

BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 4

| PACING--> | UNIT #1 4 Weeks (September) | UNIT #2 12 Weeks (October) | UNIT #3a 12 Weeks (January) | UNIT #3b 12 Weeks (January) |
|-----------------------------------|---|--|--|---|
| TOPIC/THEME AND OBJECTIVES | <p style="text-align: center;">Building a Reading Community Building a Community of Writers</p> <ul style="list-style-type: none"> • use a variety of word analysis skills to read unfamiliar words • read, independently, appropriately leveled passages; self chosen and/or teacher chosen • organize materials in order to participate in discussions • use formal vs. informal language at appropriate times • follow classroom rules for safety and procedures • contribute to and participate in classroom discussions/lessons • participate in discussions; pose/answer questions • complete assignments and organize materials to be prepared for meetings/lessons • demonstrate knowledge of classroom rules and procedures | <p style="text-align: center;">Reading Fiction Narrative Writing</p> <ul style="list-style-type: none"> • Answer literal questions supported with evidence from the text (RL.4.1.) • Answer inferential questions supported with evidence for the text (RL.4.1.) • Determine the theme of a text (RL.4.2.) • Extract important details from a text to develop a summary (RL.4.2.) • Use specific details to describe in depth a character, setting, or event (RL.4.3) • Use context clues to determine meaning of words and phrases (RL.4.4) • Explain major differences between poems, drama and prose (RL.4.5) • Compare and contrast the point of view from which different stories are narrated (first and third person) (RL4.6) • Discuss similarities and differences between a text and a multimedia version of the text (RL4.7) | <p style="text-align: center;">Reading Informational Texts</p> <ul style="list-style-type: none"> • Answer literal questions supported with evidence from the text (RI.4.1.) • Answer inferential questions supported with evidence for the text (RI.4.1.) • Determine the main idea of a text (RI.4.2.) • Extract important details from a text to develop a summary (RI.4.2.) • Use specific information to describe in events, procedures, ideas, or concepts (RI.4.3) • Use context clues to determine meaning of words and phrases (RI.4.4) • Explain major differences in structure in informational text (RI.4.5) • Compare and contrast a first-hand/second-hand account of an event (RI4.6) • Interpret information presented visually, orally, or quantitatively (RI4.7) • Explain how information presented visually, orally, or quantitatively helps the reader understand the text (RI4.7) | <p style="text-align: center;">Informational/Expository Writing Informational/Opinion Writing</p> <ul style="list-style-type: none"> • Write informative/ explanatory texts (W4.2) • examine a topic and convey ideas and information clearly (W4.2) • use a prewriting graphic organizer to organize thoughts (W4.2) • introduce a topic clearly (W4.2) • separate group related information in paragraphs and/or sections (W4.2) • include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension (W4.2) • develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic (W4.2) • Link ideas with a logical progression within categories of information using words and phrases (e.g., another, for example, also, because) (W4.2) • Use precise language and domain-specific vocabulary to |

| | | | | |
|--|--|---|--|---|
| | <ul style="list-style-type: none"> • use proper English when needed • take responsibility for their learning | <ul style="list-style-type: none"> • Compare and contrast similar themes presented from multicultural stories (RL 4.9) • Read and comprehend literature across a 4-5 text complexity band (RL 4.10) • Understand that narrative writing shows real or imaginative experiences • Understand that narrative writing can be used to inform, instruct, persuade or entertain • Select a specific topic • Focus on a moment/part of a real or imagined experience/event • Use prewriting strategies (such as: brainstorming, using graphic organizers, oral storytelling, free writing, notes and/or logs) • Grab/entice the reader by use of a hook or lead (such as: question, quote, description, dialogue , etc.) • Introduce the topic clearly • Organize events sequentially (using transitional words and phrases) • Use dialogue (appropriately to show responses of character to situations) • Provide a conclusion that follows from the narrated experience | <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text (RI.4.8) • Integrate information from two texts on the same topic in order to write or speak (RI 4.9) • Read and comprehension informational text across a 4-5 text complexity band (RL 4.10) | <p>inform about or explain the topic</p> <ul style="list-style-type: none"> • craft a conclusion or section that is related to the information or explanation presented (W4.2) • produce clear and coherent writing (W4.4) • revise and edit in order to strengthen writing with support from peers and adults (W4.5) • recall relevant information from experiences or gather relevant information from print and digital sources (W4.8) • Draw evidence from literary or informational texts to support analysis, reflection, and research.(W4.9) • 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. (W4.10) • Use modal auxiliaries (e.g., can, may, must) to convey various conditions (L4.1) • produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (L4.1) • correctly use frequently confused words (e.g., to, too, two; there, their) (L4.1) • use correct capitalization (L4.2) • spell grade-appropriate words correctly, consulting references as needed (L4.2) |
|--|--|---|--|---|

| | | | | |
|--|--|--|--|--|
| | | | | <ul style="list-style-type: none">• Use commas and quotation marks to mark and quotations from a text. (L4.2)• Use a comma before a coordinating conjunction in a compound sentence (L4.2)• use correct punctuation, at times for effect (L4.2) (L4.3)• choose words and phrases to convey ideas precisely (L4.3)• Use domain-specific words and phrases that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) (W4.6)• provide an opinion about a known topic (W4.1)• provide reasons and information to support point of view (W4.1)• use a prewriting graphic organizer to organize thoughts (W4.1)• craft an introduction that hooks the reader (W4.1)• develop paragraphs that use information, reasons, and details to support the writer's opinion (W4.1)• develop a logical progression of ideas through the use of transitional words and phrases (e.g., for instance, in order to, in addition) (W4.1)• craft a thoughtful conclusion that restates the opinion (W4.1)• produce clear and coherent writing (W4.4) |
|--|--|--|--|--|

| | | | | |
|---|--|--|--|---|
| | | | | <ul style="list-style-type: none"> • utilize a multi paragraph organizational structure based on topics (W4.4) • revise in order to strengthen writing with support from peers and adults (W4.5) • edit in order to strengthen writing with support from peers and adults (W4.5) • 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. (W4.10) • produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (L4.1) • correctly use frequently confused words (e.g., to, too, two; there, their) (L4.1) • use correct capitalization (L4.2) • spell grade-appropriate words correctly, consulting references as needed (L4.2) • use correct punctuation, at times for effect (L4.2) (L4.3) • choose words and phrases to convey ideas precisely (L4.3) |
| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> | <p>READING:</p> <ul style="list-style-type: none"> • Why do we have rules? • What is needed to encourage a positive learning environment? | <p>READING:</p> <ul style="list-style-type: none"> • How do you successfully read and comprehend literature? • What are the elements of literature? • Readers read for different purposes. | <ul style="list-style-type: none"> • What are the elements of informational texts? • What can we learn from reading informational texts? • Readers read for different purposes. | <p>EXPOSITORY:</p> <ul style="list-style-type: none"> • How does a writer convey information clearly and accurately to deepen the reader’s understanding of a topic?. • Informational/explanatory writing conveys accurate information to increase |

| | | | | |
|--|---|--|--|---|
| | <ul style="list-style-type: none"> • How do we take responsibility for our own learning? • A structured, positive, safe environment is necessary for learning. • A positive reading community promotes learning. • WRITING: • What does it take to create a positive learning environment? • How can we share thoughts and ideas to help others? • Positive reactions will come from constructive criticism. • Learning occurs when a community of writers is established. | <ul style="list-style-type: none"> • Literature has a unique set of identifiable characters • Literature can be classified into genres <p>WRITING:</p> <ul style="list-style-type: none"> • Why do people tell/write real or imagined stories? How do writers craft engaging, vivid narratives? • Narratives are carefully structured (real or imagined) depictions of diverse human experiences. • A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques. | <ul style="list-style-type: none"> • Informational texts have a unique set of identifiable text features. • Informational texts can be organized into different genres | <p>the reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p> <ul style="list-style-type: none"> • Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate how things work and why things happen. <p>OPINION</p> <ul style="list-style-type: none"> • What are the elements of informational texts? • Why is it important to share your opinions? • Why must opinions be based in factual information? • My voice can and should be heard. |
|--|---|--|--|---|

| STANDARDS | Reading Foundational Skills (RF) | Reading Literature (RL) | Reading (R) | Expository Writing (W) |
|-----------|---|--|--|--|
| | <p>NJSLSA.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLSA.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>NJSLSA.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.RF.4.4.A Read on-level text with purpose and understanding.</p> <p>NJSLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><u>NJSLSA.SL.4.1.A</u> <u>Explicitly draw on previously read text or materials and other</u></p> | <p><u>NJSLSA.RL.4.1</u> <u>Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>NJSLSA.RL.4.2</u> <u>Determine a key details to identify theme in a story, drama, or poem and summarize the text.</u></p> <p>NJSLSA.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>NJSLSA.RL.4.4</u> <u>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</u></p> <p>NJSLSA.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>NJSLSA.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> | <p>NJSLSA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading Informational Text (RI)</p> <p><u>NJSLSA.RI.4.1</u> <u>Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>NJSLSA.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>NJSLSA.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>NJSLSA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>NJSLSA.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>NJSLSA.RI.4.6</p> | <p>Writing (W)</p> <p>NJSLSA.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>NJSLSA.W.4.2a 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><u>NJSLSA.W.4.2.B</u> <u>Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</u></p> <p><u>NJSLSA.W.4.2.C</u> <u>Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</u></p> <p>NJSLSA.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>NJSLSA.W.4.2.E</u> <u>Provide a conclusion related to the information or explanation presented.</u></p> <p>NJSLSA.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |

| | | | | |
|--|--|---|--|---|
| | <p><u>information known about the topic to explore ideas under discussion.</u> NJSLSA.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>NJSLSA.SL.4.1.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>NJSLSA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>NJSLSA.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>NJSLSA.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.</p> <p>WRITING: NJSLSA.W.5.10</p> | <p><u>NJSLSA.RL.4.7</u> <u>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</u></p> <p><u>NJSLSA.RL.4.9</u> <u>Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u></p> <p>Reading Foundational Skills (RF)</p> <p>NJSLSA.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.RF.4.4.A Read on-level text with purpose and understanding.</p> <p>NJSLSA.RF.4.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>WRITING: <u>NJSLSA.W.4.3</u> <u>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</u></p> | <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>NJSLSA.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>NJSLSA.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>NJSLSA.RI.4.9</u> <u>Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><u>NJSLSA.RI.4.10</u> <u>By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</u></p> <p>Reading Foundational Skills (RF)</p> <p>NJSLSA.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>NJSLSA.RF.4.4.A</p> | <p>NJSLSA.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>NJSLSA.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>NJSLSA.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>NJSLSA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W.4.9.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>NJSLSA.W.4.9.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> <p><u>NJSLSA.W.4.10</u> <u>Write routinely over extended time frames (time for research, reflection,</u></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>NJSLSA.W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>NJSLSA.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>NJSLSA.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>NJSLSA.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>NJSLSA.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLSA.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>NJSLSA.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <p>Read on-level text with purpose and understanding.</p> <p>NJSLSA.RF.4.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><u>metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></p> <p>Language (L)</p> <p>NJSLSA.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>NJSLSA.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>NJSLSA.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>NJSLSA.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>NJSLSA.L.4.1.E Form and use prepositional phrases.</p> <p>NJSLSA.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>NJSLSA.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>NJSLSA.L.4.2.A</p> |
|--|--|---|--|--|

| | | | | |
|--|--|---|--|---|
| | | <p><u>NJSLSA.W.4.10</u> <u>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.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.</p> <p>Language (L)</p> <p>NJSLSA.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>NJSLSA.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>NJSLSA.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> | | <p>Use correct capitalization.</p> <p>NJSLSA.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>NJSLSA.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>NJSLSA.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>NJSLSA.L.4.3.A Choose words and phrases to convey ideas precisely.</p> <p>NJSLSA.L.4.3.B Choose punctuation for effect.</p> <p>NJSLSA.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>NJSLSA.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>NJSLSA.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>NJSLSA.L.4.4.C</p> |
|--|--|---|--|---|

| | | | | |
|--|--|---|--|--|
| | | <p>NJSLSA.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>NJSLSA.L.4.1.E Form and use prepositional phrases.</p> <p>NJSLSA.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>NJSLSA.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>NJSLSA.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L.4.2.A Use correct capitalization.</p> <p>NJSLSA.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>NJSLSA.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>NJSLSA.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>NJSLSA.L.4.3</p> | | <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>NJSLSA.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>NJSLSA.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>OPINION</p> <p>Reading Literature (RL)</p> <p>NJSLSA.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Writing (W)</p> <p>NJSLSA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>NJSLSA.W.4.1.A</p> |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|--|
| | | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLSA.L.4.3.A Choose words and phrases to convey ideas precisely.</p> <p>NJSLSA.L.4.3.B Choose punctuation for effect.</p> <p>NJSLSA.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>NJSLSA.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>NJSLSA.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | | <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><u>NJSLSA.W.4.1.B</u> <u>Provide reasons that are supported by facts from texts and/or other sources.</u> NJSLSA.W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><u>NJSLSA.W.4.1.D</u> <u>Provide a conclusion related to the opinion presented.</u></p> <p>NJSLSA.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>NJSLSA.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>NJSLSA.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|---|
| | | | | <p>NJSLSA.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>NJSLSA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W.4.9.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>NJSLSA.W.4.9.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> <p><u>NJSLSA.W.4.10</u> <u>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></p> <p>Speaking and Listening (SL)</p> <p>NJSLSA.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> |
|--|--|--|--|---|

| | | | | |
|--|---|---|---|---|
| | | | | NJSLSA.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. |
| INSTRUCTIONAL PROCEDURES | <p>Whole Group Teacher Modeling Collaborative Writing Journal Writing Anchor Charts Daily Oral Language Writing Process Peer Editing Read alouds Mentor Texts</p> <p>Individual Independent Writing Independent Reading Conferences Self Editing and Revising Stop & Jot</p> <p>Small Groups Peer Editing Leveled reading Literacy Centers</p> | <p>Whole Group Teacher Modeling Collaborative Writing Writing Conventions Journal Writing Anchor Charts Daily Oral Language Writing Process Peer Editing Role Playing Read alouds Mentor Texts Graphic Organizers Narrative Writing Grammar</p> <p>Individual Independent Writing Independent Reading Conferences Self Editing & Revising Stop & Jot</p> <p>Small Groups Peer Editing Leveled reading Literacy Centers Collaborative Writing Novel engineering</p> | <p>Whole Group Teacher Modeling Infographics Text Feature Scavenger Hunt Anchor Charts Mentor Texts Read alouds Research Anecdotal Notes</p> <p>Individual Independent Reading Conferences Independent research Note taking</p> <p>Small Groups Leveled reading Literacy Centers Novel Engineering</p> | <p>Whole Group Teacher Modeling Informational writing Opinion writing Writing Conventions Anchor Charts Writing Process Peer editing Graphic Organizers Peer Editing Presentations Research Grammar Reflections</p> <p>Individual Independent writing Conferences Self editing & revising Research</p> <p>Small Groups Peer editing Literacy Centers Collaborative writing</p> |
| INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS | <p>Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com</p> | <p>Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com</p> | <p>Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com</p> | <p>Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com</p> |

| | | | | |
|---------------------------|--|--|--|--|
| | <p>www.duolingo.com</p> <p><u>White Township</u> Making Meaning Being a Writer Zaner-Bloser Spelling Vocabulary Workshop CAFE</p> <p><u>Hope</u> Lucy Calkins Writing Words Their Way Write Source Writing Fundamentals</p> <p><u>Belvidere</u> Just words Journeys Quill Wevideo Actively Learn</p> <p><u>Leveled Texts</u> Various Novels chosen by Teachers</p> | <p>www.duolingo.com</p> <p><u>White Township</u> Making Meaning Being a Writer Zaner-Bloser Spelling Vocabulary Workshop CAFE</p> <p><u>Hope</u> Lucy Calkins Writing Words Their Way Write Source Writing Fundamentals</p> <p><u>Belvidere</u> Just words Journeys Quill Wevideo Actively Learn</p> <p><u>Leveled Texts</u> Various Novels chosen by Teachers</p> | <p>www.duolingo.com</p> <p><u>White Township</u> Making Meaning Being a Writer Zaner-Bloser Spelling Vocabulary Workshop CAFE</p> <p><u>Hope</u> Lucy Calkins Writing Words Their Way Write Source Writing Fundamentals</p> <p><u>Belvidere</u> Just words Journeys Quill Wevideo Actively Learn</p> <p><u>Leveled Texts</u> Various Novels chosen by Teachers</p> | <p>www.duolingo.com</p> <p><u>White Township</u> Making Meaning Being a Writer Zaner-Bloser Spelling Vocabulary Workshop CAFE</p> <p><u>Hope</u> Lucy Calkins Writing Words Their Way Write Source Writing Fundamentals</p> <p><u>Belvidere</u> Just words Journeys Quill Wevideo Actively Learn</p> <p><u>Leveled Texts</u> Various Novels chosen by Teachers</p> |
| <p>ASSESSMENTS</p> | <p><u>Formative</u> Quick Writes Teacher observations Classroom discussions Collaborative work Entry journals Exit cards</p> <p><u>Summative</u> Spelling Tests Grammar Tests Vocabulary Tests Reading Tests</p> <p><u>Benchmark</u> DRA Writing Benchmark MAPP Testing NWEA MAP BAS Dibels</p> | <p><u>Formative</u> Quick Writes Teacher observations Classroom discussions Collaborative work Entry journals Exit cards Anecdotal Notes</p> <p><u>Summative</u> Spelling Tests Grammar Tests Vocabulary Tests Reading Tests Narrative Writing</p> <p><u>Benchmark</u></p> <p><u>Alternative</u> Google Classrooms Google Slides Podcasts</p> | <p><u>Formative</u> Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes</p> <p><u>Summative</u> Spelling Tests Grammar Tests Vocabulary Tests Reading Tests</p> <p><u>Benchmark</u> DRA Mapp Testing NWEA MAP BAS Dibels</p> | <p><u>Formative</u> Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes</p> <p><u>Summative</u> Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion writing</p> <p><u>Benchmark</u> Writing Response</p> <p><u>Alternative</u> Poster projects</p> |

