Cliffside Park Public Schools

Literacy: Grade 4

Unit Name: Poetry Reader's Workshop   **Resource: Reader's Workshop, Schoolwide**   **Duration: 4-6 weeks**
Enduring Understanding   ● Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.
Essential Questions   ● What do readers use to interpret the structural elements of poems?   ● How do readers use their senses to create mental images to better understand poems?

Focus of Standards			
Student Outcomes **IRA 1** I can explore the different features and structural elements of poetry. **IRA 2** I can understand the role of rhyme, alliteration, and onomatopoeia in poetry. **IRA 3**	**Skills**	**Assessments**	**Resources**
	● Text and genre features/structures ● Determining Importance ● Purpose/Meaning ● Text and Genre	**Formative** ● Assessment of Key Comprehension Strategies ● My Reading Log and Reflection 3-5 ● Running Record	**Mentor Texts** ● *Barefoot: Poems for Naked Feet* ● *Forest Has a Song: Poems* ● *Messing Around on the Monkey Bars:*

I can make a mental picture in my mind in order to help me understand the poems I am reading. **IRA 4** I can pay attention to tone to to deepen my understanding of the poem. **IRA 5** I can ask questions and make connections in order to better understand the poems I read. **IRA 6** I can read for meaning and reread to figure out the "big idea" of a poem. **IRA 7** I can revisit a poem and gather new information when meaning is lost. **IRA 8** I can compare and contrast poems with similar themes or ideas. **ML 1** I can activate schema use context clues to figure out unknown words and phrases in a poem **ML 2** I can identify the big idea to figure out unfamiliar words and build meaning of a poem. **ML 3** I can identify the rhyme scheme/pattern of a poem to better understand the meaning of a poem. **ML 4**	Features/Structure ● Making Inferences ● Questioning ● Synthesizing ● Making Connections/Schema ● Self-Monitoring/Self-Correcting ● Craft/Style ●	● Conferring ● Conference Questions ● Where Are My Students in the Reading Process? ● Poetry Grade 4 Student Performance Checklist ● Grade 4 Poetry Assessment:Theme in Yellow ● Grade 4 Poetry Assessment: The Bridge ● See Student Forms for additional assessment opportunities **Summative** ● Poetry Grade 4 Summative Assessment ● DRA (Spring) ● **Benchmarks:** ● DRA (Fall, Winter, Spring) **Alternative:** ● Reader to relay information to student. ● Oral responses and/or illustrations in lieu of written answers on graphic	*And Other School Poems* ● *Mirror, Mirror: A Book of Reversible Verse* ● *Please Bury Me in the Library* ● *Zombies! Evacuate the School!* **Shared Texts:** ● *Catch the Moon* ● *The Itsy Bitsy Spider* ● *My Big Book* **Teacher Resources** ● *Structural Comparison* (Professional Articles/Reference) **Student Forms** ● *Do You See What I See?* ● *The Tone Is…* ● *Feeling Moody* ● *Piecing It Together* ● *Compare and Contrast* ● *Missing Pieces* ● *Doing What is Sensible* ● *Examples of Rhyme Schemes* ● *Rhyme Time* ● *Say It Again* ● *Two Sides of a Story*

I can examine features, recurring details and repeating lines to uncover the big idea of a poem. **ML 5** I can pay attention to imagery to infer the mood and message of a poem. **ML 6** I can consider author's purpose to better understand the meaning of a poem. **ML 7** I can pay attention to imagery to understand the poet's purpose and message. **ML 8** I can make connections to the poet to determine what he/she is really saying. **ML 9** I can use fix-up strategies when my understanding breaks down. **ML 10** I can use images, language, and structure to better understand the overall meaning of a poem.		organizers pertaining to the Grade 4 Poetry Unit	● *I See…* ● *Between the Lines* ● *Fix-Up Strategies* ● *Strategies and Skills* **Digital Texts:** ● *RAZ Kids* **Classroom Library Materials** ● Leveled libraries ● Reader's Notebooks ● Sticky Notes ● Book Baggies ● Graphic Organizers ● Highlighters ● Clipboards ● Chromebooks ● iPads ● Chart paper **Additional Materials** ● Select and make copies of a poem for students from the unit texts for Independent Applications ● "Jacuzzi Jet" (p. 21) and "Snake Fight" (p. 25) from *Barefoot* by Stefi Weisburd ● "Whir, Whir, Zing, Zap" (p. 20) and "Blackboard Rap" (p. 30) from

			Messing Around on the Monkey Bars by Betsy Franco ● "Song" (p. 29) from *Forest Has a Song* by Amy Ludwig Vanderwater ● "Storm Alert" (p. 44) from *Zombies! Evacuate the School!* by Sara Holbrook ● "Cinderella's Double Life" (second poem) from *Mirror Mirror* by Marilyn Singer ● "Fossil" (p. 11) from *Forest Has a Song* by Amy Ludwig Vaderwater ● "Homework Blues" (p. 38) from *Messing Around on the Monkey Bars* by Betsy Franco ● "Tryouts" (p. 27) from *Zombies! Evacuate the School!* by Sara Holbrook ● "Forest News" (p. 8), "Colorful Actor" (p. 31), and "Lichens" (p. 16) from *Forest Has a Song* by Amy Ludwig Vanderwater

			"The Big-Word Girl" (p. 17) from *Please Bury Me in the Library* by J. Patrick Lewis "Trampoline" (p. 14) and "In Step" (p. 15) from *Barefoot* by Stefi Weisburd "Me and Joe Lining Up After Recess" (p. 34) from *Messing Around on the Monkey Bars* by Betsy Franco "Over the Limit" (p. 14) from *Zombies! Evacuate the School!* by Sara Holbrook "Lady's Slipper" (p. 13) from *Forest Has a Song* by Amy Ludwig Vanderwater "Summer Reading at the Beach" (p. 24) from *Please Bury Me in the Library* by J. Patrick Lewis - Copies of "Best Friend" and "School Is Over" by Robin Cohen, "Cinquain" by Paul B. Janeczko, "Oak Tree" by Georgia

			Heard, and "On Being the Oldest" by Karen Smith ● **Word Study/Vocabulary** ● Flocabulary

NJ Student Learning Standards (2016)

Reading Standards for Literature
Key Ideas and Details
RL.4.1: 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.
RL.4.2: Determine the key details to identify theme in a story, drama, or poem and 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).
Craft and Structure
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.
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.
RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
I**ntegration of Knowledge and Ideas**
RL.4.7: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.4.9: 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.
Range of Reading and Text Complexity
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.

Speaking and Listening
Comprehension and Collaboration
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,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.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations).

Language and Standards
Conventions
L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Effective Language Use
L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.
Vocabulary Acquisition and Usage
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 vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing Standards
Range of Writing
W.4.10: 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.

NJSLS Technology Standards
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Interdisciplinary Connections and Activities
- Ask students to prepare a performance of "Whirr, Whirr, Zing, Zap." This can be done individually or as a group. Students can use

available instruments or other items from the classroom to add to the sounds that are shown in the poem. 1.3.5.A.1, 1.3.5.C.2

Career Ready Practices
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilizes critical thinking to make sense of problems and persevere in solving them

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies *(Alternate Modes of Instruction and Support)*		
Modifications to Support Gifted and Talented Students	**Modifications to Support English Language Learners**	**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**
Higher level texts (Level T) that address the same enduring understanding as the Grade 4 Poetry Unit of Study. Students can read poems from the unit texts or other anthologies from the classroom library. Instruct them to think about the poet's purpose for writing the poem, the poet's message, and the evidence they discovered to support their thinking. Have students write their findings in Reader's Notebooks. Students find a poem on the Internet or in their school or public library by one of the mentor text authors used in class. Provide students with a blank copy of the Appendix or have them use their Reading Notebooks to answer the questions. Ask students to select one or two poems from home, the school or public library, or the Internet. Have them use their completed "Do	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students. Have students read poems during one-on-one conferences. Point to specific parts of a poem that might be confusing. Ask them to explain the section. If they are unable to explain the section adequately, see if they can strategically determine the meaning. Find and have available simple poems with rhyme schemes to encourage understanding of meaning and purpose.	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Pre-teach Tier 2 and Tier 3 vocabulary. By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 3 Poetry Unit of Study. Text to speech/Oral reading **Supply Students with Graphic Organizers:** Use Fourth Grade graphic organizers from the Poetry Reading Unit of Study with some of the information partially completed by the teacher, i.e. *Do You Hear It Here?, Can You Find the Sensory Details?,* and *Mood Cued,* Students should be permitted to demonstrate understanding of the Grade 4 Poetry unit

You See What I See?" handouts as a guide to answer the same questions in their Reading Notebooks about the poems they selected.

Distribute copies of two poems selected from the unit texts that include distinguishable similarities and differences, and distribute copies of the Appendix "Compare and Contrast." Have students read the poems individually and then compare and contrast them by noting on the handout the structural elements in each.

Students find and put poems together to create their own collections of poems that are thematically linked.

Choose several poems from the unit texts or classroom anthologies that you have not yet reviewed in the poetry study. Ask students to read the poems and apply what they've learned throughout the study to build understanding. On various days they can use their Reading Notebooks or blank sheets of paper to answer the following questions based on the selected poems:

- What is the poet's message?
- What do you think the poet's feelings are about the subject?
- What is the poem mostly about?

Students use illustrations in lieu of written responses to share their ideas.

Students reread simple poetry a number of times in order to practice and apply newly learned strategies about rhyme and word meaning.

Point out vocabulary in illustrations.

Have a variety of poems available at at various levels so students can visually comprehend what a poem looks and sounds like.

Access to word/picture banks to reference in tasks that require writing in the Poetry unit of study

Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)

Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations.

*Also See At Risk/504 Modifications

assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,

Access to word/picture banks to reference in tasks that require reading in the Poetry unit of study.

Provide wait time to allow students to process orally presented information and questions relating to the Grade 4 Poetry Unit of Study

Allow extra time to complete independent practice tasks or accept work that has been completed at that time.

Supply Students with Anchor Charts:
Looking At Poetry,
The above can be taped or glued into student notebooks for easy reference.

*Also See ELL Modifications