

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Fourth Grade

PARCC Aligned Curriculum Guide



School Year 2014-2015

Grade 4 Unit Plan

Module B C

Unit planning provides you with a sense of direction and organization that helps the teacher and the class to achieve significant academic gains within a particular time period. It encourages alignment between teaching practice and three interrelated goals – **Acquisition** (of knowledge and skills), **Meaning Making** (understanding of “big ideas”) and **Transfer of learning**.



Grade	4
Module	C
Unit Theme	<i>Nature Can Amaze Us</i>
Unit Summary	In Module C, students will explore the theme of nature by researching to learn through various informational and non-fiction texts. Students will read, engage with, analyze, and create texts to delve deeply into topics becoming experts who can communicate knowledgeably on a topic. Students will also use this research to develop their own opinions about nature related topics. Using the JOURNEYS anthology as the starting point, the students will read various short non-fiction & informational texts that take a closer look at the world as it is portrayed through science, social studies, and the arts. In addition to using JOURNEYS, the students will be exposed to mentor texts such as novels, picture books used as read-alouds, videos including documentaries, non-fiction articles, and excerpts from larger texts.
Big Idea	In this unit, students will explore nature as it relates to ecosystems, natural disasters, conservation, etc. Students will closely analyze texts to explain events, procedures, ideas, or concepts in an informational text by describing what happened, why it happened, and how it happened and find specific information in the text to support their explanations. Students will look at texts and explain how an author uses specific reasons and evidence to support particular points within a text. Students will evaluate whether or not the reasons and evidence given support the particular points posed by the author. Students will engage in class and peer discussions to push their understanding of topics and to closely analyze how writers of non-fiction and informational texts use crafts and techniques to effectively write in the genre.
Pacing Guide	Unit 3 9 weeks (Third Marking Period)
Background	To understand texts, students should be able to: <ul style="list-style-type: none"> • know that reasons and evidence are pieces of information that support particular points within a text. • Identify narrative, expository, technical, and persuasive texts. • articulate the structure of a text in order to analyze the author's technique

- understand point of view as an opinion
- chunk texts to identify main idea
- articulate the importance of understanding an informational text's structure to understand its meaning. [The structures of these texts are: Cause/effect; Chronological/Sequence; Problem/Solution; Descriptions; Comparison/Contrast; Propositions/Support]
- communicate an author's purpose for writing a text
- read texts to gather information and draw conclusions **before** declaring an opinion or idea
- engage in meaningful classroom discussions where they speak about and listen to the analyses and critiques of texts
- express their thoughts through writing

Note to Teacher:

If choosing to read an Extended Text that is informational, continue to articulate the text's structure to aid in comprehension. The structures of these text types are: Cause/effect; Chronological/Sequence; Problem/Solution; Descriptions; Comparison/Contrast; Propositions/Support (*See Prezi on text structures in the Technology section on page 21-22.*) Furthermore students must be able to identify the type of text as it applies to narrative, expository, technical, and persuasive texts.

Prior to reading the JOURNEYS text *Ecology For Kids*, review with students the structures of the texts that identify them as informational.

Prior to reading the JOURNEYS text, *The Screech Owl Who Liked Television*, provide background information on Screech Owls. *See the resources section for information on Screech Owls (page 21).*

Prior to reading the JOURNEYS text *Earth Dragon Awakes*, review with students the features of Historical Fiction and discuss the structure of this particular text. Discuss the purpose of Historical Fiction. Also, provide background information on Earthquakes, specifically the San Francisco Earthquake of 1906. *See the resources section for videos on earthquakes (page 22).*

Prior to reading the JOURNEYS text *Antarctic Journal: Four Months at the Bottom of the World*, provide

	background information on Antarctica. Also, discuss the features that make the text a journal. <i>See the resources section for videos on Antarctica (page 22).</i>
Learning Outcomes	<p>Student Goals:</p> <p><i>To show proficiency, I will:</i></p> <ul style="list-style-type: none"> • Read fluently and demonstrate comprehension of grade-appropriate informational texts. • Read fluently and demonstrate comprehension of a range of grade-appropriate literary texts. • Read closely and analytically. • Select and use strategies during reading and viewing to construct, monitor, and confirm meaning. • Read, view and listen to improve and extend thinking, by predicting and explaining, visualizing, analyzing texts, drawing conclusions, recognizing alternative viewpoints, summarizing and synthesizing. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use speaking and listening to respond, explain, and provide supporting evidence for connections to and analysis and critiques of texts.

<p>Essential Questions Literature</p> <p>What do readers do when they do not understand everything in a text?</p> <p>How do readers construct meaning from a text?</p> <p>How do good writers express themselves? How does process shape the writer's product?</p> <p>How do writers develop a well written product?</p> <p>How can discussion increase our knowledge and understanding of an idea(s)?</p>	<p>Enduring Understandings</p> <p>Good readers employ strategies to help them understand texts. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>Good readers compare, infer, synthesize, and make connections (text to text / text to self / text to world) to make text relevant and useful.</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Oral discussion helps to build connections to others and create opportunities for making learning concrete.</p>		
<p>Assessments</p>	<p>Formative a process used by teachers and students during instruction that provides explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is a method of continually</p>	<p>Summative cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met.(State-mandated</p>	<p>Authentic Assessment refers to assessment tasks that requires students to demonstrate their knowledge, skills, and strategies by creating a response or a product (conducting research and writing a report, developing a character</p>

	<p>evaluating students' academic needs and development within the classroom and precedes local benchmark assessments and state-mandated summative assessments.</p> <p><u>3 Types of Formative Assessments:</u></p> <ol style="list-style-type: none"> 1. "In the Moment" (those that happen during a lesson) 2. "planned-for-interaction" (those decided before instruction) 3. "curriculum-embedded" (embedded in the curriculum and used to gather data at significant points during the learning process). <ul style="list-style-type: none"> • Exit Tickets • Anecdotal Notes • Talk Moves • Quiz • Quick-Writes • Concept Map • Think-Pair-Share • Use of Individual Whiteboards • Summaries & Reflections • Text Dependent Questions 	<p>assessments ,District benchmark or interim assessments, End-of-unit or -chapter tests)</p> <ul style="list-style-type: none"> • State-mandated assessments • DWA • Benchmark assessments • End of Unit Tests • Open-Ended Responses to texts • Published Writing Pieces • On-Demand Writing 	<p>analysis, debating a character's motives, creating a mobile of important information they learned, dramatizing a favorite story, drawing and writing about a story).</p> <ul style="list-style-type: none"> • See Culminating Activities, p. 19 • (Students are to select <u>one</u> activity of <u>their choice</u>).

STANDARDS	
Reading Literature	
BUILT IN <i>(STANDARDS THAT ARE A PART OF EVERY LESSON)</i>	WHEN APPROPRIATE <i>STANDARDS THAT WON'T BE USED DAILY BUT FOR PARTICULAR LESSONS)</i>
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.4 Determine the meaning of words and phrases as they are used in a text	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading Informational	
BUILT IN <i>(STANDARDS THAT ARE A PART OF EVERY LESSON)</i>	WHEN APPROPRIATE <i>(STANDARDS THAT WON'T BE USED DAILY BUT FOR PARTICULAR LESSONS)</i>

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Writing	
BUILT IN <i>(STANDARDS THAT ARE A PART OF EVERY LESSON)</i>	WHEN APPROPRIATE <i>(STANDARDS THAT WON'T BE USED DAILY BUT FOR PARTICULAR LESSONS)</i>
<p>W.4.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b Use dialogue and description to develop experiences and events or show the responses of characters to situations. c Use a variety of transitional words and phrases to manage the sequence of events. d Use concrete words and phrases and sensory details to convey experiences and events precisely. e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p>	<p>W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b Provide reasons that are supported by facts and details. c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d Provide a concluding statement or section related to the opinion presented.</p>
<p>W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>W.4.2.A</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p>W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3</p>

	up to and including grade 4.)
<p>W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
	<p>W.4.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
Speaking and Listening	
<p>SL.4.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	

SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Reading Foundations

RF.4.3 Know and apply grade level phonics and word analysis skills in decoding words.

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

RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on level text with purpose and understanding.

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

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Language

L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6

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

Teaching Tasks-Reading	<div data-bbox="556 284 1291 357"> Extended Text (1) (Grade appropriate text. Suggestions are listed below.) </div> <div data-bbox="577 397 1291 755"> <ul style="list-style-type: none"> • <i>Ecology for Kids</i> (Journeys Text) • <i>Desert Life by Rachel Mann</i>, Level N • <i>Where does the Garbage Go? Paul Showers</i>, Level M • <i>Elephants by Sally Morgan</i>, Lexile 840 • <i>Rain Forest by Helen Cowcher</i>, Level P • <i>Under the Ocean by Paul Bennett</i>, Level U • <i>Ecological Disasters by Barbara Linde</i>(see link in technology section) </div> <div data-bbox="535 836 745 868"> 5-9 Short Texts </div> <div data-bbox="535 917 745 950"> Journeys Texts </div> <div data-bbox="535 998 745 1031"> Literature (3-5) </div> <div data-bbox="577 1039 1291 1347"> <ul style="list-style-type: none"> • <i>The Screech Owl Who Liked Television</i> - Journeys Text • <i>Earth Dragon Awakes: The San Francisco Earthquake of 1906(Historical Fiction)- Journeys Text</i> • <i>The Dove and the Ant (Journeys paired text)- Journeys Text</i> • <i>Storyworks text</i> </div> <div data-bbox="1312 284 1396 316"> Tasks </div> <div data-bbox="1354 324 1774 803"> <ul style="list-style-type: none"> • Guided Reading • Close Reading • Cooperative Learning Groups • Literacy Centers • Text Dependent Questions • Reader's Workshop • Read -Alouds • Shared Reading • Learning Log • Exit Tickets • Reader's Theater • Jigsaw • Responses to Texts </div>

	<p><u>The Arts (1-2)</u></p> <ul style="list-style-type: none"> • Wonderful Weather (Journeys Paired text-Poetry) • Storyworks texts <p><u>Science (1-2)</u></p> <ul style="list-style-type: none"> • <i>Antarctica Journal: Four Months at the Bottom of the World- Journeys Text</i> • <i>The Life and Times of the Ant- Journeys Text</i> • <i>Texas Twister (Journeys paired text)- Journeys Text</i> • <i>Storyworks articles</i> • Science texts from www.readorium.com • Texts from newsela.com <p><u>Social Studies (1-2)</u></p> <ul style="list-style-type: none"> • <i>The Coolest Marathon (Journeys paired text)</i> • <i>Storyworks articles</i> • Texts from www.newsela.com 		
Teaching Tasks-Writing	<p>Text</p> <ul style="list-style-type: none"> • Lucy Calkins Units of Study- Opinion Writing Boxes and 	<p><u>Portfolio Requirements</u></p> <p>Genre</p> <p>Opinion (2)</p> <ul style="list-style-type: none"> • one reflective of the 	<p><u>Tasks</u></p> <ul style="list-style-type: none"> • Writer's Workshop • Journal Writing • On Demand Writing

	<p>Bullets [<i>Personal and Persuasive Essays</i> – Bends I,II, and III (21 sessions)</p> <ul style="list-style-type: none"> • <i>Write Source</i> (teacher resource) • <i>6+1 Writing Traits</i> (teacher resource) <p>Sample Opinion Essay Topics (from Lucy Calkins)</p> <p>Turning Personal Topics into Persuasive Writing:</p> <ul style="list-style-type: none"> • It's Hard Being a Girl • Kids Have Problems with Friends as they get older • People Should... • People Should Not...(steal, litter, etc) • It Is Important that... • Being an Only Child is Great • School Uniforms 	<p>writing process</p> <ul style="list-style-type: none"> • one on demand <p>Narrative (1) Informative (1 Research Project) Response to an Informational Text (1)</p>	<ul style="list-style-type: none"> • Independent • Shared • Reflection
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	<p>Sample Narrative Topics</p> <p>For ideas, students can use:</p> <p>Expose students to Narrative tasks that will be seen on the PARCC:</p> <ul style="list-style-type: none"> • Read a story, write an alternate ending • Read an incomplete story and write the ending • Read a story, re-write the story in another character's view point 		
<p>Culminating Activities (Authentic Assessments)</p>	<ul style="list-style-type: none"> ❖ Create a timeline of earthquakes that have occurred in a given time period. Then explain how scientists have improved the study of earthquakes and what they are developing in order to protect people from these natural disasters. ❖ Create a Plate Tectonic model that simulates plate motions and their effects. Then write a report, create a PowerPoint, Prezi, iMovie, or iBook explaining how earthquakes occur. ❖ Think about an ecology topic that you feel strongly about-littering, conservation, pollution, and hunting animals-and write an opinion piece. Choose your own way to present it (an article, a letter, speech, etc.) ❖ Create your own journal entries as if you explored Antarctica. It can be a digital journal or handwritten. Remember to include pictures and headings. ❖ Do an in-depth study of any topic in nature you studied this marking period. Create any type of presentation to share your expert information. (song, poem, written or digital report). ❖ Class Activity (Optional): Allow students to choose a place in the world they would like to help by adopting an acre of the territory. Go to http://www.nature.org/membership-giving/adopt-an-acre/index.htm?intc=nature.tnav.membership.left to choose a piece of the world to help. Allow your class to hold easy fundraisers like healthy snack sales to raise the money. 		

PARCC Terms <i>(see Appendix A for complete list and explanation of each)</i>	<ul style="list-style-type: none"> ▪ Performance-Based Assessments: Performance-based assessment is an alternative that is designed to encompass a better overall representation of student progress to gather a demonstration of the scope of knowledge a student has on a subject rather than simply testing the accuracy of their response on a selection of questions. ▪ Literary Analysis Task (LAT): This task will ask students to carefully consider literature worthy of close study and compose an analytic essay. ▪ Research Simulation Task (RST): In this task, students will analyze an informational topic presented through several articles or multimedia stimuli. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays. ▪ Narrative Task (NT): In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or describe an account of events, scenes or objects, for example. ▪ Evidence-Based Selected Response (EBSR): multiple choice assessment ▪ Technology-Enhanced Constructed Response (TECR): computer-based assessment ▪ Prose-Constructed Response (PCR): open-ended questions 	
Graphic Organizers <i>(see Appendix C for complete list and explanation of each)</i>	<ul style="list-style-type: none"> • Word Questioning Graphic Organizer • T-Chart • Venn diagram • Prewriting • 2 and 3-Column Chart • Summarizing Frames 	
Differentiation <i>(see Appendix B for complete list and explanation of each)</i>	Content <ul style="list-style-type: none"> • Checking your KUD Graphic Organizer • Reading Partners/Reading Buddies • Read/Summarize • Read/Question/Answer • Visual Organizer/Summarizer • Parallel Reading with Teacher Prompt • Choral Reading/An(phonol Reading) 	Process <ul style="list-style-type: none"> • Fun & Games • RAFTs • Cubing, Think Dots • Choices (Intelligences) • Centers • Tiered lessons • Contracts

	<ul style="list-style-type: none"> • Flip Books • Split Journals (Double Entry–Triple Entry) • Books on Tape • Highlights on Tape • Digests/“Cliff Notes” • Notetaking Organizers • Varied texts • Varied Supplementary Materials • Highlighted Texts • Think---Pair---Share/Preview---Midview-- -Postview 	
Technology	<p>TEXT STRUCTURE https://prezi.com/n-iywrn3xz-j/text-structure/</p> <p>TEXT FEATURES https://prezi.com/ynntnvq35xy/text-features-and-purpose/ http://www.slideshare.net/DorisPalmer/text-featurespowerpoint?next_slideshow=1</p> <p>TEXT TYPES file:///C:/Users/tarverge/Downloads/Text%20Types%20(1).pdf</p> <p>ECOLOGICAL DISASTERS BY BARBARA LINDE http://books.google.com/books?id=XvpiCrWOs1kC&pg=PA29&source=gbp_selected_pages&cad=3#v=onepage&q&f=false</p> <p>SCREECH OWLS http://www.allaboutbirds.org/guide/Eastern_Screech-Owl/sounds (information & owl sound)</p>	

	<p>http://www.owlinstitute.org/western-screech-owl.html (information & owl sound)</p> <p>EARTHQUAKES (ARTICLES & INTERACTIVE WEBSITES)</p> <p>http://www.weatherwizkids.com/weather-earthquake.htm</p> <p>http://www.iknowthat.com/com/App?File=ScienceLab.htm&Type=S&App=Science+Lab&SWF=earthquake%2fscience_desk&Topic=Earthquakes</p> <p>http://kids.nationalgeographic.com/explore/science/earthquake/</p> <p>http://earthquake.usgs.gov/learn/kids/</p> <p>https://www.youtube.com/watch?v=hlePrsXTGxQ(video)</p> <p>San Francisco Earthquake of 1906</p> <p>http://www.educationworld.com/a_lesson/dailyp/dailyp/pdfs/dailyp086a-download.pdf (PDF)</p> <p>http://education.nationalgeographic.com/education/thisday/apr18/great-san-francisco-earthquake/?ar_a=1 (video)</p> <p>ANTARCTICA</p> <p>http://www.ncpublicschools.org/docs/accountability/testing/eog/reading/20080122gr4set3.pdf (PDF)</p> <p>file:///C:/Users/pascergi/Downloads/ela-grade-4-sample-questions_0.pdf (PDF: p.11)</p> <p>http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-antarctica-k4.html#.VME2TUf-So (article)</p> <p>http://www.timeforkids.com/minisite/antarctica</p> <p>http://sierrawriters.org/member-bios/dewey-jennifer-owings/ (Jennifer Owings Dewey-author)</p> <p>https://www.youtube.com/watch?v=VwADGPfjerI (video)</p>	
Resources	<p>Teacher Resources</p> <ul style="list-style-type: none"> • www.readorium.com Science based reading comprehension site • www.newsela.com Database of current event articles that can be adjusted to specific grade level lexiles • www.storyworks.scholastic.com 	<p>Student Resources</p> <ul style="list-style-type: none"> • http://school.discoveryeducation.com Database of engaging videos and texts for kids • www.readorium.com Science based fun reading comprehension lessons • www.newsela.com

	<p>Magazine of Common Core aligned lessons</p> <ul style="list-style-type: none"> • http://www.scholastic.com/teachers/ Common core aligned resources for teachers • http://www.timeforkids.com/ Current event magazine for teachers and students • www.spellingcity.com Spelling and vocabulary lessons and games • https://www.readworks.org/ The Solution to Reading Comprehension Lessons, Units, Reading Passages, Question Sets, etc. • www.thinkcentral.com JOURNEYS Companion Website. Provides all of JOURNEYS materials including TE, Student Editions, Reproducibles, Leveled Readers, Assessments, Interactive Whiteboard Lessons, etc. • www.achievethecore.org Sample lessons, Student Writing Samples, Assessment Questions, Curricular Tools, Differentiation Strategies and Professional Development. • www.learnzillion.com Common Core aligned lesson plans • www.tech4learning.com Tools to Engage, Create and Share. Useful Technology Extension Ideas for JOURNEYS. • https://learnzillion.com/resources/17099-close-reading-modules-4th-grade Close reading lessons for informational texts • http://exchange.smarttech.com/search.html SMART notebook lessons 	<p>Database of current event articles with high student interest</p> <ul style="list-style-type: none"> • www.spellingcity.com Spelling and vocabulary lessons and games • http://www.nga.gov/kids/zone/beardencg.pdf • http://www.sciencebuddies.org/ • http://www.worldbookonline.com/wb/Login?ed=wb&tu=http%3A%2F%2Fwww.worldbookonline.com%2Fwb%2Fproducts%3Fed%3Dal%26subacct%3D17610&subacct=17610 World Book Online encyclopedia • http://ars.sirs.com/discoverer.html Database of engaging articles for students • http://www.reading-rewards.com/ Site for logging books read throughout the year • http://www.brainpop.com/ Animated educational site for kids and teachers • http://kids.nationalgeographic.com/ Science based magazine for students • http://www.timeforkids.com/ Current event magazine for students • http://www.timeforkids.com/news/african-lions-trouble/188426 Article on the plight of African lions
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- <http://www.learner.org/jnorth/tm/InstrucStrat9.html>
A sampling of stories, pictures, slideshows, and video clips from nature, just for kids!
- www.corestandards.org
Grade level standards, book lists, writing exemplars
- www.readingandwritingproject.com
Teachers College Reading and Writing Project provides resources such as reading & writing assessments, word study, professional development opportunities, etc.
- www.k12reader.com
Reading Instruction Worksheets, Powepoints and PDF's supporting balanced literacy, Grammar Reference, Phonemic Awareness & Phonics, Reading Comprehension, Sentence Types, Sight Words.
- www.thewritesource.com
Writing topics, Student Models, Publish It!, Research Links, etc.
- <http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Orange+Twp+School+District>
Offers an encyclopedia, dictionary, atlas, homework help, study aids, and curriculum guides.
- <http://www.proquestk12.com/productinfo.shtml>
Offers a complete lineup of classroom- and library-focused, subscription-based research tools. Many of these education solutions offer elementary, middle, and high schools content that is reading level-linked (lexiled), supports 21st-century information literacy,

	<p>and helps differentiate instruction across all K-12 curriculum areas.</p> <ul style="list-style-type: none"> • http://edsitement.neh.gov/ The best of humanities on the web! • http://school.discoveryeducation.com Database of engaging videos and texts for kids and teachers • http://www.brainpop.com/ Animated educational site for kids and teachers • http://www.teachthought.com Academic articles grounded in technology in the classroom • http://www.sharemylesson.com Database of Common Core aligned lesson plans shared by teachers • https://www.teachingchannel.org/ Database of academic videos on best practices in teaching • https://www-k6.thinkcentral.com Interactive component of Journeys • www.readwritethink.org Classroom and professional development resources and videos for teachers • http://kids.nationalgeographic.com/ Science based magazine for students • http://www.timeforkids.com/ Current event magazine for students 	
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**EVALUATION/
REFLECTION**

Module Reflections

When thinking about your practice:

- What worked?
- What do you think could have been done more effectively in your lessons and instruction?
- What do I need to learn more about?
- What resources were helpful?