| | | | | |
|-----------------------|--|--|--|--|
| | <p>Alternative Interviews Google Classroom Surveys Reading Inventory Multiple Intelligence survey Graffiti Wall</p> | <p>Book reports QR Code Comic Strip</p> | <p>Alternative Google Classrooms Google slides Podcasts Book Reports Video Teacher made Comprehension Checks</p> | <p>Wevideo Podcasts QR code Google Classroom Google Slides 6</p> |
| ACCOMMODATIONS | <p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Center-Based Instruction - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing | <p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Center-Based Instruction - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments | <p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Center-Based Instruction - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments | <p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Center-Based Instruction - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts <p>ELL</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments |

| | | | | |
|--|--|--|--|--|
| | <ul style="list-style-type: none"> - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - Allowing the use of note cards or open-book during testing - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the mistakes | <ul style="list-style-type: none"> - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - Allowing the use of note cards or open-book during testing - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the mistakes - Using authentic assessments with real-life problem-solving - using videos, illustrations, pictures, and drawings to explain or clarify - Exploration by interest - Varied journal prompts <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Leveled rubrics | <ul style="list-style-type: none"> - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - Allowing the use of note cards or open-book during testing - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the mistakes - Using authentic assessments with real-life problem-solving - using videos, illustrations, pictures, and drawings to explain or clarify - Exploration by interest - Varied journal prompts <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Leveled rubrics | <ul style="list-style-type: none"> - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - Allowing the use of note cards or open-book during testing - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the mistakes - Using authentic assessments with real-life problem-solving - using videos, illustrations, pictures, and drawings to explain or clarify - Exploration by interest - Varied journal prompts <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Leveled rubrics |
|--|--|--|--|--|

| | | | | |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> - Using authentic assessments with real-life problem-solving - using videos, illustrations, pictures, and drawings to explain or clarify - Exploration by interest - Varied journal prompts <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Leveled rubrics - Multiple intelligence options - Project-based learning - Problem-based learning - Stations/centers - Tiered activities/assignments - Tiered products <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts | <ul style="list-style-type: none"> - Multiple intelligence options - Project-based learning - Problem-based learning - Stations/centers - Tiered activities/assignments - Tiered products <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts | <ul style="list-style-type: none"> - Multiple intelligence options - Project-based learning - Problem-based learning - Stations/centers - Tiered activities/assignments - Tiered products <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts | <ul style="list-style-type: none"> - Multiple intelligence options - Project-based learning - Problem-based learning - Stations/centers - Tiered activities/assignments - Tiered products <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts |
|--|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| <p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Use of Ipads -Use of Google Classroom -Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidblog -Skyping -Quill <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Finance | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Use of Ipads -Use of Google Classroom -Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidblog -Skyping -Quill <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Finance | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Use of Ipads -Use of Google Classroom -Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidblog -Skyping -Quill <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Finance | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> -Use of Ipads -Use of Google Classroom -Use of chromebooks -Wevideo -Podcasts -Smartboard -Kidblog -Skyping -Quill <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Finance |
|---|---|---|---|---|

| | | | | |
|-----------------------------------|---|--|--|--|
| | <ul style="list-style-type: none"> - Business Management & Administration - Education & Training - Finance - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics | <ul style="list-style-type: none"> - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics | <ul style="list-style-type: none"> - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics | <ul style="list-style-type: none"> - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) - Transportation, Distribution & Logistics |
| PACING--> | UNIT #4 4 Weeks (April) | UNIT #5 4 Weeks (May) | | |
| TOPIC/THEME AND OBJECTIVES | <p>Reading Poetry/Drama Poetry/Prose/Dramatic Writing</p> <ul style="list-style-type: none"> • Determine theme of poetry • Make inferences using support/evidence from the text • Identify author's purpose • Describe character, setting, or events based on specific details in the text • Describe elements of poetry and drama • Compare and contrast poetry and drama • Read poetry or prose accurately and fluently • Use grade appropriate conventions, mechanics, spelling | <p>Independent Reading Research/Writing</p> <ul style="list-style-type: none"> • Self-select independent reading at appropriate reading level. • Read consistently and independently. • Reflect on reading. • Make connections (text-self, text-text, text-world) during and after reading. • Prepare and present information about self-selected texts to peers during a Book Café/Talk. • Listen, discuss and record information presented by peers. • Determine and discuss literary elements of a fiction novel with other students in the class. • Conduct research using print and digital materials. • Introduce a topic clearly. • Draw evidence from text to support a thesis. | | |

