

**Califon Public School
Curriculum**

Subject: ELA	Grade: 4th	Unit #: 1	Pacing: 6-8 weeks
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Unit Title: Launching Reading & Writing Workshops with Realistic Fiction, Personal Narratives and Memoirs

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.

Big Ideas

- 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.

Essential Questions

- 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 a 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 a 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
- Promethean Board
- 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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 - <https://www.wonderopolis.org/>

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing 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.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration

Activities:

- Students will create Google Slides presentations about one of 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 Educator 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
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity

21st Century Life Skills Standards

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	Student Learning Objectives
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9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4.	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.
RL.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RI.MF.4.6.	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). C. Use precise language and domain-specific vocabulary to inform about or explain the topic. D. Provide a conclusion related to the information or explanation presented.
W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

	E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.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. Explicitly draw on previously read text or material 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.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.UM.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.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.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. 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.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.4.3.	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. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework	

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

Califon Public School
Curriculum

Subject: ELA	Grade: 4th	Unit #: 2	Pacing: 6-8 weeks
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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.

Big Ideas

- 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 help 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.

Essential Questions

- 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 storytelling?
- 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 storytelling.
- 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 Kyleene 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 Binigar*, *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)
- 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* (Mentor Texts)
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- *Writer's Express*
- *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 Binigar*, *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
- Promethean Board
- Google Classroom
- Assorted websites
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Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing assignments for classwork.
- Students will use Chromebooks to access digital research materials.
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Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

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 Educator 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
6.1.5.EconNM.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

21st Century Life Skills Standards

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	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RL.TS.4.4.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RI.TS.4.4.	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.
RL.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.PP.4.5.	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RL.MF.4.6.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RI.MF.4.6.	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RI.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). C. Use precise language and domain-specific vocabulary to inform about or explain the topic. D. Provide a conclusion related to the information or explanation presented.
W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.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. Explicitly draw on previously read text or material 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.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.UM.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.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.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression.

	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. 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.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.4.3.	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. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework	

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 4th	Unit #: 3	Pacing: 6-8 weeks
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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 historical facts.

Big Ideas

- 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.

Essential Questions

- 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 Kyleene 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 Scieszka
- *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 Scieszka
- *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

Technology Infusion**Teacher Technology:**

- Chromebooks
- Promethean Board
- 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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- 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 Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing 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.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

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.
- Students will design Google Slides presentations about the Revolutionary War battles in NJ.

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 Educator 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
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

21st Century Life Skills Standards**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	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

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

Practice	Description
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
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RL.TS.4.4.	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.
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RI.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W.AW.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 from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.
W.IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). C. Use precise language and domain-specific vocabulary to inform about or explain the topic. D. Provide a conclusion related to the information or explanation presented.
W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing.

	B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
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L.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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	• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education	
	• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/
Response to Intervention (RTI)	
	• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)	

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 4th	Unit #: 4	Pacing: 6-8 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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
- Promethean Board
- 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
- Promethean Board
- 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 Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing 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.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

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 Educator 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
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

21st Century Life Skills Standards

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	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4.	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.PP.4.5.	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RI.MF.4.6.	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W. IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). C. Use precise language and domain-specific vocabulary to inform about or explain the topic. D. Provide a conclusion related to the information or explanation presented.
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing.

	B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.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. Explicitly draw on previously read text or material 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.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.UM.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.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.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect.

	D. 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.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.4.3.	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. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 4th	Unit #: 5	Pacing: 6-8 weeks
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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 sources of research.

Big Ideas

- 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.

Essential Questions

- 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
- Promethean Board
- 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
- Promethean Board
- 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 Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing 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.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

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 endangered 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 Educator 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 Standards

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	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.4.1.	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RI.CI.4.2.	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RL.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RL.TS.4.4.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RI.TS.4.4.	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.
RL.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.PP.4.5.	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RL.MF.4.6.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RI.MF.4.6.	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7.	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RI.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W.AW.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 from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.
W.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections 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 conclusion related to the information or explanation presented.
W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing.

	B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.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. Explicitly draw on previously read text or material 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3.	Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.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.UM.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.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.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect.

	D. 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.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.4.3.	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. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 4th	Unit #: 6	Pacing: 4 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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
• <i>Notice and Note</i> by Kyleen Beers and Robert Probst • <i>The Comprehension Toolkit (Grades 3-6) – Infer Meaning</i> by Stephanie Harvey & Anne Goudvis • Various articles relating to Social Studies & Science content • RACE Graphic Organizer (teacher-made) • Poetry Anthologies (past students) • <i>Units of Study</i> by Lucy Calkins • <i>Writer’s Express</i> • <i>Guiding Readers and Writers</i> by Fountas & Pinnell • <i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard • <i>Poetry Matters: Writing Poetry from the Inside Out</i>, <i>Writing Workshop: The Essential Guide</i>, and <i>Craft Lessons: Teaching Writing K–8</i> by Ralph Fletcher • <i>The Powers of Poems: Teaching the Joy of Writing Poetry</i> by Margriet Ruurs • <i>Moving Day, I Am Wings: Poems About Love</i>, <i>A Writing Kind of Day: Poems for Young Poets</i>, <i>Relatively Speaking and Ordinary Things</i> 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
- Promethean Board
- 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
- Promethean Board
- 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 Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing 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.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

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 Educator 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.
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

21st Century Life Skills Standards**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	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

- Students will publish their own poetry anthology.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
RL.CR.4.1.	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2.	Summarize a literary text and interpret the author's theme citing key details from the text.
RI.IT.4.3.	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RL.TS.4.4.	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.PP.4.5.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.MF.4.6.	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.CT.4.8.	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
W.AW.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 from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.
W. IW.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. A. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. B. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). C. Use precise language and domain-specific vocabulary to inform about or explain the topic. D. Provide a conclusion related to the information or explanation presented.
W.NW.4.3.	Write narratives to develop real or imagined experiences or events using narrative 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, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.4.5.	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6.	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7.	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.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. Explicitly draw on previously read text or material 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.II.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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SL.UM.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.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.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3.	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
L.KL.4.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

	B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. 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.VL.4.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.4.3.	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. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- 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
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**Califon Public School
Curriculum**



Subject: ELA	Grade: 4th	Unit #: 7	Pacing: On-going
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Unit Title: Word Study

OVERVIEW OF UNIT:

During this unit, students will learn the meaning of the key elements of words – roots/base words, prefixes, and suffixes. Students will understand the core parts, or morphemes, of the words and with explicit instruction for the most frequently-used Latin and Greek roots, prefixes, and suffixes, students will acquire the skills to tackle dozens of new words. Teaching prefixes and suffixes along with roots will help students attack the meaning of unknown vocabulary as well as interpret unfamiliar texts.

Big Ideas

- Students will identify and define the meanings of assorted prefixes and suffixes.
- Students will use the study of morphology to empower them to be able to infer the meaning of new words from their morphemes. Therefore, linking morphology to word meaning and improved reading comprehension.

Essential Questions

- What is morphology?
- How do affixes affect the meaning of the base words?
- How will knowing the meanings of affixes strengthen word attack skills and enhance vocabulary?

Objectives

- Students will be able to understand the meaning of the weekly prefix/suffix
- Students will be able to build and break apart words with weekly affix
- Students will be able to apply knowledge of weekly affix words in context
- Students will be able to practice grade-level writing skills

Assessment

Formative Assessment:

- Check-ups 1, 2, 3, 4 & 5
- Graphic organizers

Summative Assessment:

- Pre-/Post- Check-up
- Weekly Assessments

Benchmark:

- DRA2
- LinkIt! Benchmark Assessment

Alternative:

- Teacher-made morphology assessments
- Teacher-made morphology projects

Key Vocabulary

- Morphology
- Morphemes
- Affix
- Prefix
- Suffix
- Root Word
- Base Word

Resources & Materials

- *Dynamic Literacy: Word Build*
- *Teaching Phonics & Word Study in the Intermediate Grades* by Wiley Blevins
- *Meaningful Phonics and Word Study: Lesson Fix Ups For Impactful Teaching* by Wiley Blevins
- *Word Study for Literacy Leaders*, Edited by Anne C. Ittner, Amy Frederick, Darl Kierman and Donald R. Bear
- *If You Were a Prefix* by Marcie Aboff
- *If You Were a Suffix* by Marcie Aboff
- *Once Upon a Word: A Word-Origin Dictionary for Kids—Building Vocabulary Through Etymology, Definitions & Stories* by Jeff Zafarris
- *Pre- and Re-, Mis- and Dis-: What Is a Prefix?* by Brian P. Cleary
- *-Ful and -Less, -Er and -Ness: What Is a Suffix?* by Brian P. Cleary
- [“Prefix or Suffix?” by The Bazillions for 3rd/4th](#)
- [5-Minute Latin and Greek Roots for 4th/5th+](#)
- [Latin and Greek Roots and Affixes for 4th/5th+](#)

Technology Infusion**Teacher Technology:**

- Chromebooks
- Promethean Board
- Google Classroom
- Assorted websites
 - <https://www.etymonline.com/>
 - <https://www.neilramsdn.co.uk/spelling/matrix/>
 - <https://membean.com/roots>
 - <http://www.readwritethink.org/>
 - <https://www.readingrockets.org/>

- <https://www.readworks.org/>
- <https://www.wonderopolis.org/>
- <http://www.ncte.org/elem>

Student Technology:

- Chromebooks
- Promethean Board
- Google Classroom
- Assorted websites
 - [Morphology Digital Games for Derivational Suffixes](#)
 - [Morphology Digital Games for Inflectional Suffixes](#)
 - [Morphology Digital Games for Prefixes](#)

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing assignments for classwork.
- Students will use Chromebooks to access digital research materials.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration**Activities:**

- Students will construct ongoing word lists of academic vocabulary related to social studies and science content and use morphology to comprehend word meanings, especially when reading and researching. (EX: Renewable / Non-Renewable)

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 Educator 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
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4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
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21st Century Life Skills Standards

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	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

- Students will write content, including but not limited to social studies and science, that is designed to inform, persuade and/or entertain. This may include authentic and/or “mock” social media content, online articles, press releases and marketing materials.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.

L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a 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	
Enrichment	
• 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, and groups should be varied
- NJDOE resources