organizers
- Writer's Notebooks
- Writing conferences
- Scaffolded essays (involving planning, drafting, and revision)
- Co-constructed Rubrics

Summative Assessment:
- Short constructed-responses (short-answer questions)
- Extended responses (longer writing or essays)
- Persuasive essays

Benchmark:

- DRA2
- LinkIt! Benchmark Assessment

Alternative:

- Teacher-made book assessments
- Teacher-made book project

Key Vocabulary

- Persuasive
- Essay
- Purpose
- Opinion

- Thesis
- Claim
- Reason
- Evidence
- Facts
- Details
- Linking phrases
- "Call to Action"
- Evaluate

Resources & Materials

- *Comprehension Connections: Bridges to Strategic Reading* by Tanny MacGregor
- *The Comprehension Toolkit (Grades 3-6)* by Stephanie Harvey & Anne Goudvis
- *Teaching Text Structures: A Key to Nonfiction Reading Success by Sue Dymcock* and *Tom Nicholson*
- *Notice and Note* by Kylene Beers and Robert Probst
- *Reading Nonfiction: Notice & Note – Stances, Signposts, and Strategies* by Kylene Beers and Robert Probst
- Signpost Bookmarks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- Color-coded paragraphs (teacher-made)
- Various articles relating to Social Studies & Science content from sources such as *Scholastic News, Time for Kids, StoryWorks,* and Newsela
- *Owl Moon* by Jane Yolen
- Narrative non-fiction texts such as *There's an Owl in the Shower*, *The Tarantula in My Purse: and 172 other Wild Pets*, and *One Day in the ...(*ecosystems) series by Jean Craighead George
- *Dark Emperor* by Joyce Sidman
- Persuasive Map graphic organizer (http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf and http://www.scholastic.com/teachers/top-teaching/2015/03/graphic-organizers-opinion-writing)
- *Literary Essays: Writing About Reading – Grades 3-5* by Lucy Calkins
- *Breathing Life into Essays – Grades 3-5* by Lucy Calkins
- *A Writer's Notebook: Unlocking the Writer Within You, Nonfiction Craft Lesson, Craft Lessons*, *Writing Workshop: The Essential Guide, Mentor Authors, Mentor Texts* by Ralph Fletcher
- *After the End: Teaching and Learning Creative Revision, But How Do You Teach Writing?,* and *Reviser's Toolbox* by Barry Lane
- *Writer's Express*
- *Guiding Readers and Writers* by Fountas & Pinnell
- Holistic Writing Rubric (teacher made)
- Sample Persuasive Essays (past students)

Above-Level Texts:
- *Dark Emperor* by Joyce Sidman

- *The Tarantula in My Purse* by Jean Craighead George

On-Level Texts:

- *There's an Owl in the Shower* by Jean Craighead George

Below-Level Texts:

- *Owl Moon* by Jane Yolen

Technology Infusion

Teacher Technology:
- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
    - http://www.readwritethink.org/
    - https://www.readingrockets.org/
    - https://newsela.com/
    - https://www.readworks.org/
    - https://www.wonderopolis.org/

Student Technology:
- Chromebooks
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    - https://www.wonderopolis.org/

Activities:
- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.
- Students will use Chromebooks to plan, draft, revise, edit and publish assorted independent compositions.

Standard	Standard Description

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

Interdisciplinary Integration

Activities:
- Students will research endangered species of NJ and create a persuasive essay and poster to call their audience to action to protect their expert species.
- Students will compose a persuasive poem from the point of view of an owl of NJ's prey modeled after the mentor text, *Dark Emperor* by Joyce Sidman.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

21st Century Life Skills

Activities:
- Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work‑related activities in the school, home, and community.

Careers

Activities:
- Students will research owls of NJ and report their specialized body structures that allow them to eat their prey whole and then regurgitate the indigestible material in the form of a pellet. Students will then dissect owl pellets and attempt to reconstruct the skeleton of the owl's prey.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.

RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. 　　A.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. 　　A.) Read grade-level text with purpose and understanding. 　　B.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 　　C.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 　　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. 　　B.) Provide reasons that are supported by facts and details. 　　C.) Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). 　　D.) Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	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. B.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C.) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). D.) Use precise language and domain-specific vocabulary to inform about or explain the topic. E.) Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B.) Use dialogue and description to develop experiences and events or show the responses of characters to situations. C.) Use a variety of transitional words and phrases to manage the sequence of events. D.) Use concrete words and phrases and sensory details to convey experiences and events precisely. E.) Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A.) Apply *grade 4 Reading standards* to literature (e.g., "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]."). B.) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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.
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. 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.

	B.) Follow agreed-upon rules for discussions and carry out assigned roles. C.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A.) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). B.) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. C.) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. D.) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). E.) Form and use prepositional phrases. F.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* G.) Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.) Use correct capitalization. B.) Use commas and quotation marks to mark direct speech and quotations from a text. C.) Use a comma before a coordinating conjunction in a compound sentence. D.) Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A.) Choose words and phrases to convey ideas precisely.* B.) Choose punctuation for effect.* 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).
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. A.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

	B.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 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.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. B.) Recognize and explain the meaning of common idioms, adages, and proverbs. C.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum

Subject: ELA	Grade: 4	Unit #: 6	Pacing: 4 Weeks
Unit Title: Reading and Writing Poetry			

OVERVIEW OF UNIT:

During this unit, students will read, recite, write, and share a variety of poems understanding the different poetic elements, forms, and expressions. The students will experience and experiment with assorted poetry forms such as: acrostic, alliteration, bio, cinquain, color, concrete, couplet, diamante, epitaph, free verse, haiku, I AM, limerick, list, narrative, poems for two voices, pun, and/or tanka. Students will identify the rules and formulas that apply to each poetic form and implement them in their own writing. The unit will conclude with each child publishing their own poetry anthology.

Unit References	
Big Ideas	**Essential Questions**
- Students will demonstrate the ability to read and respond to text. - Students will recite poetry for a variety of audiences. - Students will understand that poetry is literature written in verse, as opposed to the sentences and paragraphs of prose, often using rhythm, rhyme, metaphor, and other such artistic techniques to express an idea, feelings, or a story. - Students will write poetry for a variety of audiences.	- What is poetry? - Where do poets get their ideas? - How do poets use imagery, figurative language, and sensory details to develop their writing and engage the reader?
Objectives	
- Students will be able to define poetry and explain how it differs from prose. - Students will be able to describe where poets get their ideas as well as brainstorm topics for their own original compositions. - Students will be able to identify poets' use of imagery, figurative language, and sensory details to develop their writing and engage the reader as well as implement these writing techniques in their own original compositions.	

Assessment

Formative Assessment:
- Reading Response Journals
- Writer's Notebooks
- Co-constructed anchor charts such as "What is Poetry?" and "Tapping Our Emotions for Poems"
- Graphic organizers

Summative Assessment:
- Poetry Anthology
- Additional Compositions (relating to Science/Social Studies)

Benchmark:

- DRA2
- LinkIt! Benchmark Assessment

Alternative:

- Teacher-made book assessments
- Teacher-made book projects

Key Vocabulary

- Poetry
- Prose
- Line
- Verse
- Stanza
- Rhyme Scheme
- Syllable
- Figurative Language: alliteration, onomatopoeia, simile, metaphor, personification, idiom, hyperbole, oxymoron
- Imagery
- Anthology

Resources & Materials

- *Notice and Note* by Kyleen Beers and Robert Probst

- *The Comprehension Toolkit (Grades 3-6) – Infer Meaning* by Stephanie Harvey & Anne Goudvis
- Various articles relating to Social Studies & Science content
- RACE Graphic Organizer (teacher-made)
- Poetry Anthologies (past students)
- *Units of Study* by Lucy Calkins
- *Writer's Express*
- *Guiding Readers and Writers* by Fountas & Pinnell
- *Awakening the Heart: Exploring Poetry in Elementary and Middle School* by Georgia Heard
- *Poetry Matters: Writing Poetry from the Inside Out, Writing Workshop: The Essential Guide,* and *Craft Lessons: Teaching Writing K–8* by Ralph Fletcher
- *The Powers of Poems: Teaching the Joy of Writing* Poetry by Margriet Ruurs
- *Moving Day, I Am Wings: Poems About Love, A Writing Kind of Day: Poems for Young Poets, Relatively Speaking and Ordinary Things* by Ralph Fletcher (Mentor Texts)
- Anthologies by Dr. Seuss, Ken Nesbitt, Jack Prelutsky, Shel Silverstein, Judith Viorst, etc. (Mentor Texts)
- Various poetry anthology examples from the Califon School Library