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Identify, interpret meaning of, and use figurative language (metaphors, similes, idioms, personification, alliteration) • Write various types of poetry using sensory details and vivid vocabulary (cinquains, limericks, haiku, concrete, etc.) • Identify point of view in poems • Determine theme of poetry • Make inferences using support/evidence from the text • Identify author's purpose • Describe character, setting, or events based on specific details in the text • Describe elements of poetry and drama • Compare and contrast poetry and drama • *Read poetry or prose accurately and fluently • Identify, interpret meaning of, and use figurative language (metaphors, similes, idioms, personification, alliteration) • Write various types of poetry using sensory details and vivid vocabulary (cinquains, limericks, haiku, concrete, etc.) • Identify point of view in poems | <ul style="list-style-type: none"> • Produce and publish a clear and concise two-page research paper. • Provide a concluding statement that supports the thesis. • Edit and revise. | | |
|--|---|--|--|--|

| | | | | |
|---|---|--|--|--|
| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> | <p>READING:</p> <ul style="list-style-type: none"> • In what ways can poetry affect people? • How can structural elements of a poem affect its meaning? • Poetry conveys multiple messages with a multitude of meanings and themes. <p>WRITING:</p> <ul style="list-style-type: none"> • In what ways can poetry affect people? • How can structural elements of a poem affect its meaning? • Who can be a poet? • Poetry conveys multiple messages with a multitude of meanings and themes. | <p>Reading</p> <ul style="list-style-type: none"> • How does personal response to literature and non-fiction text contribute to my understanding? • How does in-person and online discussion of texts contribute to our growth as independent readers? • How does the purpose of a text influence the format and style of writing? • Reading expands our understanding of the world, its people and ourselves. • Sharing and discussing what we have read with peers can expose them to new and varied reading choices and deepen the understanding of all participants. • Effective communication relies on the usage of an accepted format and style. <p>Writing</p> <ul style="list-style-type: none"> • How does information literacy help me become an independent, lifelong learner? • How does my understanding of library organization effect how I access, evaluate and use information? • What are my responsibilities as a user of information? • Information literacy helps individuals become independent, lifelong learners. | | |
| <p>STANDARDS</p> | <p>READING:</p> <p>Reading Literature (RL)</p> | <p>Reading Informational Text (RI)</p> <p><u>NJLSA.RI.4.10</u></p> | | |

| | | | | |
|--|---|---|--|--|
| | <p><u>NJLSA.RL.4.1</u> <u>Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>NJLSA.RL.4.2</u> <u>Determine a key details to identify theme in a story, drama, or poem and summarize the text.</u></p> <p>NJLSA.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>NJLSA.RL.4.4</u> <u>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</u></p> <p>NJLSA.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><u>NJLSA.RL.4.6</u> <u>Compare and contrast the point of view from which</u></p> | <p><u>By the end of the year, read and comprehend literary non-fiction at grade level text complexity or above with scaffolding as needed.</u></p> <p>Reading Foundational Skills (RF)</p> <p>NJLSA.RF.4.4.A Read on-level text with purpose and understanding.</p> <p>NJLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing (W)</p> <p>NJLSA.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><u>NJLSA.W.4.10</u> <u>Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></p> <p>Speaking and Listening (SL)</p> <p><u>NJLSA.SL.4.1.A</u></p> | | |
|--|---|---|--|--|

| | | | | |
|--|---|--|--|--|
| | <p><u>different stories are narrated, including the difference between first- and third-person narrations.</u></p> <p><u>NJSLSA.RL.4.10</u> <u>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding, as needed.</u></p> <p>Reading Foundational Skills (RF)</p> <p>NJSLSA.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>NJSLSA.RF.4.4.A Read on-level text with purpose and understanding.</p> <p>NJSLSA.RF.4.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJSLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing (W)</p> | <p><u>Explicitly draw on previously read text or materials and other information known about the topic to explore ideas under discussion.</u></p> <p>NJSLSA.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>NJSLSA.SL.4.1.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. understanding, rereading as necessary.</p> <p><u>NJSLSA.SL.4.2</u> <u>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</u></p> <p>NJSLSA.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>NJSLSA.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.</p> <p>Language (L)</p> <p>NJSLSA.L.1</p> | | |
|--|---|--|--|--|

| | | | | |
|--|---|---|--|--|
| | <p>NJSLSA.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Language (L)</p> <p><u>NJSLSA.L.1</u> NJSLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLSA.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>NJSLSA.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>WRITING:</p> <p>Language (L)</p> <p>NJSLSA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Reading Literature (RL)</p> <p><u>NJSLSA.RL.4.2</u> <u>Determine a key details to identify theme in a story,</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>NJSLSA.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>NJSLSA.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>NJSLSA.L.4.1.D Order adjectives within sentences according to conventional patterns e.g., a small red bag rather than a red small bag).</p> <p>NJSLSA.L.4.1.E Form and use prepositional phrases.</p> <p>NJSLSA.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>NJSLSA.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>NJSLSA.L.4.2.A Use correct capitalization.</p> <p>NJSLSA.L.4.2.B</p> | | |
|--|---|---|--|--|

| | | | | |
|--|---|---|--|--|
| | <p><u>drama, or poem and summarize the text.</u></p> <p><u>NJLSA.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</u></p> <p>NJLSA.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>NJLSA.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>NJLSA.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding, as needed.</u></p> <p>Reading Foundational Skills (RF)</p> <p>NJLSA.RF.4.3.A</p> | <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>NJLSA.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>NJLSA.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>NJLSA.L.4.3.A Choose words and phrases to convey ideas precisely.</p> <p>NJLSA.L.4.3.B Choose punctuation for effect.</p> <p>NJLSA.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>NJLSA.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>NJLSA.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>NJLSA.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> | | |
|--|---|---|--|--|

| | | | | |
|--|---|---|--|--|
| | <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>NJLSA.RF.4.4.A Read on-level text with purpose and understanding.</p> <p>NJLSA.RF.4.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>NJLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing (W)</p> <p>NJLSA.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>Speaking and Listening (SL)</p> <p><u>NJLSA.SL.4.1.A</u> <u>Explicitly draw on previously read text or materials and other information known about</u></p> | <p>NJLSA.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>NJLSA.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | | |
|--|---|---|--|--|

| | | | | |
|--|---|--|--|--|
| | <p><u>the topic to explore ideas under discussion.</u></p> <p>NJLSA.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>NJLSA.SL.4.1.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>NJLSA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Language</p> <p>NJLSA.L.4.3.A Choose words and phrases to convey ideas precisely.</p> <p>NJLSA.L.4.3.B Choose punctuation for effect.</p> <p>NJLSA.L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>NJLSA.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>NJLSA.L.4.5.B</p> | | | |
|--|---|--|--|--|

| | | | | |
|---|---|---|--|--|
| | <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>NJSLSA.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> | | | |
| <p>INSTRUCTIONAL PROCEDURES</p> | <p>Whole Group Teacher Modeling Poetry Word Games Poetry Read Aloud Poet Study Figurative Language Song Lyrics Analysis Sidewalk Poetry Poem a day Analysis Literary Elements of Poetry Poem Anecdotal Notes</p> <p>Individual Micropoetry-Twitter Independent analysis Read Aloud Poetry Book Figurative Language</p> <p>Small Groups Peer Editing Collaborative Writing Illustration</p> | <p>Whole Group Teacher Modeling Research Writing Writing Conventions Anchor Charts Graphic Organizers Peer Editing Presentations Research Grammar Reflections Finding evidence to support answers Connections to the Text</p> <p>Individual Independent writing Conferences Self editing & revising Research</p> <p>Small Groups Peer editing Literacy Centers Collaborative writing Research Projects</p> | | |
| <p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p> | <p>Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com</p> | <p>Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com www.flipgrid.com Big 6 Research</p> | | |

| | | | | |
|---------------------------|---|---|--|--|
| | <p>www.duolingo.com</p> <p><u>White Township</u> Making Meaning Being a Writer Zaner-Bloser Spelling Vocabulary Workshop CAFE</p> <p><u>Hope</u> Lucy Calkins Writing Words Their Way Write Source</p> <p><u>Belvidere</u> Just words Journeys Quill Wevideo Actively Learn</p> <p><u>Leveled Texts</u> Various Novels chosen by Teachers</p> | <p><u>White Township</u> Making Meaning Being a Writer Zaner-Bloser Spelling Vocabulary Workshop CAFE</p> <p><u>Hope</u> Lucy Calkins Writing Words Their Way Write Source</p> <p><u>Belvidere</u> Just words Journeys Quill Wevideo Actively Learn</p> <p><u>Leveled Texts</u> Various Novels chosen by Teachers</p> | | |
| <p>ASSESSMENTS</p> | <p><u>Formative</u> Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes</p> <p><u>Summative</u> Spelling Tests Vocabulary Tests Reading Tests Poetry Book</p> <p><u>Benchmark</u></p> <p><u>Alternative</u> Video/Illustration Interpretation Poetry Book</p> | <p><u>Formative</u> Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes</p> <p><u>Summative</u> Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing</p> <p><u>Benchmark</u> DRA BAS Dibels Writing Response Mapp Testing</p> | | |

| | | | | |
|------------------------------|---|--|--|--|
| | | <p>NWEA MAP</p> <p>Alternative Google Slides Research project</p> | | |
| <p>ACCOMMODATIONS</p> | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Extended time. - Teacher provides poem option(s). - Limit # of revisions that need to be made and shorten explanation. - Provide with a list of possible revision ideas. - Verbalize their explanation of the changes made. - Work with a partner. - Center-Based Instruction - Modified assignment & test format - Multi-sensory presentation - Exploration by interest <p><u>ELL</u></p> <ul style="list-style-type: none"> - Teacher provides poem option(s). - Limit # of revisions that need to be made and shorten explanation. - Provide with a list of possible revision ideas. - Verbalize their explanation of the changes made. - Work with a partner. - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Providing study guides | <p><u>Special Education</u></p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Center-Based Instruction - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts <p><u>ELL</u></p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing the use of note cards or open-book during testing - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features | | |

| | | | | |
|--|--|---|--|--|
| | <ul style="list-style-type: none"> - Reducing the number of answer choices on a multiple choice test - Using computer word processing spell check and grammar check features <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - Allowing the use of note cards or open-book during testing - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the mistakes - Using authentic assessments with real-life problem-solving - using videos, illustrations, pictures, and drawings to explain or clarify - Exploration by interest - Varied journal prompts | <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning - Allowing students to select from given choices . - Allowing the use of note cards or open-book during testing - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the mistakes - Using authentic assessments with real-life problem-solving - using videos, illustrations, pictures, and drawings to explain or clarify - Exploration by interest - Varied journal prompts <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Leveled rubrics - Multiple intelligence options - Project-based learning - Problem-based learning - Stations/centers - Tiered activities/assignments | | |
|--|--|---|--|--|

| | | | | |
|---|--|--|--|--|
| | <p><u>Gifted and Talented</u></p> <ul style="list-style-type: none"> - Alternative formative and summative assessments - Choice boards - Leveled rubrics - Multiple intelligence options - Project-based learning - Problem-based learning - Stations/centers - Tiered activities/assignments - Tiered products <p><u>504</u></p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts | <ul style="list-style-type: none"> - Tiered products <p><u>504</u></p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Check work frequently for understanding - Extended time on tests/ quizzes - Modified assignment & test format - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Varied journal prompts | | |
| <p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p> | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts | <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> - English Language Arts - Mathematics - Science and Scientific Inquiry (Next Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics - Technology - Visual and Performing Arts <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy | | |

| | | | | |
|--|---|--|--|--|
| | <p><u>21st Century Skills/ Themes</u></p> <ul style="list-style-type: none"> - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Use of Ipads - Use of Google Classroom - Use of chromebooks - Wevideo - Podcasts - Smartboard - Kidblog - Skyping - Quill <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Finance - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing | <ul style="list-style-type: none"> - Health Literacy - Environmental Literacy - Creativity and Innovation - Critical Thinking - Problem Solving - Communication - Collaboration - ICT (Information, Communication and Technology) Literacy <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> - Use of Ipads - Use of Google Classroom - Use of chromebooks - Wevideo - Podcasts - Smartboard - Kidblog - Skyping - Quill <p><u>Career Education</u></p> <ul style="list-style-type: none"> - Quill - Agriculture, Food & Natural Resources - Architecture & Construction - Arts, A/V Technology & Communications - Business Management & Administration - Education & Training - Finance - Government & Public Administration - Health Science - Hospitality & Tourism - Human Services - Information Technology - Law, Public Safety, Corrections & Security - Manufacturing - Marketing - Science, Technology, Engineering & Mathematics (STEM) | | |
|--|---|--|--|--|

| | | | | |
|--|--|--|--|--|
| | <ul style="list-style-type: none">- Science, Technology, Engineering & Mathematics (STEM)- Transportation, Distribution & Logistics | <ul style="list-style-type: none">- Transportation, Distribution & Logistics | | |
|--|--|--|--|--|