



# Grade 4

# Reading Curriculum

Oradell Public School District  
Oradell, NJ

2023

The Grade 4 Reading Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

# Oradell Public School District

## **Grade 4 Reading Curriculum Committee Credits:**

Jenna Lipton, Supervisor of Language Arts and Social Studies

Karen Marron, Grade 4 Teacher

Blair McGrath, Grade 4 Teacher

Elinor Romer, Grade 4 Teacher

Rosemarie Cataldo, Special Education Teacher

## **Board Policy**

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

## **Affirmative Action**

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal  
Amy Brancato, Director of Curriculum and Instruction

## **Our Language Arts Philosophy**

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

## **What is Balanced Literacy?**

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

## **Reading Workshop**

### **What is Reading Workshop?**

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

### **Minilesson**

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that

the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

## **Reading Aloud**

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

## **Interactive Read-Aloud**

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

## **Shared Reading**

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

## **Guided Reading**

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

## **Independent Reading**

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

## **Reading Conferences**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

## **Reading Strategy Groups**

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

## **Close Reading**

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

## **Book Clubs**

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

## **Writing Workshop**

### **What is Writing Workshop?**

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

### **Minilesson**

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

### **Writing Conferences**

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for \_\_\_\_\_ Date \_\_\_\_\_

What am I learning about this student as a writer?	What do I need to teach this student?

○ is the symbol for Teaching Point.  
 © is the symbol for Instructional Goal.  
 © 2005 by Carl Anderson from *Assessing Writers*, Heinemann, Portsmouth, NH.  
 © 2019 by the International Center for Assessment, University of Connecticut.

14 Strategic Writing Conferences: Teacher's Guide

## Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

## Independent Writing

This is the time when students practice the skill taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

## Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

## Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

## Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and

editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

### **What is the difference between revising and editing?**

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

### **Word Study**

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

### **Phonics Resource for Primary Grades**

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

### **Word Study in the Upper Grades**

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).



## **Grammar**

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on “using relative pronouns” but, based on assessment, another will be in a small group on “using collective nouns” (a 2nd-grade skill).

## **All About the Language Arts Curriculum**

### **How was the curriculum developed?**

The Oradell Public School District’s curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the “Professional Resources” section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

### **Modifications**

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest,

or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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# Oradell Public School District

## Suggested Pacing Guide for Reading & Writing Units

### Grade Four

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September-October	<b>FICTION</b> <u>Launching:</u> <u>Building a Reading Life</u>	<b>NARRATIVE</b> Launching: Building a Writing Life & Personal Narrative	-Complete sentences -Correct capitalization -Dialogue & quotes
2	November-December	<b>FICTION</b> <u>Building Theories</u> <u>About Characters</u>	<b>OPINION</b> Personal Essay	-Compound sentences -"Helping verbs" ( <i>can, may, must</i> )
3	January	<b>NONFICTION</b> <u>Using Text</u> <u>Features/Biography</u>	<b>OPINION</b> Persuasive Letters	-Relative pronouns & adverbs
4	January-February	<b>BOOK CLUBS</b> <u>Themes/Social Issues</u>	<b>OPINION</b> Literary Essay	-Prepositional phrases
5	March	<b>NONFICTION</b> <u>Using Text Structures</u> <u>to Comprehend</u>	<b>STANDARDIZED TEST PREP</b> Writing to a Prompt	-Homophones
6	April-May	<b>STANDARDIZED TEST PREP</b> <u>Close Reading</u> <u>of Short Texts</u>	<b>INFORMATIONAL</b> Writing to Inform	-Order of adjectives
7	June	<b>FICTION</b> <u>Fantasy Genre Study</u> <u>(Partner Books)</u>	<b>NARRATIVE</b> Becoming Skillful Fiction Writers	-Progressive verb tenses (-ing verbs)

Note: Highlighted activities indicate **Holocaust Awareness** or **Amistad Commission** or **Asian American and Pacific Islander** legislation related activities.

# Fourth Grade Reading Curriculum

## Unit 1 Fiction: Building a Reading Life

### Unit Overview

*Building a Reading Life* will establish routines for reading workshop and build an excitement about reading in the classroom. Students will form their own literary identities and understand that they are responsible for building their own reading life. Teachers will model their own love for reading in order to help students become self-directed learners, knowing what they love to read and specifically naming what they do well. Students will develop a sense of ownership and independence in reading. Levels will be formally assessed using the Teachers College Reading & Writing Project (TCRWP) Assessment for Independent Reading Levels during the first weeks of school. (These assessments will be revisited, as needed, throughout the school year, as well as, at the end of the school year.) Teachers will offer differentiated teaching points in order to help students acquire and apply reading skills and set and achieve specific reading goals.

### Enduring Understandings

Readers will:

- Follow reading workshop routines and structures.
- Identify their strengths and weaknesses as a reader.
- Read with stamina and independence.
- Communicate by speaking and listening with reading partners.
- Summarize for their partner, without giving too much away, using the strategy: Somebody, Wanted, But, So, Then (SWBST).
- Use text evidence and their own thoughts to nourish their ideas about books and respond to the text in written form.

### Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● Student Participation</li><li>● TCRWP Assessment for Independent Reading Levels</li><li>● One-to-one Conferring</li><li>● Small Strategy Groups</li><li>● Partner/Book Club Talk</li><li>● Reading Logs</li><li>● Reader's Notebook Entries</li><li>● Post-its</li><li>● LinkIt!</li></ul>

## Possible Reading Notebook Entries

- [Reader's Notebook Entry Ideas 1](#)
- [Reader's Notebook Entry Ideas 2](#)
- Elaborate on characters and traits.
- Make inferences and predictions.
- Elaborate on conflicts and resolutions.

## Standards (NJSL) Addressed in this Unit

### Reading Literature

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.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

### Reading Informational Text

N/A

### Reading Foundational Skills

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

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

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

### Writing

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.

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

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

C. Provide a conclusion related to the opinion presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 reading standards to literature [e.g. a character's thoughts, words, or actions].”).

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.

## Speaking & Listening

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.

- 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.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.

## Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- 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).

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.

- A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).
- C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

### Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

### Career Readiness, Life Literacies, and Key Skills

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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

#### Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

### Interdisciplinary Connections

#### Mathematics

4.MD.B. Represent and Interpret Data

## Unit 1 Fiction: Building a Reading Life

### Suggested Teaching Points

#### Unit 1/Bend 1: Establishing a Reading Life

***Readers will read with stamina and independence by...***

- Following routines and using the structures of the reading workshop.
- Identifying what makes a book too hard, too easy and “just right” by paying attention to levels and/or using the Five-finger Rule.
- Choosing books that are “just right” by considering interests, knowledge of a genre, and difficulty within a level, so they can understand and enjoy their books.
- Choosing an “on deck book” about 40 pages before the end of their current independent book to keep the momentum going.
- Sustaining their reading across a longer period of time by taking writing breaks on Post-its or in a reader's notebook.
- Recording the number of minutes and pages read on a reading log,



	<p>setting goals for more reading and graphing their progress.</p> <ul style="list-style-type: none"> <li>● Self-monitoring for comprehension by stopping, thinking and rereading for clarity when confused.</li> </ul>
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**Unit 1/Bend 2: Building a Community of Readers**

<p><b><i>Readers will grow ideas about their books by...</i></b></p>	<ul style="list-style-type: none"> <li>● Creating a buzz about what they are reading by speaking with and listening to a partner.</li> <li>● Building on conversations by referring to what their partner said and then, adding on to the conversation in a focused and meaningful way. (Idea: Use <i>Unifix Cubes</i> as a visual tool. Each speaker adds a cube to “visually grow” the talk.)</li> <li>● Reading aloud, hip-to-hip, with a partner and stopping to discuss important and/or exciting moments in a story.</li> <li>● Engaging in accountable talk with partners and/or small groups.</li> <li>● Making recommendations to others by referring to favorite parts of their book.</li> <li>● Writing and reflecting on Post-its and in their reader’s notebooks.</li> <li>● Using Post-its as reading goal reminders, to stop and jot (notice and note) important parts and to mark the “Aha Moment” (a sudden understanding by a character in the story and/or what struck them, as the reader, as a very surprising scene).</li> </ul>
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**Unit 1/Bend 3: Monitoring for Reading Comprehension**

<p><b><i>Readers will monitor themselves for comprehension by...</i></b></p>	<ul style="list-style-type: none"> <li>● Previewing the blurb on the back of the book and talking about what might be expected in this story with a partner or a teacher.</li> <li>● Applying fix-up strategies when they feel lost or confused. (e.g. rereading, reading ahead a little bit, checking-in with a peer who has read the book or asking a teacher for help)</li> <li>● Summarizing for a partner, without giving too much away, using the strategy: Somebody, Wanted, But, So, Then (SWBST).</li> <li>● Inferring and developing theories, in writing or through partner talk, and either confirming or revising those theories based on new information.</li> <li>● Predicting and developing theories, in writing or through partner talk, and either confirming or revising those theories based on new information.</li> <li>● Isolating a favorite small moment in a book and writing long about it.</li> </ul>
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**Unit Specific Vocabulary**

accountable talk, summarize, reflect, stamina, genre, fluency, accuracy, evidence, character, plot, setting, conflict, resolution, climax, action, rising and falling action, dialogue

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction and/or think aloud for stop and think for clarity.
- Build and/or use anchor charts with students and continually refer to them while teaching accountable talk and inferring.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for making inferences when possible.
- Provide data collection sheet on reading stamina progression as visual aid.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction and/or think aloud for stop and think for clarity.
- Build and/or use anchor charts with students and continually refer to them while teaching accountable talk and inferring.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.

- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for making inferences when possible.
- Provide data collection sheet on reading stamina progression as visual aid.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction and/or think aloud for stop and think for clarity.
- Build and/or use anchor charts with students and continually refer to them while teaching accountable talk and inferencing.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for making inferences when possible.
- Provide data collection sheet on reading stamina progression as visual aid.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction and/or think aloud for stop and think for clarity.
- Build and/or use anchor charts with students and continually refer to them as you teach accountable talk and inferencing.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide audiobooks when possible.
- Allow handheld translator.
- Provide opportunities for one-to-one and small group instruction.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for inferencing when possible.

- Provide data collection sheet on reading stamina progression as visual aid.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order

to develop meaningful relationships and resolve interpersonal conflicts

- Connections:
  - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
  - Use of “I messages” when resolving conflicts.
  - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### [Diversity Mandate Read-aloud Lesson Plans](#)

**October: Title of Book: *Teammates* by Peter Golenbock**

### **Suggested Mentor Texts**

*The Paper Bag Princess* by Robert N. Munsch

*Each Kindness* by Jacqueline Woodson

*Enemy Pie* by Derek Munson

*All the Places to Love* by Patricia MacLachlan

*My Redheaded Older Brother* by Patricia Polacco

*Thank You, Mr. Falker* by Patricia Polacco

*Junkyard Wonders* by Patricia Polacco

*Owl Moon* by Jane Yolen

*14 Cows for America* by Carmen Agra Deedy (In Remembrance of September 11th)

*Tales of a Fourth Grade Nothing* by Judy Blume

*Rules* by Cynthia Lord

*The One and Only Ivan* by Katherine Applegate

*Sarah Plain and Tall* by Patricia MacLachlan

*There's a Boy in the Girls' Bathroom* by Louis Sachar

### **Professional Resources**

*A Guide to the Reading Workshop, Units of Study for Teaching Reading* by Lucy Calkins & Kathleen Tolan

*The Art of Teaching Reading* by Lucy Calkins (Chapter 1)

*Units of Study for Teaching of Reading: Building A Reading Life, Stamina, Fluency, and Engagement*

(2010) by Lucy Calkins and Kathleen Tolan

*The Reading Strategies Book* by Jennifer Serravallo

*Scholastic Leveled Bookroom 4.0*

## Unit 2 Fiction: Building Theories About Characters

### Unit Overview

The objective of *Building Theories About Characters* is to place emphasis on growing significant text-based ideas about characters. Students will be able to think in more complex ways about characters by citing evidence in order to strengthen and support their ideas. Additionally, students will recognize that the details authors include and emphasize are intentional. Therefore, students will be taught to find meaning in recurring images, objects, and themes. Since there is an emphasis on reading more deeply, students are expected to recognize that characters are complicated. For example, they might act differently depending on the character with whom they are interacting. Their outer actions may not always represent their internal thinking.

### Enduring Understandings

Readers will:

- Identify a character's personality through his/her words and actions.
- Analyze character traits.
- Identify and understand the relationship among characters.
- Identify types of conflict:
  - character vs. self
  - character vs. character
  - character vs. society
  - character vs. nature
- Make, revise and/or confirm predictions about characters.
- Identify how changes in setting and plot affect a character.
- Describe how characters change by giving evidence and reasons why.
- Compare first and third person narration.
- Determine point of view.

### Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● Student Participation</li><li>● TCRWP Assessment for Independent Reading Levels</li><li>● One-to-one Conferring</li><li>● Small Strategy Groups</li><li>● Partner/Book Club Talk</li><li>● Reading Logs</li><li>● Reader's Notebook Entries</li><li>● Post-its</li><li>● LinkIt!</li></ul>

## Possible Reading Notebook Entries

- [Reader's Notebook Entry Ideas 1](#)
- [Reader's Notebook Entry Ideas 2](#)
- Use Post-its to track how the character is feeling.
- Draw bubbles to describe what the character might be thinking.
- Draw a visual representation of how the character is feeling.
- Create a timeline of how the character feels throughout the text.
- Identify evidence in the text to support how a character is feeling.
- Track patterns of behaviors to identify character traits.
- Develop inferences supported by text clues and background knowledge.
- Compare and contrast characters by noting their traits, how they handle challenges, likes and dislikes, interests, and how they change over time.
- Stop and jot noticings and wonderings.
- Track a character's actions to deepen understanding.
- Draw a web of character traits.
- Build a chart of helpful vs. harmful traits.
- Draw a heart and fill it with the character's internal thinking.

## Standards (NJSL) Addressed in this Unit

### Reading Literature

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 a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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.

### Reading Informational Text

N/A

### Reading Foundational Skills

N/A

### Writing



W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 reading standards to literature [e.g. a character’s thoughts, words, or actions].”).

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.

## Speaking & Listening

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.

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.

## Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use correct capitalization.

B. Use commas and quotation marks to mark direct speech and quotations from a text.

C. Use a comma before a coordinating conjunction in a compound sentence.

D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

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).

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.

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

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

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

L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

**Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

**Career Readiness, Life Literacies, and Key Skills**

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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections**

**Comprehensive Health and Physical Education**

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

**Unit 2 Fiction: Building Theories About Characters**

**Suggested Teaching Points**

**Unit 2/Bend 1: Envisioning, Predicting and Inferring – Walking in a Character’s Shoes**

*Readers will envision characters by...*

- Identifying the main character in a story by collecting information about them as they read on Post-its and/or their reader’s notebook.
- Deepening their understanding by noting what the main characters say, do, think or feel and by observing what other characters think

	<p>about them.</p> <ul style="list-style-type: none"> <li>● Analyzing the main characters and assigning internal and external character traits to them.</li> <li>● Writing in their reader's notebooks as a means to remember important information and explore ideas about their character. (e.g. paragraphs, t-charts, bulleted lists, webs, double entries)</li> <li>● Empathizing with their main character by understanding and relating to the things they are experiencing and writing long about what this makes them think and feel.</li> <li>● Creating a detailed sketch in their reader's notebooks using information from the text to guide their work.</li> </ul>
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**Unit 2/Bend 2: Building Theories and Gathering Evidence**

<p><b><i>Readers will build theories about characters by...</i></b></p>	<ul style="list-style-type: none"> <li>● Examining the objects and people they hold close.</li> <li>● Empathizing with hard-to-like characters by considering the feelings and experiences that cause them to act a certain way.</li> <li>● Growing big ideas about a character by imagining what the character may be thinking in his/her mind.</li> <li>● Observing characters with a close lens by paying attention to what he/she chooses to say or do.</li> <li>● Observing characters with a wider lens by paying attention to what he/she chooses NOT to say or do.</li> <li>● Using schema (prior knowledge) and evidence from the text to infer and draw conclusions about a character.</li> <li>● Making text-based predictions with a reading partner or in writing.</li> </ul>
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**Unit 2/Bend 3: From Inference to Interpretation**

<p><b><i>Readers will infer and interpret their character's motivations by...</i></b></p>	<ul style="list-style-type: none"> <li>● Thinking about why the author chose a particular setting (both time and place) for the book, what it reveals about the character and how it affects the plot.</li> <li>● Recognizing that setting is not always a time or a place; it can be the emotional feeling in the story.</li> <li>● Noticing the problem in the story and noting ideas about its importance. (e.g. stopping &amp; jotting on Post-its)</li> <li>● Identifying and analyzing the obstacles that a character faces by considering the influence of another character, an object or a circumstance.</li> <li>● Identifying minor/side characters that help or hinder the protagonist/main character.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Learning lessons alongside the main character and writing long about them.</li> <li>● Noticing how characters change or grow in a story from beginning to end.</li> <li>● Comparing and contrasting the written text of a story with a visual representation (movie/media clip) and noticing similarities and differences. (Idea: Ask students to create a Venn Diagram in their reader's notebooks.)</li> </ul>
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**Unit Specific Vocabulary**

character traits (internal and external), main and secondary characters, first and third person narrative, point of view, conflict and resolution, predictions, theme, schema

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

**Special Education Students**

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide direct instruction on note taking of characters' actions and reactions.
- Model Post-its and scaffold for collecting information.
- Use a visual such as Padlet or Lino when possible as an enhancement.
- Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.
- Create anchor charts of sketching scenes and predictions to refer to throughout unit of study.
- Define and demonstrate vocabulary. (e.g. empathy, "hard to like," lens, setting)
- Provide a graphic organizer for tracking character obstacles.
- Provide audio/video clips when possible.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

**Students with 504 Plans**

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.

- Provide direct instruction on note taking of characters' actions and reactions.
- Model Post-its and scaffold for collecting information.
- Use a visual such as Padlet or Lino when possible as an enhancement.
- Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.
- Create anchor charts of sketching scenes and predictions to refer to throughout unit of study.
- Define and demonstrate vocabulary. (e.g. empathy, "hard to like," lens, setting)
- Provide a graphic organizer for tracking character obstacles.
- Provide audio/video clips when possible.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide direct instruction on note taking of characters' actions and reactions.
- Model Post-its and scaffold for collecting information.
- Use a visual such as Padlet or Lino when possible as an enhancement.
- Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.
- Create anchor charts of sketching scenes and predictions to refer to throughout unit of study.
- Define and demonstrate vocabulary. (e.g. empathy, "hard to like," lens, setting)
- Provide a graphic organizer for tracking character obstacles.
- Provide audio/video clips when possible.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide additional conferring time.
- Provide one-to-one or small group discussions.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide direct instruction on note taking of characters' actions and reactions.
- Model Post-its and scaffold for collecting information.
- Use a visual such as Padlet or Lino when possible as an enhancement.
- Provide direct instruction and provide examples/samples of paragraphing, t-charts, bulleted lists, webs and double entries.
- Create anchor charts of sketching scenes and predictions to refer to throughout unit of study.
- Define and demonstrate vocabulary. (e.g. empathy, "hard to like," lens, setting)
- Provide a graphic organizer for tracking character obstacles.
- Provide audio/video clips when possible.

- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with the opportunity to create projects.
- Provide students with the opportunity to be peer mentors.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of “I messages” when resolving conflicts.

- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of “I messages” when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

[Diversity Mandate Read-aloud Lesson Plans](#)

**November: *Stand Tall, Molly Lou Mellon* by Patty Lovell**

**Suggested Mentor Texts**

*The Paper Bag Princess* by Robert N. Munsch

*The Gardener* by Sarah Stewart

*The Name Jar* by Yangsook Choi

*Enemy Pie* by Derek Munson

*Brave Irene* by William Steig

*All the Places to Love* by Patricia MacLachlan

*My Redheaded Older Brother* by Patricia Polacco

*Thank You, Mr. Falker* by Patricia Polacco

*Junkyard Wonders* by Patricia Polacco

*Owl Moon* by Jane Yolen

*Tales of a Fourth Grade Nothing* by Judy Blume

*The One and Only Ivan* by Katherine Applegate

*Save Me a Seat* by Sarah Weeks

*On My Honor* by Marion Dane Bauer

*Birchbark House* by Louise Erdrich

*In the Year of the Boar and Jackie Robinson* by Bette Bao Lord

**Professional Resources**

*The Reading Strategies Book, Goal 6, Supporting Comprehension in Fiction: Thinking About Characters*  
by Jennifer Serravallo

*Units of Study for Teaching Reading, Interpreting Characters, The Heart of the Story, Grade 4 Unit 1* by

Lucy Calkins and Kathleen Tolan  
*Scholastic Leveled Bookroom 4.0*

## Unit 3 Nonfiction: Using Text Features/Biography

### Unit Overview

The objective of *Using Text Features/Biography* is to enable readers to compare, contrast and ultimately integrate information gathered from multiple sources, using both print and media. Students will develop an understanding of text features and structures and how they play a role in the way nonfiction information is presented. They will also strengthen their informational reading skills by exploring narrative, expository and hybrid nonfiction mentor texts. Reading biographies, students will grow to understand a significant person's traits, motivations and feelings. They will explain, both verbally and in writing, how that person's actions and accomplishments contributed to certain historical events and changed the world. Students will make connections by reading many print and media sources in order to negotiate multiple perspectives about a significant person's life.

### Enduring Understandings

Readers will:

- Build stamina as nonfiction readers by immersing themselves in narrative, expository and hybrid mentor texts.
- Comprehend nonfiction topics more deeply by paying close attention to the role of text features.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Write about their reading in order to grow their thinking about a nonfiction topic.
- Identify the time frame and the significant contributions made by various people.
- Make connections about the lives of significant people by reading multiple biographical sources.
- Identify the roles that other people played in a significant person's life.
- Write and reflect on the lasting impact a person had (and continues to have) on the world.

### Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● Student Participation</li><li>● TCRWP Assessment for Independent Reading Levels</li><li>● One-to-one Conferring</li><li>● Small Strategy Groups</li><li>● Partner/Book Club Talk</li><li>● Reading Logs</li><li>● Reader's Notebook Entries</li><li>● Post-its</li><li>● LinkIt!</li></ul>
Possible Reading Notebook Entries
<ul style="list-style-type: none"><li>● <a href="#">Reader's Notebook Entry Ideas 1</a></li></ul>



- [Reader's Notebook Entry Ideas 2](#)
- Notice what repeats. Stop and jot. Pay attention to words that repeat often. “Does this word tell me what the book is mostly about?”
- Draw a three-column chart to keep track of what the author is presenting. (e.g. Topic, Subtopic, Details)
- Stop and jot about noticings and wonderings while reading.
- Use boxes and bullets when identifying the main idea and its supporting details.
- Survey the text by putting all the visuals together and responding in writing. “What does it seem like this text is mostly about?”
- Paraphrase chunks of the text. Then, put it together. Stop after a section and jot a note in the margin in your own words.
- Sketch in chunks. Stop after every short section. Think: “What am I picturing?” Draw a quick sketch. At the end of the article, look over sketches and answer, “What is this article mostly about?”
- Create a graphic organizer of the problem/resolution.
- Develop a KWL chart.
- Use a “Check Yourself” strategy. After reading, check for comprehension. “What was confusing here? What will I do to fix my misunderstanding(s)?”
- Make a list of facts that you gathered while reading.
- State an idea and explain how you know. “How does the detail connect to the main idea?”
- Cover the text with a Post-it. Write down what you remember.
- Code the text.
- Translate a text.
- Create a t-chart: Interesting Detail vs. Important Detail.
- Create a timeline of events in the text.

## Standards (NJSLs) Addressed in this Unit

Reading Literature
N/A
Reading Informational Text
<p>RI.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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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>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>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, 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>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>

RI.4.9 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.

RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### Reading Foundational Skills

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.

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

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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”).

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.

### Speaking & Listening

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.

- 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.

### Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.

- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose words and phrases to convey ideas precisely.
  - B. Choose punctuation for effect.
  - 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).
- 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.
  - A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).
  - C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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).

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

### **Career Readiness, Life Literacies, and Key Skills**

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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

#### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

### Interdisciplinary Connections

#### Social Studies

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

## Unit 3 Nonfiction: Using Text Features/Biography

### Suggested Teaching Points

#### Unit 3/Bend 1: Biography Readers Use All They Know About Reading Stories

*Readers will use all they know about reading narratives and about character development to read biographies by...*

- Identifying the subject of their biography and the time and place in history in which that significant person lived.
- Studying the subject through their words and actions and asking, “What does this tell me about him or her as a person?”
- Understanding a significant person’s life by noting the role that other people have played in their life. “Who influenced this person? What role did this person play in the significant person’s struggle?”
- Reading with stamina, focus and volume.

#### Unit 3/Bend 2: Biography Readers Use All They Know About Informational Texts

*Readers will use everything they know about reading informational texts to learn about a personal story of a subject of a biography and research the time, place, and world in which they lived by...*

- Understanding that biographies also teach information about the world, including the culture, the time period, and the setting in which the significant person lived/grew up.
- Realizing that biographies are structured in predictable sections. (e.g. early life, youth, achievement and lasting contribution to history)
- Making connections across multiple sources (both print and digital) to find additional information about the subject’s life.
- Integrating multiple sources to understand how the history of the time period affected the subject’s actions and words. “How does what I’ve learned connect to the life of this person?”

#### Unit 3/Bend 3: Biography Readers Not Only Follow a Life Story, They Also Grow Ideas

*Readers will develop theories about the subject of a biography and identify their struggles and how they overcame them by...*

- Identifying the bigger message in the story. (Biographies are not just about a person’s life. “What does this person represent?”)
- Recognizing that the subject of a biography is an icon, representing something much bigger in the world.
- Interpreting how the subject responded to the challenges in their environment.

	<ul style="list-style-type: none"> <li>● Reflecting on a significant person’s life and critiquing their lasting impact on the world.</li> </ul>
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<b>Unit Specific Vocabulary</b>
biography, icon, text features, timeline, graphic organizer, narrative nonfiction, expository nonfiction, hybrid nonfiction

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

<b>Special Education Students</b>
<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.</li> <li>● Use HoverCam/SmartBoard for shared reading highlighting the repeat word.</li> <li>● Use a graphic organizer and/or visual aid for determining the text.</li> <li>● Model with think aloud for check yourself. “When reading this, I…”</li> <li>● Provide direct instruction and examples for idea connections, coding and translating the text.</li> <li>● Provide a completed t-chart as a sample.</li> <li>● Provide various graphic organizers for creating a timeline.</li> <li>● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.</li> <li>● Define the terms, “biography” and “icon.”</li> <li>● Provide graphic organizers to gather relevant information such as accomplishments/influencers.</li> <li>● Use think alouds or shared readings to note culture, era, etc.</li> <li>● Use multiple media sources such as visual clips/audio clips/pictures to enhance understanding.</li> <li>● Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).</li> </ul>
<b>Students with 504 Plans</b>
<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.</li> <li>● Use HoverCam/SmartBoard for shared reading highlighting the repeat word.</li> <li>● Use a graphic organizer and/or visual aid for determining the text.</li> </ul>

- Model with thinking aloud to check yourself. “When reading this, I…”
- Provide direct instruction and examples for idea connections, coding and translating the text.
- Provide a completed t-chart as a sample.
- Provide various graphic organizers for creating a timeline.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Define the terms, “biography” and “icon.”
- Provide graphic organizers to gather relevant information such as accomplishments/influencers.
- Use think alouds or shared readings to note culture, era, etc.
- Use multiple media sources such as visual clips/audio clips/pictures to enhance understanding.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use HoverCam/SmartBoard for shared reading highlighting the repeat word.
- Use a graphic organizer and/or visual aid for determining the text.
- Model with think aloud for check yourself. “When reading this, I…”
- Provide direct instruction and examples for idea connections, coding and translating the text.
- Provide a completed t-chart as a sample.
- Provide various graphic organizers for creating a timeline.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Define the terms, “biography” and “icon.”
- Provide graphic organizers to gather relevant information such as accomplishments/influencers.
- Use think alouds or shared readings to note culture, era, etc.
- Use multiple media sources such as visual clips/audio clips/pictures to enhance understanding.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use HoverCam/SmartBoard for shared reading highlighting the repeat word.
- Use a graphic organizer and/or visual aid for determining the text.
- Model with think aloud for check yourself. “When reading this, I…”
- Provide direct instruction and examples for idea connections, coding and translating the text.
- Provide a completed t-chart as a sample.
- Provide various graphic organizers for creating a timeline.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Define the terms, “biography” and “icon.”
- Provide graphic organizers to gather relevant information such as accomplishments/influencers.
- Use think alouds or shared readings to note culture, era, etc.

- Use multiple media sources such as visual clips/audio clips/pictures to enhance understanding.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Allow students to further investigate how their topic choice makes connections to those that came prior or after. Who did they influence?
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.



- Use of “I messages” when resolving conflicts.
  - **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
    - Connections:
      - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
      - Use of “I messages” when resolving conflicts.
      - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
  - **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
    - Connections:
      - Class rules
      - Class discussions
      - Following rules

## Suggested Mentor Texts

*Helen’s Big World: The Life of Helen Keller* by Doreen Rappaport

*Eleanor, Quiet No More: The Life of Eleanor Roosevelt* by Doreen Rappaport

*Malala Yousafzai: Warrior with Words* by Karen Leggett Abouraya

*Malala’s Magic Pencil* by Malala Yousafzai (Autobiography)

*Abe’s Honest Words: The Life of Abraham Lincoln* by Doreen Rappaport

*Frederick’s Journey: The Life of Frederick Douglass* by Doreen Rappaport

*To Dare Mighty Things: The Life of Theodore Roosevelt* by Doreen Rappaport

*Jack’s Path of Courage: The Life of John F. Kennedy* by Doreen Rappaport

*Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport

*John’s Secret Dreams: The Life of John Lennon* by Doreen Rappaport

*Salt in His Shoes* by Deloris Jordan

*Fifty Cents and a Dream: Young Booker T. Washington* by Jabari Asim

*Wilma Unlimited* by Kathleen Krull

*Barack Obama: Son of Promise, Child of Hope* by Nikki Grimes

*For the Right to Learn: Malala Yousafzai’s Story* by Rebecca Langston-George

*I Dissent: Ruth Bader Ginsburg Makes Her Mark* by Debbie Levy

*Listen to the Wind: The Story of Dr. Greg & Three Cups of Tea* by Greg Mortenson

*Who Is/Who Was... ?* series (various authors) [Who Is/Who Was? \(book series\)](#)

*I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai

## Professional Resources

*If... Then... Curriculum Assessment-Based Instruction*, pp. 59 - 73, by Lucy Calkins

*A Guide to the Reading Workshop, Units of Study for Teaching Reading* by Lucy Calkins and Kathleen Tolan



*The Art of Teaching Reading* by Lucy Calkins  
*Units of Study for Teaching Reading, Grades 3-5 (2010) Building A Reading Life, Volume 1: Stamina, Fluency, and Engagement* by Lucy Calkins and Kathleen Tolan  
*The Reading Strategies Book* by Jennifer Serravallo  
*Scholastic Leveled Bookroom 4.0*

## Unit 4 Book Clubs: Themes/Social Issues

### **Unit Overview**

Born on: September 25, 2018

Annual Revision: OPS Board Approval September 2023    Oradell Public School District GR 4 Reading Curriculum 40

The objective of *Themes/Social Issues* is to first, understand what a social issue is and how it impacts a person's life. Students will be asked to analyze social issues using different lenses: character, self and world. Using literature, students will observe how characters cope with various social issues and consider how they might deal with similar challenging issues themselves. This unit will give students the chance to evaluate the social issues they observe, not just in their own lives, but also in the world. Students will discover the roots of some social issues by exploring stories, both factual and fictional. Students will call on their prior knowledge of theme, main idea, analyzing multiple points of view, and perspectives on a topic. Within the structure of a book club, students will synthesize all of the skills they have learned this year to become more critical readers and active listeners. Students will use accountable talk strategies to strengthen their speaking and listening skills. The practice of meeting and talking with peers in small groups will also be an ideal way to grow ideas and share thinking about social issues in a variety of mentor texts.

## Enduring Understandings

Readers will:

- Define and understand the term, "social issue."
- Identify meaningful social issues that exist in their own lives and in the world.
- Apply what they know about real-world social issues to those that exist in fiction and nonfiction texts.
- Apply an analytical lens as they read mentor texts and discuss social issues themes with peers.
- Use accountable talk strategies to grow ideas about social issues explored in various mentor texts.

## Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student Participation</li> <li>● TCRWP Assessment for Independent Reading Levels</li> <li>● One-to-one Conferencing</li> <li>● Small Strategy Groups</li> <li>● Partner/Book Club Talk</li> <li>● Reading Logs</li> <li>● Reader's Notebook Entries</li> <li>● Post-its</li> <li>● LinkIt!</li> </ul>
Possible Reading Notebook Entries
<ul style="list-style-type: none"> <li>● <a href="#">Reader's Notebook Entry Ideas 1</a></li> <li>● <a href="#">Reader's Notebook Entry Ideas 2</a></li> <li>● Stop and jot important notes about what is happening in the plot to infer the big idea of the story.</li> <li>● Note how the characters interact with one another.</li> <li>● Reread the last page or paragraph in a chapter and identify the possible lesson within this part of the text.</li> <li>● Note the character's mistakes and the possible life lesson(s) learned.</li> <li>● Draw a Venn Diagram to compare and contrast themes across multiple texts.</li> </ul>

- Write about how one character's actions impacted another character.
- Support the theme of the text by identifying the struggles the character is experiencing.
- Identify the read-world issue. What are your thoughts based on what you have read so far?
- Note the character's traits at the beginning and end of the story to see how the character has changed over time.
- Recognize something that repeats and ask yourself what it may symbolize.
- Track the actions of a secondary character who may have more experience than the protagonist/main character. Evaluate their role in the story.

## Standards (NJSLs) Addressed in this Unit

### Reading Literature

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 a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, 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 structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.

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.

### Reading Informational Text

RI.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.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 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.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe

the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 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.

RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Reading Foundational Skills**

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

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

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

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

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

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

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

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

- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 4 reading standards to literature [e.g. a character’s thoughts, words, or actions].”).

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.

### Speaking & Listening

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.

- 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 comment 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.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.

### Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- 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).

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.

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

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

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

L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

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).

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

### **Career Readiness, Life Literacies, and Key Skills**

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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

#### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

### **Interdisciplinary Connections**

#### **Comprehensive Health and Physical Education**

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

## Unit 4 Book Clubs: Themes/Social Issues

### Suggested Teaching Points

Unit 4/Bend 1: Identifying Issues	
<i>Readers will read between the lines to interpret issues in texts by...</i>	<ul style="list-style-type: none"><li>● Identifying and reading with various lenses.</li><li>● Considering multiple ideas and multiple issues in any one book.</li><li>● Zooming in on crucial scenes that evoke a strong reaction to learn more about the issue.</li><li>● Viewing the social issues in their books through the lens of the character.</li><li>● Considering the different perspectives of the various characters in their book.</li><li>● Locating and analyzing critical scenes in their texts.</li><li>● Approaching a conversation about social issues in a book by examining the book through the lens of fairness and unfairness.</li></ul>
Unit 4/Bend 2: How Authors Address Issues	
<i>Readers will analyze the way different authors address and craft similar social issues in both literature and current events by...</i>	<ul style="list-style-type: none"><li>● Exploring deeper issues in texts and their own lived experiences.</li><li>● Recognizing membership in multiple groups.</li><li>● Turning to nonfiction as a way to deepen their understanding of the social issues they are reading about.</li><li>● Identifying social issues that affect their lives and bringing those insights to their book conversations.</li><li>● Changing the way they think about the world and new texts through book club conversations.</li><li>● Lifting the level of their work in cooperation with their peers by drawing conclusions and studying the author's craft.</li><li>● Comparing and contrasting the treatment of the same social issue across multiple texts in literature and nonfiction.</li></ul>
Unit 4/Bend 3: Stretching Our Thinking	
<i>Readers will bring their reading lenses to the world and make their thinking more complex by...</i>	<ul style="list-style-type: none"><li>● Stretching their thinking about various social issues through discussions and in writing.</li><li>● Growing ideas and theories about social issues by speaking with and listening to their peers.</li><li>● Pushing themselves to become active members in their book club and apply accountable talk strategies.</li><li>● Using strategies they have previously learned, like inferencing.</li><li>● Engaging with social issues texts with stamina and focus.</li></ul>



## Unit Specific Vocabulary

social issue: a problem that influences a considerable number of the individuals within a society; often the consequence of factors extending beyond an individual's control

lens, perspective, activist, injustice, fair vs. unfair, accountable talk

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs of small groups.
- Provide paper copies of books to note on when possible.
- Provide graphic organizers for tracking ideas/issues.
- Provide direct, explicit instruction on perspective.
- Model appropriate discussion.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs of small groups.
- Provide paper copies of books to note on when possible.
- Provide graphic organizers for tracking ideas/issues.
- Provide direct, explicit instruction on perspective.
- Model appropriate discussion.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk



- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs of small groups.
- Provide paper copies of books to note on when possible.
- Provide direct, explicit instruction on perspective.
- Model appropriate discussion.
- Provide direct and explicit instruction on perspective.
- Provide paired nonfiction/fiction text.
- Provide opportunities for students to turn and talk.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### **English Language Learners**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use HoverCam/SmartBoard for shared reading highlighting the repeat word.
- Use a graphic organizer and/or visual aid for determining the text.
- Model with think aloud for check yourself. “When reading this, I…”
- Provide direct instruction and examples for idea connections, coding and translating the text.
- Provide a completed t-chart as a sample.
- Provide various graphic organizers for creating a timeline.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Use think alouds or shared readings to note culture, era, etc.
- Use multiple media sources such as visual clips/audio clips/pictures to enhance understanding.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### **Gifted and Talented**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels. Allow students to demonstrate mastery.
- Allow independent study on themes across genres.
- Bridge study of social issues with climate and culture of the time period.
- Provide additional resources to develop and further levels of understanding.
- Provide opportunities for students to turn and talk.
- Use more advanced texts.
- Use higher-level questioning providing opportunities for critical and creative reading.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of “I messages” when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

## Suggested Mentor Texts

*Enemy Pie* by Derek Munson

*The Paper Bag Princess* by Robert N. Munsch

*Freedom on the Menu: The Greensboro Sit-Ins* by Carole Boston Weatherford

*One Green Apple* by Eve Bunting

*Malala's Magic Pencil* by Malala Yousafzai

*Steamboat School* by Deborah Hopkinson and Ron Husband

*Brave Girl* by Michelle Markel and Melissa Sweet

*Separate is Never Equal* by Duncan Tonatiuh

*Harvesting Hope* by Kathleen Krull and Yuyi Morales

*A is for Activist* by Innosanto Nagara

*The Most Magnificent Thing* by Ashley Spires

### **Level Q**

*The Homework Machine* by Dan Gutman

*There's a Boy in the Girls' Bathroom* by Louis Sachar

*The Report Card* by Andrew Clements

*Drita, My Homegirl* by Jenny Lombard

### **Level R**

*Rules* by Cynthia Lord

*Frindle* by Andrew Clements

*Jake & Lily* by Jerry Spinelli

### **Level S**

*Donuthead* by Sue Stauffacher

*On My Honor* by Marion Dane Bauer

*Out of My Mind* by Sharon Draper

*Save Me a Seat* by Sarah Weeks

*From the Mixed-up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg

### **Level T**

*Saving Lilly* by Peg Kehret

*Crenshaw* by Katherine Applegate

*Rain Reign* by Ann M. Martin

### **Mixed High Group U/V/W and up...**

*Tangerine* by Edward Bloor

*The Watsons Go to Birmingham—1963* by Christopher Paul Curtis

*Because of Mr. Terupt* by Rob Buyea

*Mr. Terupt Falls Again* by Rob Buyea

*Wonder* by R.J. Palacio

*A Corner of the Universe* by Ann M. Martin

*Fish in a Tree* by Lynda Mullaly Hunt

## **Professional Resources**

*Units of Study for Teaching Reading: If...Then...Curriculum: Assessment-Based Instruction, Grade 3-5* by Lucy Calkins (pp. 94-116)  
*The Reading Strategies Book* by Jennifer Serravallo  
*Scholastic Leveled Bookroom 4.0*

## Unit 5 Nonfiction: Using Text Structures to Comprehend

### **Unit Overview**

The objective of *Using Text Structures to Comprehend* refers to the ways that authors organize information in text. Students will recognize the underlying structure of content-area texts. Students will focus their attention on key concepts and relationships, anticipate what's to come and monitor their comprehension as they read. As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that being used by the author. All texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections will be organized to employ the five basic structural patterns. The unit should be explicitly taught to teach students to comprehend more effectively. It is recommended that text structures be introduced and worked on in this order: description, sequence, problem and solution, cause and effect, and compare and contrast.

### **Enduring Understandings**

Readers will:

- Understand that authors organize information in a nonfiction text by utilizing various text structures.
- Immerse themselves in short informational text by identifying, defining and analyzing the role of text structures.
- Synthesize information about a nonfiction topic by considering all of the information that is presented by the author.
- Interpret nonfiction information more thoroughly by considering the role of photographs, illustrations, diagrams, tables, graphs, charts, maps, and other text features.
- Distinguish that there may be evidence of more than one text structure being used in a given text by reading and identifying the structures present and defining the overarching structure being used.

## Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● TCRWP Assessment for Independent Reading Levels</li><li>● Student Participation</li><li>● One-to-one Conferring</li><li>● Small Strategy Groups</li><li>● Reading Logs</li><li>● Post-its</li><li>● Grouping nonfiction pieces by text structure</li><li>● Marking up a text to identify text structures</li><li>● Highlighting evidence in a given text</li><li>● Completing a Venn diagram</li><li>● Creating a timeline</li><li>● Summarizing a given text</li><li>● Developing a graphic organizer for cause and effect and problem and solution</li><li>● LinkIt! custom assessments</li></ul>
Possible Reading Notebook Entries
<ul style="list-style-type: none"><li>● Text Structures for Nonfiction- Reading Response<ul style="list-style-type: none"><li>○ Descriptions</li><li>○ Sequence of Events</li><li>○ Problem/Solution</li><li>○ Cause and Effect</li><li>○ Compare/Contrast</li></ul></li></ul>

## Standards (NJSL) Addressed in this Unit

Reading Literature
N/A
Reading Informational Text
RI.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. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 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.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 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.

RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Reading Foundation Skills**

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

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

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

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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").

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.

### **Speaking & Listening**

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.

- 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.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.

## Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use correct capitalization.

B. Use commas and quotation marks to mark direct speech and quotations from a text.

C. Use a comma before a coordinating conjunction in a compound sentence.

D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

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).

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.

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

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

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

L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

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).

## Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

## Career Readiness, Life Literacies, and Key Skills

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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

## Interdisciplinary Connections

### 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).

## Unit 5 Nonfiction: Using Text Structures to Comprehend

### Suggested Teaching Points

#### Unit 5/Bend 1: Organizing Information

*Readers will understand that authors organize information in a nonfiction text by...*

- Defining structure. Explain how authors think about the way that they want to organize what they are going to write.
- Introducing the five main structures authors use without defining them.
- Skimming and scanning to predict text structure(s). "How is the author presenting this information?"
- Teaching the signal words for each text structure:



	<ul style="list-style-type: none"> <li>○ Prior to reading: skimming and scanning passages and making predictions about text structure</li> <li>○ During reading: analyzing text and revising predictions about structure</li> <li>● Defining each text structure in given nonfiction texts.</li> </ul>
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**Unit 5/Bend 2: Analyzing Information**

<p><b><i>Readers will immerse themselves in short informational texts by...</i></b></p>	<p>Defining and analyzing text structures.</p> <p><b>Description Text Structure:</b></p> <ul style="list-style-type: none"> <li>● Reading DESCRIPTION text and highlighting key words that prove it.</li> <li>● Identifying topic sentences.</li> <li>● Identifying the main idea and supporting details.</li> <li>● Exploring additional articles for this structure.</li> </ul> <p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>● Reading SEQUENCE text and highlighting key words that prove it. (e.g. before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end)</li> <li>● Utilizing a flow map to display chronological order of events.</li> <li>● Identifying the main idea and supporting details, choosing the most essential details for a summary of the text.</li> <li>● Exploring additional articles for this structure.</li> </ul> <p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>● Reading COMPARE AND CONTRAST texts and highlighting key words that prove it. (e.g. similar, alike, same, just like, both, different, unlike, in contrast, on the other hand).</li> <li>● Identifying topic sentences.</li> <li>● Identifying the main idea and supporting details, using a Venn Diagram to recognize information that shows similarities and differences.</li> <li>● Exploring additional articles for this structure.</li> </ul> <p><b>Problem and Solution</b></p> <ul style="list-style-type: none"> <li>● Reading PROBLEM AND SOLUTION texts and highlighting key words that prove it.</li> <li>● Identifying paragraphs that present a problem.</li> <li>● Identifying paragraphs that offer a solution.</li> <li>● Exploring additional articles for this structure.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>● Reading CAUSE AND EFFECT texts and highlighting key words that prove it. (e.g. since, because, if, due to, as a result of, so, then, leads to, consequently)</li> <li>● Identifying topic sentences.</li> <li>● Identifying the main idea and supporting details.</li> <li>● Exploring additional articles for this structure.</li> </ul>
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## Unit 5/Bend 3: Using Text Structures to Present Information

***Readers will understand that there may be evidence of more than one text structure in a given article by ...***

- Reading and identifying text structures in a given article.
- Presenting evidence that supports each text structure that has been identified.
- Defining the overarching structure used.
- Using text features to gain a deeper understanding of the content.
- Highlighting key vocabulary words to support a claim.
- Exploring additional articles to enhance understanding.

## Unit-specific Vocabulary

description, compare and contrast, sequence, problem and solution, cause and effect, main idea, details, summary, text structure, heading, subheading

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

## Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide guided notes on the description and sequencing.
- Scaffold cause and effect and/or problem and solution using hands-on activities.
- Use visuals such as highlighters for signal words.
- Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.
- Use graphic organizers for sequencing, problem and solution and compare and contrast.
- Use preferential seating.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

## Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide guided notes on the description and sequencing.
- Scaffold cause and effect and/or problem and solution using hands-on activities.

- Use visuals such as highlighters for signal words.
- Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.
- Use graphic organizers for sequencing, problem and solution and compare and contrast.
- Use preferential seating.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide guided notes on the description and sequencing.
- Scaffold cause and effect and/or problem and solution using hands-on activities.
- Use visuals such as highlighters for signal words.
- Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.
- Use graphic organizers for sequencing, problem and solution and compare and contrast.
- Use preferential seating.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Allow handheld translator.
- Provide guided notes on description and sequencing.
- Scaffold cause and effect and/or problem and solution using hands-on activities.
- Provide one-to-one reading when possible.
- Additional conferring time.
- Use visuals such as highlighters for signal words.
- Use graphic organizers for sequencing, problem and solution and compare and contrast.
- Use preferential seating.
- Use and refer to anchor charts for sequencing, cause and effect, problem and solution and provide opportunities for hands-on activities to reinforce.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Promote higher level questioning.
- Provide opportunities for student to lead group discussion.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

## **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of “I messages” when resolving conflicts.

- Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

*Crocodiles and Alligators* by Seymour Simon

*About Raptors* by Cathryn Sill

*About Reptiles* by Cathryn Sill

*Milk from Cow to Carton* by Aliki

*Flute's Journey* by Lynne Cherry

*A River Ran Wild* by Lynne Cherry

*Castle* by David Macaulay

*Diggin Up Dinosaurs* by Aliki

*The Popcorn Book* by Tomie dePaola

*14 Cows for America* by Carmen Agra Deedy (In Remembrance of September 11th)

*Balloons Over Broadway* by Melissa Sweet

*A Drop of Water* by Walter Wick

*Cactus Hotel* by Brenda Z. Guiberson

*Toys: Amazing Stories Behind Some Great Inventions* by Don Wulffson

*Elephants: A Book for Children* by Steve Bloom

*The Lifecycle of an Emperor Penguin* by Bobbie Kalman

*Surprising Sharks* by Nicola Davies

*One Tiny Turtle* by Nicola Davies

*Bat Loves the Night* by Nicola Davies

*Snowflake Bentley* by Jacqueline Briggs Martin

*The Magic School Bus* series by Joanna Cole and Bruce Degen

### **Professional Resources**

*The Reading Strategies Book*, (Goal 10, Supporting Comprehension in Nonfiction: Getting the Most from Text Features) by Jennifer Serravallo

*Scholastic Leveled Bookroom 4.0*

# Unit 6 Standardized Test Prep: Close Reading of Short Texts

## Unit Overview

The objective of *Close Reading of Short Texts* is to enable students to read closely to determine what the text says explicitly and to make logical inferences. Students will cite specific text evidence when writing or speaking to support a claim/opinion and draw conclusions from the text. Students will focus on significant details to develop a deep, precise understanding of the text’s form, craft and meaning. Students will be rereading deliberately and engaging in conversations with peers through pair-shares, small groups and full-class discussions.

## Enduring Understandings

Readers will:

- Read closely to identify key ideas and details.
- Identify craft and structure.
- Integrate knowledge and ideas.
- Read closely within a specific genre.
- Read closely to compare and contrast using different genres.
- State a claim/opinion about a text and use text evidence to support their thinking.

## Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● Student Participation</li><li>● TCRWP Assessment for Independent Reading Levels</li><li>● One-to-one Conferring</li><li>● Small Strategy Groups</li><li>● Partner/Book Club Talk</li><li>● Reading Logs</li><li>● Reader’s Notebook Entries</li><li>● Post-its</li><li>● <i>LinkIt!</i></li></ul>
Suggested Reading Notebook Entries
<ul style="list-style-type: none"><li>● <a href="#">Reader's Notebook Entry Ideas 1</a></li><li>● <a href="#">Reader's Notebook Entry Ideas 2</a></li><li>● Give advice to a character.</li><li>● Create a t-chart: plot vs. theme.</li><li>● Create a graphic organizer based on character traits using evidence from the text.</li><li>● Explain the character’s mistake and the possible life lesson learned.</li><li>● Look closely for strong words and explain why you think the author chose these words.</li><li>● Circle or flag difficult vocabulary and define unknown words.</li><li>● Jot questions to the author about the text on Post-its while reading.</li></ul>

- Use think marks while reading and write about them. (e.g. scenes that are funny, surprising, memorable, confusing)
- Draw a story arc/mountain to track the plot.
- Partner share and compare reading entries.

## Standards (NJSL) Addressed in this Unit

### Reading Literature

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RL.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.

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.

RL.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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.

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.

### Reading Informational

RI.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.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. 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.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. 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.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### Reading Foundation

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

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

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

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

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

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

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

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.



D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 reading standards to literature [e.g. a character's thoughts, words, or actions].")

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").

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.

## Speaking & Listening

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.

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.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.

SL.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.

## Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use correct capitalization.

B. Use commas and quotation marks to mark direct speech and quotations from a text.

C. Use a comma before a coordinating conjunction in a compound sentence.

D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

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).

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.

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

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

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

L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

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).

### **Computer Science and Design Thinking**

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

### **Career Readiness, Life Literacies, and Key Skills**

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.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

### **Interdisciplinary Connections**

### **Theatre**

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

## Unit 6 Standardized Test Prep: Close Reading of Short Texts

### Suggested Teaching Points

#### Unit 6/Bend 1: Defining Close Reading

***Readers will read closely by...***

- Identifying key ideas and details. (First read)
- Using a Think-Pair-Share strategy to check understanding.
- Identifying the craft and structure of a text. (Second read)
- Focusing on text dependent questions.
- Using highlighters and Post-its to markup a text.
- Discussing text-based evidence with a partner, small or whole group.
- Integrating knowledge and ideas. (Third read)
- Writing a response to a text-dependent question citing specific evidence to support their claim/opinion.

#### Unit 6/Bend 2: Implementing Close Reading Strategies

***Readers will read closely within a specific genre by...***

- Implementing close reading strategies within fiction short texts.
  - First read (key ideas and details)
  - Second read (craft and structures)
  - Third read (Integration of knowledge and ideas)
- Implementing close reading strategies within poetry and dramas (plays).
  - First read (key ideas and details)
  - Second read (craft and structures)
    - Include setting, dialogue, stanza, rhyme, rhythm.
    - Casts of characters, settings, descriptions, dialogue, stage directions
  - Third read (Integration of knowledge and ideas)
- Implementing close reading strategies within nonfiction short texts.
  - First read (key ideas and details)
  - Second read (craft and structures)
  - Third read (integration of knowledge and ideas)

#### Unit 6/Bend 3: Using Close Reading Signposts (as taught in 3rd grade)

***Readers will read passages closely to***

- Considering text features/signposts.

<p><b><i>better understand the story by...</i></b></p>	<ul style="list-style-type: none"> <li>○ <b>Contrasts and Contradictions:</b> Notice something surprising in a character’s actions, thoughts or behavior. Notice something that contradicts previous patterns. Ask: <i>Why is the character doing this?</i> Make inferences about plot, theme and conflict.</li> <li>○ <b>Aha Moment:</b> Notice when a character suddenly realizes something. Notice when a character’s sudden understanding or insight helps the reader understand the plot’s movement, the development of a character or the internal conflict he/she faces. Ask: <i>How might this change things?</i> Make inferences about plot, character development, problem, internal conflict and theme.</li> <li>○ <b>Tough Questions:</b> Notice the point where the main character asks himself/herself (or a trusted other) tough questions. Notice when the main character wonders about something “big” as a result of feeling uncertain. Ask: <i>What does this character’s big question(s) make me wonder about?</i> Make inferences about foreshadowing, character development and theme.</li> <li>○ <b>Words of the Wiser:</b> Notice the scene where a wiser—often older—character offers a life lesson to the protagonist. Ask: <i>What is the life lesson revealed here telling me?</i> Make inferences about this secondary character’s advice as a possible theme.</li> <li>○ <b>Again and Again:</b> Notice an image, word or situation that is repeated, leading the reader to wonder about its significance. Notice repetition of details. Ask: <i>Why does this happen again and again?</i> Make inferences about character development, conflict, setting, foreshadowing and theme.</li> <li>○ <b>Memory Moment:</b> Notice the scene that interrupts the flow of the story and reveals something important about the character. Notice a flashback or remembered event. Ask: <i>Why might this memory be so important to this character?</i> Make inferences about character development, plot and theme.</li> </ul>
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<p><b>Unit 6/Bend 4: Comparing and Contrasting Genres</b></p>	
<p><b><i>Readers will read closely to compare and contrast using different genres</i></b></p>	<ul style="list-style-type: none"> <li>● Implementing close reading strategies to compare and contrast fiction to poetry. <ul style="list-style-type: none"> <li>○ Theme</li> </ul> </li> </ul>

<b>by...</b>	<ul style="list-style-type: none"> <li>○ Characters (e.g. how a character approaches a problem within the text, how a character evolves throughout the text)</li> <li>○ Text Structures (e.g. completing a chart and matching the structural element to the appropriate text)</li> <li>● Implementing close reading strategies to compare and contrast fiction to nonfiction. <ul style="list-style-type: none"> <li>○ Assess how point of view or purpose shapes the content and style of each text.</li> <li>○ Text Structures</li> </ul> </li> <li>● Analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ul>
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<b>Unit-specific Vocabulary</b>
close reading, text features/signposts, inference, lens, protagonist/antagonist, plot, setting, conflict, resolution, theme, character development, foreshadowing, compare and contrast, point of view

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

<b>Special Education Students</b>
<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.</li> <li>● Use preferential seating.</li> <li>● Use HoverCam to identify and highlight key ideas.</li> <li>● Provide opportunities to work in pairs or small groups.</li> <li>● Provide explicit and direct instruction on marking up the text including samples.</li> <li>● Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”</li> <li>● Provide sample responses to text questions.</li> <li>● Provide guided notes on strategies for close reading.</li> <li>● Provide leveled texts.</li> <li>● Provide audiobooks with paper copies for marking up when possible.</li> <li>● Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)</li> <li>● Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).</li> </ul>
<b>Students with 504 Plans</b>

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on marking up the text including samples.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### **Students at Risk**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on marking up the text including samples.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”
- Provide sample responses to text questions.
- Provide guided notes on strategies for close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### **English Language Learners**

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Allow for more conferring time.
- Allow for more one-to-one work with student on higher level to promote discussion.
- Allow use of handheld translator.
- Use preferential seating.
- Use HoverCam to identify and highlight key ideas.
- Provide opportunities to work in pairs or small groups.
- Provide explicit and direct instruction on marking up the text including samples.
- Breakdown the questions by chunking and asking, “What are they really looking for?” or “What do they want me to do?”

- Provide sample responses to text questions.
- Provide guided notes on strategies of close reading.
- Provide leveled texts.
- Provide audiobooks with paper copies for marking up when possible.
- Provide visuals for compare/contrast across genres. (e.g. anchor charts, Venn Diagrams)
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to compare/contrast with more genres using video/audio clips.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others



- Connections:
  - Students becoming the “expert” helper to support others in their work.
  - Practicing active listening strategies when classmates are speaking.
  - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of “I messages” when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

**Diversity Mandate Read-aloud Lesson Plans**

**May: *Eyes That Kiss in the Corners* by Joanna Ho**

**Suggested Mentor Texts**

[Drama Notebook/Fairy Tale Plays](#)

Steve Jenkins (expository)

Seymour Simon (expository)

Nic Bishop (expository)

Nicola Davies (hybrid)

*Scholastic News/Weekly Reader/Time for Kids*

Articles from a newspaper

Digital articles (*Newsela, ReadWorks*)

Short stories and questions from Literature Blog: [Lit Together/Tom Marshall](#)

**Professional Resources**

*The Reading Strategies Book* by Jennifer Serravallo

*Notice & Note: Strategies for Close Reading* by Kylene Beers and Robert E. Probst

[A Close Look at Close Reading/Beth Burke](#)

[LIT Together/PARCC Passages/Tom Marshall](#)

*Scholastic Leveled Bookroom 4.0*



## Unit 7 Fiction: Fantasy Genre Study (Partner Books)

### Unit Overview

The objective of *Fantasy Genre Study (Partner Books)* is to introduce students to the complexities of fantasy literature. A strong emphasis will be made on identifying and discussing the unique traits that are present in fantasy texts. Students may need to create lists, maps or timelines to keep track of the complex settings (both time and place) and characters that appear in fantasy novels. Students will compare and contrast the books they are reading, realizing that characters in fantasy novels are often on quests that can be both internal and external in nature. Students may choose to read outside of their novels to research topics referenced in their fantasy stories. Students will interpret and make inferences about the role of symbols (symbolism) in their fantasy stories. By reading with partners, students will have additional experiences using accountable talk strategies to grow their thinking in the fantasy genre.

After identifying traits of the fantasy genre and being immersed in a variety of fantasy mentor texts, students will discuss and plan how these texts can be brought to life through a theatrical lens. Students will discuss, plan, and share ideas in small groups. One scene per small group will be developed into a script, using the theater standards as the driving force. The teacher will structure this culminating activity using the anchor standards as guides, keeping in mind that the process is more important than the product.

### Enduring Understandings

Readers will:

- Identify the traits/characteristics of the fantasy genre by using examples from authentic literature.
- Explore other worlds by closely reading books in the fantasy genre.
- Evaluate the role of symbols/symbolism in the fantasy stories they read.
- Compare and contrast the fantasy novels they are reading.
- Grow ideas about the fantasy genre by reading and discussing a book with a reading partner(s).
- Read beyond their fantasy novels by researching topics referenced in their story.
- Use their imaginations to plan a retelling performance for a portion of the story.
- Create the props, costumes and scenery for a performance.
- Reflect on their experience as a character in the skit and as a member of the audience.
- Gain an understanding that theatre artists rely on intuition, curiosity, and critical inquiry to make decisions in their performances and convey meaning in the theatrical work.

### Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none"><li>● Teacher Observation</li><li>● Student Participation</li><li>● TCRWP Assessment for Independent Reading Levels</li></ul>

- One-to-one Conferring
- Small Strategy Groups
- Partner/Book Club Talk
- Reading Logs
- Reader's Notebook Entries
- Post-its
- LinkIt!

### Possible Reading Notebook Entries

- [Reader's Notebook Entry Ideas 1](#)
- [Reader's Notebook Entry Ideas 2](#)
- Summarize what you have read using the strategy: Somebody, Wanted, But, So, Then (SWBST).
- Describe the setting (time and place) of the story and its influence on the plot and characters.
- Complete a QuickDraw of the setting or a character.
- Describe an event that triggered a significant change in a character and describe the change.
- Track the new experiences of the protagonist/main character as the story unfolds.
- Stop and jot and define new and challenging vocabulary using print and online reference tools.
- Reflect on not only the external struggles, but the internal struggles of the protagonist/main character.
- Compare and contrast how different characters respond to both similar and different internal and external struggles by creating a chart.
- Use a Post-it observation about a character's thoughts, actions and/or words as the starting point to write long and strong in your reader's notebook.

## Standards (NJSLs) Addressed in this Unit

### Reading Literature

- 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 a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- 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.
- RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- 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.

### Reading Informational Text

- RI.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.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 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.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 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.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Reading Foundational Skills**

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

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

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

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

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

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g. another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 4 reading standards to literature [e.g. a character's thoughts, words, or actions].").

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.

## Speaking & Listening

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.

- 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.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.

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.

## Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- 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).

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.

- A. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).
- C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. 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. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

## Theatre

### Creating

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

### Performing

1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.

1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

### Responding

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.  
 1.4.5.Re8c: Evaluate and analyze how a character’s choices and character’s circumstances impact an audience’s perspective in a drama/theatre work.  
 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.

**Computer Science and Design Thinking**

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.  
 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).  
 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.  
 8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.

**Career Readiness, Life Literacies, and Key Skills**

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.CT.3: Describe how digital tools and technology may be used to solve problems.

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.  
 CLKSP4 Demonstrate creativity and innovation.  
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
 CLKSP6 Model integrity, ethical leadership and effective management.  
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

**Interdisciplinary Connections**

**Music**

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**Unit 7 Fiction: Fantasy Genre Study (Partner Books)**

**Suggested Teaching Points**

**Unit 7/Bend 1: Identifying Elements of Fantasy**

*Readers will identify and navigate through other worlds in fantasy by...*

- Researching the setting of a story by investigating clues about the time period.
- Examining important magical elements closely, using covers, blurbs, and details from the beginning of the story.
- Learning alongside the main characters and realizing that the characters are in the midst of important learning experiences.



	<ul style="list-style-type: none"> <li>● Using charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines.</li> <li>● Examining the unique traits of the genre and how they enhance the story. (e.g. magical settings, creatures and objects, mythical languages, heroes, villains, quests, mentors, sidekicks)</li> <li>● Suspending judgment to study characters over time, delving deeply into their formation, motivations, and actions.</li> <li>● Reflecting on their learning and sharing their writing about fantasy reading in partnerships.</li> </ul>
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**Unit 7/Bend 2: Mining Fantasy Novels**

<p><i>Readers will compare and contrast the fantasy novels they are reading by...</i></p>	<ul style="list-style-type: none"> <li>● Recognizing the conflicts within the story and look at how these conflicts develop into themes.</li> <li>● Mining fantasy stories to discover themes and lessons that might apply to their own lives.</li> <li>● Creating a character timeline of the internal and external quests of the major characters.</li> <li>● Charting to compare characters and their experiences in history and in fantasy to determine universal themes.</li> <li>● Evaluating and raising the level of their work by completing a self-assessment.</li> </ul>
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**Unit 7/Bend 3: Applying Thematic Messages**

<p><i>Readers will read outside their novels by...</i></p>	<ul style="list-style-type: none"> <li>● Referring to nonfiction texts and references to more fully understand the fantasy world they are reading about.</li> <li>● Using multiple vocabulary strategies to figure out the meaning of unfamiliar words.</li> <li>● Recognizing that characters in fantasy books are not “all good” or “all bad,” but possess rather complex personality traits.</li> <li>● Investigating symbolism and how certain symbols might connect to a possible theme in a story.</li> </ul>
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**Unit 7/Bend 4: Bringing the Stories to Life through Theatre**  
**In this bend, the theatre performance expectations will serve as the leading standards. The following links will connect student learning objectives, suggested activities and assessments directly to those performance expectations.**  
 Click [HERE](#) for a link to the Grades 3-5 Theatre document for student learning objectives, specific vocabulary, activities, and assessments for this bend. This document includes how each of the above are directly aligned to the performance expectations.

Click [HERE](#) for Explanations of the Performance Expectations for Grades 3-5 to gain an understanding of what each performance expectation means and an example.  
Click [HERE](#) for the Grades 3-5 Theatre Rubric.

***Readers will bring the stories to life by...***

- Revisiting the work they had done around understanding characters in the genre of fantasy earlier in the unit to help with making decisions about how to portray the character, including what the character will look and sound like.
- Deciding on roles for group members when engaging in discussions.
- Engaging in conversations with peers to make decisions on props, costumes, and scenery for the desired scene they will be bringing to life.
- Trying out different ways to express the characters' feelings, motivations, etc. to collectively decide on what brings the characters' inner thoughts to the experience. i.e. thinking about how the character moves, interacts with others, etc.
- Experimenting with different technology to enhance the theatrical production.
- Experimenting with various music to play at parts of the guided drama experience to achieve a particular experience.
- Practicing and sharing about experience as performer and audience.
- Engaging in accountable talk to identify the strongest approaches to character portrayal, lighting, and sound. Collaborating with peers so all voices are heard.
- Sharing reasons for artistic choices.
- Self-reflecting and providing feedback to peers to revise and improve the theatrical production.
- Making connections between the guided drama experience and the real world.

**Unit-specific Vocabulary**

hero (willing hero, unwilling/reluctant hero, unlikely hero, catalyst hero, anti-hero), heroine, villain, quest, mentor, sidekick, lair, third person omniscient ("all-knowing") narrator, personification/anthropomorphism

**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

**Special Education Students**

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.



- Provide opportunities to work in pairs or small groups.
- Provide leveled texts.
- Provide anchor charts and bookmarks as visual reminders for the strategy: Somebody, Wanted, But, So, Then (SWBST).
- Provide graphic organizers for tracking.
- Provide direct, explicit instruction on reflection with examples.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide completed examples of charts and timelines to use as a guide.
- Define and give examples of symbolism and how to look for it.
- Provide audiobooks with paper copies for marking up when possible.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide leveled texts.
- Provide anchor charts and bookmarks as visual reminders for the strategy: Somebody, Wanted, But, So, Then (SWBST).
- Provide graphic organizers for tracking.
- Provide direct, explicit instruction on reflection with examples.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide completed examples of charts and timelines to use as a guide.
- Define and give examples of symbolism and how to look for it.
- Provide audiobooks with paper copies for marking up when possible.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Provide opportunities to work in pairs or small groups.
- Provide leveled texts.
- Provide visuals on the summarizing strategy: Somebody, Wanted, But, So, Then (SWBST). (e.g. anchor charts/bookmarks)
- Provide graphic organizers for tracking.
- Provide direct, explicit instruction on reflection with examples.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide completed examples of charts and timelines to use as a guide.
- Define and give examples of symbolism and how to look for it.
- Provide audiobooks with paper copies for marking up when possible.

- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Allow for additional conferring time.
- Provide opportunities to work in pairs or small groups.
- Provide leveled texts.
- Provide visuals on the summarizing strategy: Somebody, Wanted, But, So, Then (SWBST). (e.g. anchor charts/bookmarks)
- Provide graphic organizers for tracking.
- Provide direct, explicit instruction reflection with examples.
- Use pre-scripted and strategically placed Post-it notes, scaffolding for independence.
- Provide completed examples of charts and timelines to use as a guide.
- Define and give examples of symbolism and how to look for it.
- Provide audiobooks with paper copies for marking up when possible.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to compare/contrast with more genres using video/audio clips.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 4th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher

know who might need additional support.

- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
    - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Practicing active listening strategies when classmates are speaking.
    - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Use of "I messages" when resolving conflicts.
    - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

## Suggested Mentor Texts

*Weslandia* by Paul Fleischman

*The Paper Bag Princess* by Robert N. Munsch

*The Tale of Despereaux* by Kate DiCamillo

*The Thief of Always* by Clive Barker

*Gregor the Overlander* by Suzanne Collins

*The Lion, the Witch and the Wardrobe* by C. S. Lewis

*The Waterstone* by Rebecca Rupp

*The Indian in the Cupboard* by Lynne Reid Banks

*Percy Jackson and the Olympians: The Lightning Thief* (Book 1) by Rick Riordan

*The Secrets of Droon* by Tony Abbott  
*Dragon Slayers' Academy* by Kate McMullan  
*The Spiderwick Chronicles* by Tony DiTerlizzi and Holly Black  
*The City of Ember* by Jeanne DuPrau  
*Harry Potter* (series) by J.K. Rowling  
*Redwall* by Brian Jacques  
*Artemis Fowl* by Eoin Colfer  
*Deltora Quest* by Emily Rodda

**Wordless Picture Books:**

*Quest* by Aaron Becker  
*Return* by Aaron Becker  
*Journey* by Aaron Becker

**Professional Resources**

*Units of Study for Teaching Reading: Fantasy Book Clubs, The Magic of Themes and Symbols, Grade 5,*  
Unit 4 by Lucy Calkins, M. Colleen Cruz and Mary Ehrenworth  
*The Reading Strategies Book* by Jennifer Serravallo  
*Scholastic Leveled Bookroom 4.0*