Above-Level Texts:

- Anthologies by Dr. Seuss, Jack Prelutsky, Shel Silverstein
- Ralph Fletcher: *I Am Wings: Poems About Love, A Writing Kind of Day: Poems for Young Poets, Relatively Speaking and Ordinary Things*

On-Level Texts:

- Anthologies by Dr. Seuss, Ken Nesbitt, Jack Prelutsky, Shel Silverstein
- *Moving Day* by Ralph Fletcher

Below-Level Texts:

- Anthologies by Dr. Seuss, Ken Nesbitt, Jack Prelutsky, Shel Silverstein, Judith Viorst

Technology Infusion

Teacher Technology:

- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
    - http://www.readwritethink.org/
    - https://www.readingrockets.org/
    - https://newsela.com/

- ○ https://www.readworks.org/
- ○ https://www.wonderopolis.org/
- ○ http://www.ncte.org/elem
- ○ http://teacher.scholastic.com/poetry/
- ○ http://www.scholastic.com/teachers/article/poetry-month-booklist
- ○ http://www.edutopia.org/blog/national-poetry-month-teacher-resources-matt-davis
- ○ https://www.teachervision.com/poetry/teacher-resources/6657.html
- ○ http://www.poetryoutloud.org/teaching-resources/lesson-plans
- ○ http://livethewritinglife.blogspot.com/
- ○ http://www.poetry4kids.com/blog/lessons/poetry-dictionary-for-kids/
- ○ http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf

Student Technology:
- ● Chromebooks
- ● SMART Board Lessons
- ● Google Classroom
- ● Assorted websites
  - ○ https://newsela.com/
  - ○ https://www.readworks.org/
  - ○ https://www.wonderopolis.org/

Activities:
- ● Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- ● Students will use Chromebooks to access digital research materials.
- ● Students will use Chromebooks to plan, draft, revise, edit and publish assorted independent compositions.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

Interdisciplinary Integration
Activities:

- Students will compose poems about social studies and science content as a means of demonstrating content comprehension in a creative way. Examples include poems about owls of New Jersey and American Patriots.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
6.1.4.D.8	Determine the significance of New Jersey's role in the American Revolution

21st Century Life Skills

Activities:
- Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work‑related activities in the school, home, and community.

Careers

Activities:
- Students will publish their own poetry anthology.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.

CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. A.) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. A.) Read grade-level text with purpose and understanding. B.) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B.) Provide reasons that are supported by facts and details. C.) Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). D.) Provide a concluding statement or section related to the opinion presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C.) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). D.) Use precise language and domain-specific vocabulary to inform about or explain the topic. E.) Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A.) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B.) Use dialogue and description to develop experiences and events or show the responses of characters to situations. C.) Use a variety of transitional words and phrases to manage the sequence of events. D.) Use concrete words and phrases and sensory details to convey experiences and events precisely. E.) Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    A.) Apply *grade 4 Reading standards* to literature (e.g., "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].").
	    B.) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

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.

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.
	    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.
	    B.) Follow agreed-upon rules for discussions and carry out assigned roles.
	    C.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	    D.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    A.) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
	    B.) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
	    C.) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
	    D.) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

	E.) Form and use prepositional phrases. F.) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* G.) Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.) Use correct capitalization. B.) Use commas and quotation marks to mark direct speech and quotations from a text. C.) Use a comma before a coordinating conjunction in a compound sentence. D.) Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A.) Choose words and phrases to convey ideas precisely.* B.) Choose punctuation for effect.* 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).
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. A.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 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.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. B.) Recognize and explain the meaning of common idioms, adages, and proverbs. C.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm