

BUTLER SCHOOL DISTRICT

Grade 4 English Language Arts Curriculum

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Adapted from:
New Jersey Student Learning Standards
New Jersey Department of Education Instructional Units for English Language Arts

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Adopted:
June 2023

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Vision for English Language Arts

A successful English Language Arts education builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive global citizens. Throughout their kindergarten through grade 12 experience, students in Butler Public Schools will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably, to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

COURSE OVERVIEW

The Butler School District's Grade 4 Curriculum was developed to help students reach mastery of grade level expectations according to the New Jersey Student Learning Standards. In this course, students will:

- Use key details in a text to determine the main idea/theme, make connections, make inferences/predictions, and summarize a text
- Read with sufficient accuracy and fluency to support comprehension of literature including stories, dramas, and poems, as well as informational texts
- Give in-depth descriptions of characters, setting, and events in a story or drama
- Compare and contrast points of view
- Plan, write, revise, edit, and publish narratives to develop real or imagined stories using descriptive details, clear sequencing, and figurative language
- Plan, write, revise, edit and publish information writing pieces that examine a topic and convey ideas and information clearly
- Plan, write, revise, edit, and publish opinion writing pieces that support a point of view with reasons and information
- Use technology to research and report on a topic

GOALS

The goals of the Grade 4 English Language Arts Curriculum are the Grade 4 Progress Indicators within the New Jersey Student Learning Standards.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE
(Pacing Guide)

Unit of Study	Estimated Time
Unit I: Fiction Text & Narrative Writing	12 weeks
Unit II: Informational Reading & Writing	12 weeks
Unit III: Opinion Writing & Literary Analysis	12 weeks

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and

pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES

In the Butler Public School District, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the

public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child’s learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School District are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student’s education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

Diverse texts and choices create:

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

UNIT
Unit I: Fiction Text & Narrative Writing
UNIT SUMMARY
In this unit, students will begin by reading and interpreting literary texts. Students will make relevant connections to the text to help them understand the theme of a text, make inferences, and summarize, through writing and speaking. Later in the unit, students will build on these skills, and apply them to informational texts. Students will be able to describe the overall

structure of informational texts using chronology, compare/contrast, cause/effect, and problem/solution. In addition, students will be expanding on their previously learned narrative writing skills, producing clear and coherent writing that develops real or imagined experiences. Speaking and listening skills will be scaffolded throughout the year through whole group, small group, and partner activities.

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

Module A:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

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

A. Read grade-level text with purpose and understanding.

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introduce a narrator and/or characters: organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words, phrases and sensory details and explore using figurative language to convey experience and events precisely.

E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Students may present multiple, evidence-based solutions to reduce the impacts that climate change have on humans.)CC

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

B. Write affixed words that involve a sound or spelling change in the base word.

C. Write accurately 1,000 high-frequency words in English. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3 Demonstrate command and use of the conventions of writing including those listed under grade three foundational skills.

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

B. Use independent clauses and coordinating conjunctions.

C. Form irregular verbs; form and use progressive tenses.

D. Form and use possessive nouns and pronouns.

E. Capitalize first word in quotations as appropriate, capitalize other important words (e.g. section headings).

F. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

G. Use apostrophes for possession.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening,

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.KL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Module B:

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea, citing key details from the text.

RI.TS.4.4 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning revising and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences or meaning, audience, and style.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening,

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

B. Write affixed words that involve a sound or spelling change in the base word.

C. Write accurately 1,000 high-frequency words in English. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3 Demonstrate command and use of the conventions of writing including those listed under grade three foundational skills.

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

B. Use independent clauses and coordinating conjunctions.

C. Form irregular verbs; form and use progressive tenses.

D. Form and use possessive nouns and pronouns.

E. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g. section headings).

F. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

G. Use apostrophes for possession.

INTERDISCIPLINARY CONNECTIONS

Science:

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Social Studies:

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

ENDURING UNDERSTANDINGS

- There are many types of text.
- Readers use strategies for deeper understanding.
- Writers employ proper mechanics, usage, and grammar.
- Writers have a purpose for their writing.
- It is important to elaborate ideas and details when narrative writing.

ESSENTIAL QUESTIONS

- Why is it important to read from a variety of genres?
- What does a reader think about as they read?
- Why are strategies important?
- What is the purpose of applying grammar and mechanical skills?
- How is writing influenced by a writer's purpose and audience?
- How do details enhance writing?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Refer to details to make connections to literary and informational text
- Read with accuracy and fluency to support comprehension
- Draw inferences from a text based on details
- Determine the main idea/theme of a story or informational text
- Summarize a text after picking out key information
- Use context clues or word parts to determine the meaning of unknown words
- Describe the overall structure of a text using the events, concepts, and information read

- Writers think, plan, draft, respond, revise, edit, and publish writing
- Writers write with a specific purpose in mind
- Write and develop narratives based on real or imagined experiences using descriptions and details
- Use appropriate conventions such as capitalization, punctuation, and spelling, and demonstrate an understanding of the conventions when speaking
- Understand and use grade-appropriate words and phrases successfully

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group reading instruction
- Facilitate selected mini lessons from Readers' Workshop Units of Study including but not limited to: making connections to the text, use key details to determine main idea and theme, and summarizing. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study
- Explain the difference between literary and informational texts
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Model the use of narrative writing rubrics as a tool to enhance and develop student writing, including an introduction with a lead, introducing characters and the setting, three 'body' paragraphs developing a beginning, middle, and end of the story, sensory details, and a conclusion.
- Model the process for narrative writing, including choosing a topic, planning a narrative, a first draft, editing & revising, and publishing.
- Confer with students individually about their writing to help them improve
- Create anchor charts with visual models of teaching strategies
- Engage students by using video clips to further explain reading and writing strategies
- Introduce NJSLA sample questions that coincide with topics in Unit 1

The students will...

- Actively participate in leveled guided reading groups
- Refer to details in a text to make connections, determine main idea/theme, and summarize.
- Demonstrate understanding of foundational reading skills within independent reading books
- Compare text structures of literature and informational text
- Analyze new vocabulary in authentic literature and informational texts
- Brainstorm, select a topic, and use a graphic organizer to plan their narrative writing
- Peer edit narrative writing, giving both positive and constructive feedback
- Produce clear, coherent, and organized narratives using narrative techniques and descriptive details.

- Revise and edit their own narrative writing using a “Rainbow Editing” method & anchor chart
- Write a personal narrative piece on their class trip to the Sterling Hill Mine

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
 Reader’s and Writer’s Notebook Entries
 Anecdotal Notes
 Exit Slip
 Checklists
 Peer Assessment
 Vocabulary Quizzes
 Rubrics
 Participation and teacher observation
 Turn and Talk
 Concept Map
 Classroom Poll

Summative Assessment:

Point of View Assessment
 Theme Assessment
 Summarizing Assessment
 Context Clues Assessment
 Character Analysis
 Making Connections Writing Task
 On-Demand Narrative Writing Pieces
 NJSLA Test

Benchmark Assessment:

CommonLit Benchmark
 Schoolwide Running Record

Alternative Assessments:

Project
 Grammar Assessments

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Schoolwide Reading Fiction Unit:

- Narration From the Imagination
- Following the Story's Timeline
- Who's Telling the Story?
- The Key Elements in Fiction Stories
- What's the Theme or Universal Message?
- Examining the Cast of Characters
- Types of Characters in Fiction
- Characters May Change Over Time

Leveled Texts:

Schoolwide Guided Reading Books

www.newsela.com

Supplemental Resources:

www.brainpop.com

www.readworks.com

www.commonlit.com

www.superteachers.com

www.teacherspayteachers.com

<ul style="list-style-type: none"> • Responding and Making Connections to Texts • Making Connections Across Texts <p>Schoolwide Fiction Unit Schoolwide Reader's and Writer's Workshop Units of Study</p>		
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit II: Informational Reading & Writing
UNIT SUMMARY
<p>In this unit, students will begin a detailed and comprehensive study of informational/expository text. Students will be able to determine the text structure, point of view, and main idea of informational text, using key details. Infusions of literature will help the students make connections between genres of writing. Informational writing instruction will further students' ability to examine a topic and clearly convey information and ideas. Later in the unit, students will engage in informational writing lessons, and conduct short research projects that build knowledge on topics learned in the Social Studies and Science curriculums. Speaking and listening skills will be scaffolded throughout the year through whole group, small group, and partner activities.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS
<p>Module A:</p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea, citing key details from the text.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 40px;">C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

W.IW.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), text features (e.g. illustrations, diagrams, captions) and multimedia when useful to aid in comprehension,

B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).

E. Provide a conclusion related to the information or explanation presented.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning revising and editing.

A. Identify audience, purpose, and intended length of composition before writing.

B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences or meaning, audience, and style

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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.

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Students may present multiple, evidence-based solutions to reduce the impacts that climate change have on humans.)CC

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

B. Write affixed words that involve a sound or spelling change in the base word.

C. Write accurately 1,000 high-frequency words in English. Spell grade-appropriate words correctly, consulting references as needed.

D. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3 Demonstrate command and use of the conventions of writing including those listed under grade three foundational skills.

A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

B. Use independent clauses and coordinating conjunctions.

C. Form irregular verbs; form and use progressive tenses.

D. Form and use possessive nouns and pronouns.

E. Capitalize first word in quotations as appropriate, capitalize other important words (e.g. section headings).

F. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

G. Use apostrophes for possession.

Module B:

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.TS.4.4 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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D. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Module C:

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

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

SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

RDISCIPLINARY CONNECTIONS

Science:

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Social Studies:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

ENDURING UNDERSTANDINGS

- Good readers use details from a text to help make predictions, draw inferences, and determine the main idea of the text.
- Readers make text to text, text to self, and text to world connections to draw inferences.
- Strong writers have a purpose for their writing.
- Engaging in collaborative discussions with peers helps students build on other's ideas and clearly share their own.

ESSENTIAL QUESTIONS

- Why are key details important in a text?
- How can making connections help readers understand a text?
- How can writers use information to write explanatory text that informs their audience on a topic?
- Why is effective collaboration important?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Read with accuracy and fluency to support comprehension
- Draw inferences from a text based on details

- Determine the main idea of an informational text, using key details
- Explain events, procedures, ideas, or concepts from a historical text
- Describe the overall structure of a text using the events, concepts, and information read
- Authors use evidence to support points learned in an informational text
- Writers think, plan, draft, respond, revise, edit, and publish writing
- Writers write with a specific purpose in mind
- Write explanatory texts that examine a topic and share information clearly
- Use appropriate conventions such as capitalization, punctuation, and spelling, and demonstrate an understanding of the conventions when speaking
- Understand and use grade-appropriate words and phrases successfully

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group reading instruction
- Facilitate selected mini lessons from Readers' Workshop Units of Study including but not limited to: making connections to the text, use key details to determine main idea and theme, and summarizing. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLs for the unit of study
- Explain the difference between literary and informational texts
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Model the use of narrative writing rubrics as a tool to enhance and develop student writing, including an introduction with a lead, introducing characters and the setting, three 'body' paragraphs developing a beginning, middle, and end of the story, sensory details, and a conclusion.
- Model the process for explanatory writing including choosing a topic, writing an introduction including a hook, writing a first draft, editing & revising, and publishing.
- Confer with students individually about their writing to help them improve
- Create anchor charts with visual models of teaching strategies
- Engage students by using video clips to further explain reading and writing strategies
- Guide students through research projects that investigate different aspects of a topic
- Introduce NJSLA sample questions that coincide with topics in Unit 2

The students will...

- Actively participate in leveled guided reading groups
- Refer to details in a text to make connections, determine main idea/theme, and summarize.
- Use schema to enhance understanding
- Demonstrate understanding of foundational reading skills within independent reading books
- Use key details to determine the main idea of a text
- Use relevant details to draw inferences from a text

- Explain how authors use evidence to support points in a text
- Show understanding of text features and explain how they benefit nonfiction text
- Determine how text structure impacts informational writing
- Analyze new vocabulary in authentic literature and informational texts
- Brainstorm, select a topic, and use a graphic organizer to plan their expository writing
- Peer edit expository writing, giving both positive and constructive feedback
- Produce clear, coherent, and organized expository writing
- Revise and edit their own narrative writing using a “Rainbow Editing” method & anchor chart
- Clearly report on a topic using appropriate facts and relevant, descriptive details
- Conduct short research projects to build knowledge on a topic

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
 Reader’s and Writer’s Notebook Entries
 Anecdotal Notes
 Exit Slip
 Checklists
 Peer Assessment
 Vocabulary Quizzes
 Rubrics
 Participation and teacher observation
 Turn and Talk
 Concept Map
 Classroom Poll

Summative Assessment:

Nonfiction Text Feature Assessment
 Text Structure Assessment
 Author's Purpose Assessment
 Main Idea Assessment
 On-Demand Informational Writing Pieces
 NJSLA Test

Benchmark Assessment:

CommonLit Benchmark
 Schoolwidel Running Record

Alternative Assessments:

Project
 Grammar Assessments

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Schoolwide Nonfiction
 Reading Unit

 Schoolwide Nonfiction
 Writing Unit

 Reader’s and Writer’s
 Workshop Units of Study

Leveled Texts:

Schoolwide Guided Reading
 Books

www.newsela.com

Supplemental Resources:

www.brainpop.com

www.readworks.com

www.commonlit.com

www.readworks.com

		www.superteachers.com
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS		
See Appendix A		

UNIT
Unit III: Opinion Writing and Literary Text
UNIT SUMMARY
<p>In this unit, students will begin by writing opinion pieces on various topics. Students will be able to support a point of view with reasons and supporting information, and effectively use words and phrases to link opinions and reasons. With guidance, students will use technology to produce and publish writing, as well as collaborate with peers. Engaging in collaborative discussions will help students to build upon and expand ideas. Later in the unit, students will focus on purposeful reading and writing in a literary text. An in depth study of a literary text with infusions of nonfiction will help students to make connections between genres. Students will focus on examining the characters, theme, and contrasting points of view. This unit builds on routines and procedures established in previous units.</p>
NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS
<p>Module A:</p> <p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.CT.4.8. Compare and contrast the treatment of similar themes, and patterns of events in literary texts from authors of different cultures.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 40px;">B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</p> <p>SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening,

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.KL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.VI.4.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

B. Determine the meaning of words and phrases that allude to significant characters found in literature (e.g. Herculean).

C. Recognize and explain the meaning of common idioms, adages, and proverbs.

D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Module B:

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

W.AW.4.1 Write opinion pieces on topics or text, supporting a point of view with reasons and information. (Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources.) CC

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Students may present multiple, evidence-based solutions to reduce the impacts that climate change have on humans.)CC

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening,

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.KL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Module C:

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication

patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression

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

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

INTERDISCIPLINARY CONNECTIONS

Science:

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*

Social Studies:

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

ENDURING UNDERSTANDINGS

- Good readers use details from a text to help make predictions, draw inferences, and determine the main idea of the text.
- Strong writers have a purpose for their writing.
- Opinion writing pieces support a point of view with reasons and examples.
- Engaging in collaborative discussions with peers helps students build on other's ideas and clearly share their own.

ESSENTIAL QUESTIONS

- Why are key details important in a text?
- Why do authors write opinion articles?
- How can we support our point of view in opinion writing?
- Why is effective collaboration important?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Read with accuracy and fluency to support comprehension
- Provide an in depth description of characters, setting, and events in a story or drama
- Draw inferences from a text based on details
- Determine the main idea of an informational text, using key details
- Explain major difference between poems, drama, and prose
- Understand the structure of a poem
- Describe the overall structure of a text using the events, concepts, and information read
- Authors use evidence to support points learned in an informational text
- Writers think, plan, draft, respond, revise, edit, and publish writing
- Writers write with a specific purpose in mind
- Write opinion texts to share their opinion and support it with facts and information

- Use appropriate conventions such as capitalization, punctuation, and spelling, and demonstrate an understanding of the conventions when speaking
- Understand and use grade-appropriate words and phrases successfully

SUGGESTED ACTIVITIES

Teachers will...

- Engage students in leveled small-group reading instruction
- Facilitate selected mini lessons from Readers' Workshop Units of Study including but not limited to: making connections to the text, use key details to determine main idea and theme, and summarizing. Mini lessons are developed based on student assessment and are focused on key knowledge, skills and NJSLS for the unit of study
- Read mentor texts aloud to students and pause to think aloud to demonstrate reading strategies and skills
- Model the use of opinion writing rubrics as a tool to enhance and develop student writing, including an introduction with a hook, three body paragraphs giving different reasons for their opinion, supporting their opinion with evidence, and
- Model the process for opinion writing including choosing a topic, writing an introduction including a hook, writing a first draft, editing & revising, and publishing.
- Confer with students individually about their writing to help them improve
- Create anchor charts with visual models of teaching strategies
- Engage students by using video clips to further explain reading and writing strategies
- Guide students through research projects that investigate different aspects of a topic
- Introduce NJSLA sample questions that coincide with topics in Unit 3

The students will...

- Actively participate in leveled guided reading groups
- Describe characters, setting, and events in depth
- Compare and contrast poems, dramas, and prose
- Understand the structural elements of poems and dramas
- Refer to details in a text to make connections, determine main idea/theme, and summarize.
- Demonstrate understanding of foundational reading skills within independent reading books
- Use key details to determine the main idea of a text
- Use relevant details to draw inferences from a text
- Explain how authors use evidence to support points in a text
- Analyze new vocabulary in authentic literature and informational texts
- Brainstorm, select a topic, and use a graphic organizer to plan their opinion writing
- Use evidence to support their opinion writing

- Peer edit opinion writing, giving both positive and constructive feedback
- Produce clear, coherent, and organized opinion writing
- Revise and edit their own narrative writing using a “Rainbow Editing” method & anchor chart
- Clearly report on a topic using appropriate facts and relevant, descriptive details
- Conduct short research projects to build knowledge on a topic

EVIDENCE OF LEARNING

Formative Assessments:

Classroom Discussion
Reader’s and Writer’s Notebook Entries
Anecdotal Notes
Exit Slip
Checklists
Peer Assessment
Vocabulary Quizzes
Rubrics
Participation and teacher observation
Turn and Talk
Concept Map
Classroom Poll

Summative Assessment:

Themes of Poetry Assessment
Comparing Poems Assessment
On-Demand Opinion Writing Pieces
NJSLA Test

Benchmark Assessment:

CommonLit Benchmark
Fountas and Pinnell Running Record

Alternative Assessments:

Project
Grammar Assessments

INSTRUCTIONAL RESOURCES

Core Instructional Resource:

Schoolwide Unit- Feature
Article with Editorial

Reader’s and Writer’s
Workshop Units of Study

Leveled Texts:

Schoolwide Guided Reading
Books

www.newsela.com

Supplemental Resources:

www.brainpop.com

www.readworks.com

www.commonlit.com

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS
See Appendix A

Appendix A: Integrated Accommodations and Modifications

Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

At Risk of Failure:

- Check and sign assignment planner
- Encourage class participation and reinforce skills
- Model skills and assignments
- Extended to time to complete class work
- Preferential seating
- Provide extra help outside of class and 1:1 instruction when needed
- Communicate regularly with students' other teachers
- Provide positive feedback for tasks well done
- Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

- Pose higher-level thinking questions
- Provide higher level reading and writing materials for literacy based activities
- Probe student to extend thinking beyond the text or connect two or more texts
- Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers