

Woodland Park School District

Reading Curriculum Grade 4

Curriculum Team

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Fourth Grade Course Description:

In fourth grade, students will delve into complex texts and see significance in details. Students study the complexity of characters and explore themes while developing skills such as inference and interpretation. Students will delve into nonfiction topics while developing their skills in cross-text synthesis, practicing close reading, comparing and contrasting, and evaluating sources to determine credibility. Students take on the challenge of researching history as they study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words. In this work, students practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading.

Pacing Guide

Content Area: English Language Arts

Grade Level: Fourth

Routines: Launching the Reading Workshop	September (2 weeks)
Unit 1: Interpreting Characters	September-October (5 weeks)
Unit 2: Reading the Weather, Reading the World	November- January (6 weeks)
Unit 3: Historical Fiction Club	January-February (6 weeks)
Unit 4: Reading History	March-April (6 weeks)
Unit 5: Read and Write On Demand	April (3 weeks)
Unit 6: Poetry, Drama, & Prose Unit 6a: Drama (Theatre*)	May (4 weeks)
Unit 7: Author Study	June (3 weeks)

Unit Title : Routines: Launching the Reading Workshop	Grade Level: Fourth	Time Frame: September (2 weeks)
Unit Overview: In this unit, students will learn how to utilize their reading life by identifying reading strategies within the classroom and becoming part of the community of readers. Students will set goals, agree on classroom rules, pick just right books, and accept their own sense of their reading community.		
Standards: 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. SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
Technology Integration: 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. • Students will discuss and generate reasons why they need to have safe online practices when using technology, both at home and in school. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. • The class will create classroom rules for safe online practices when using technology, both at home and in school. The class will create and discuss consequences for inappropriate use of technology. 8.2.5.E.1 Identify how computer programming impacts our everyday lives. • Students will brainstorm ways they can use computers and technology throughout the year for various purposes.		
21 Century Skills: CRP1. Acts as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.		

Interdisciplinary Connections:**Health**

2.2.4.A.2 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

- Students will learn how to communicate together within accountable talk, partner shares, or classroom debates

Health

2.2.4.B.3 Many health-related situations require the application of a thoughtful decision-making process. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

- Students will make choices on choosing books and creating a learning space for independent reading, writing, and listening.

Unit Goals/Enduring Understandings:

- Readers take care of books.
- Readers follow routines/procedures.
- Readers talk about books with others.

Essential Questions:

- What role does a reader have in the community of readers?
- How does what I am reading influence how I should read it?
- As a reader, how can I establish positive reading goals?

Skills/Academic Vocabulary

- Book handling
- Listening
- Sitting/Reading Quietly
- Partner share
- Routines
- Texts- Genres

Academic Vocabulary: listening, analyzing, routines, rules, conferencing, sharing, turn and talk, refer, know, apply, read, draw conclusions, monitor

Demonstration of Learning:

- Fountas & Pinnell-BAS
- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Reading Response

Resources/ Suggested Mentor Texts:

- *Beginning of the year mentor texts (Teacher's choice)*
- First 25 days of Reading Workshop
- First 20 Days of Independent Reading
- Words Their Way

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Routines: Launching the Reading Workshop		Grade Level: Fourth	Time Frame: September (2 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Establish Rules and Routines of Readers Workshop 	<ul style="list-style-type: none"> Readers establish a gathering place for reading-Introducing Transitions <ul style="list-style-type: none"> a. Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson Readers read to self- Read to Self-Behaviors <ul style="list-style-type: none"> b. Teachers- use this goal to build routines for independent reading Readers keep a log of what was read <ul style="list-style-type: none"> c. Teachers introduce reading logs to students- (First 20) Readers write responses to reading <ul style="list-style-type: none"> d. Introduce Reading Notebook Readers turn and talk with a partner to discuss ideas <ul style="list-style-type: none"> e. Create anchor chart for Turn and Talk procedures- Good readers choose just right books with a purpose <ul style="list-style-type: none"> f. Create anchor chart for just right books- Readers participate in accountable talk- <ul style="list-style-type: none"> g. Create anchor chart for accountable talk during turn and talk Readers know what to do if a book is not a "good fit" Readers with a partner-model with a student expectation <ul style="list-style-type: none"> h. Teachers-create anchor chart for expected behaviors for Partner Reading Readers can read with a partner in different ways-stretch the lesson over two days Create anchor chart for three ways of reading with a partner-build on each day 		
<ul style="list-style-type: none"> Readers establish a reading life by finding just right books and creating/reinforce habits 	<ul style="list-style-type: none"> Readers build reading lives by reflecting on when reading was fun and when it wasn't. We think about when reading worked for us and when it felt too hard. We might ask, <i>How can I make reading work for me?</i> Readers make reading goals/resolutions for reading. We might consider short term goals (this week) or longer term goals (this month, by the first of the year, or this year). We keep these goals in a place that will keep us focused on our intentions. We reflect on our goals and adjust our goals accordingly. Readers choose books that are just right. We look within a level and consider our interests, the genre and difficulty. We read the title, review the cover and read the back blurb. We can read a middle page to make sure it is a good fit. 		

- Readers notice when their stamina is building. When we follow the routines of workshop and continue reading at home, we will notice that we will read for longer and longer periods of time before “coming up for air.” We are not clock watchers, rather we read until we are in “the zone”. The more we read, the better we get at it!
- Readers engage with the text by choosing to read with expression. We use the punctuation to help guide us. We can also use the clues the author gives us. We think about what information the author has given us and we make decisions on how to match our voice. If we read a sentence and realize we could/should have read it differently, we reread with expression. It is never too late to reread.
- Readers are actively engaged in whole group lessons and apply strategies to independent reading. Each mini-lesson will give us a tip or a teach for our reading. We won’t always need that lesson on that day. During the mini-lesson we will have an opportunity to “try out” the teach. We also learn when we might need the strategy during our independent reading. It is our job as readers to use strategies that work for us and our reading. We will have time to talk about the strategy work we are doing with our partners and in conferences.
- Readers keep track of our reading.
 - We can create reading logs to track our reading.
 - We can use bookmarks to mark our places
 - We can use post-its to mark places that we want to talk about or go back to and reread
 - We can keep all our supplies together in our book bags
 - **Teachers, add what you like for your class. This is a nice place to create the log together with their students.*
- Readers recognize when they have lost the story. Sometimes our minds wander or we read without thinking about what we are reading. When we notice this, we stop and make a plan to fix up our reading. One way we can fix it is by retelling what we have read so far. We can then go back to the last place in the story that is in our retell and reread that part and keep going. If we think we need a break first, we can stretch, take a few deep breaths and get back to reading.
- Readers create a buzz about the books they love. We talk about our books with our partners, we recommend them to others that might enjoy them. When we love a book, we can’t wait to share it.

	<ul style="list-style-type: none"> • Readers ensure they always have a backup just right book waiting for them to keep reading. We take care of getting a back-up book before our book is done. • We know that book shopping should not take time out of our independent reading. We find another time to book shop. • Readers notice when things get tricky. We try the strategies we know to fix-up the word or sentence. If we still have trouble, we do our best and move on. 	
<ul style="list-style-type: none"> • Readers will collaborate with a partner to help enhance our reading through discussion (partnerships). 	<ul style="list-style-type: none"> • Reading partners share their books with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's book. We respond to what our partner has shared. We don't just move on, rather we respond to what • Readers summarize what they've read so far to help them understand. They include the most important things that have happened and include our thinking and reactions. • Readers synthesize retellings by adding in important details that were read earlier in the story. We might say, <i>"This is important because... earlier in the story..."</i> • Partners prepare for partner talk by recording our thinking in our notebooks and marking important places in the text with post-it notes. • Partners can use talking prompts to help them with their conversations. characteristics of good conversation such as: <ul style="list-style-type: none"> ○ This important because... ○ This makes me think... ○ I used to think... but now I think... ○ I agree with you because... ○ I disagree because.... ○ What you said makes me think... ○ This is similar to... • Readers show they are listening by being active listeners and asking questions and responding to their partners. 	

Unit Title: Unit 1 Interpreting Characters: The Heart of the Story	Grade Level: Fourth	Time Frame: September-October (5 weeks)
Unit 1: Students will be reading intensely and growing ideas about characters within their books. Students will learn that the heart of a story lies within the character. Students will learn that character development is important with the help of setting, mood, plot, and author's craft. To do this, students will be taught to read closely and with conscious intent. They will dive into more complex texts and find details within the text that have importance.		
Standards: 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. 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. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.

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

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

Technology Implementation:

8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- Students will utilize tools such as RAZ Kids where they will be able to understand basic and common commands as well as navigating the computer through practice and cross- curricular content skills.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. The relationships among technologies and the connections between technology and other fields of study.

- Students will read the text, *Tiger Rising*, by Kate DiCamillo and analyze the connections to the text to understand how people utilized technology within the timeframe of the text.

21st Century Skills:

CRP1. Acts as a responsible and contributing citizen and employee.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Interdisciplinary Connections:

Health

2.1.4.E.3 Stress management skills impact an individual's ability to cope with different types of emotional situations. Determine ways to cope with rejection, loss, and separation.

- Students will be reading the *Tiger Rising*, by Kate DiCamillo and analyzing real life scenarios including divorce, loss, separation, etc. and students will write in notebook about the real life scenarios that appear within their own texts and understand why the author puts them in a text.

Social Studies

6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures. Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

- Students will be reading the *Tiger Rising*, by Kate DiCamillo and making connections within texts and text-to-self based on the geography concepts within the United States to analyze conflicts.

Unit Goals/Enduring Understandings:

- Readers follow the structures, routines and habits of a workshop classroom by
 - Independently choosing just right books
 - Keeping track of reading
 - Following partnership protocol
 - Actively reading
 - Envisioning-Visualizing
 - Summarizing- Fiction
 - Determining who is telling the story (Point of View)
 - First person
 - Third person
 - Determining importance of details
- Readers of narrative fiction form significant theories about characters by
 - Drawing evidence based conclusions
 - Synthesizing new information and revising theories
 - Analyzing character response to difficulty and change
 - Determining importance of details
- Readers of narrative fiction begin to develop interpretations of the whole book by
 - Thinking about many points in the book (part to whole)
 - Considering what is being taught not just about the book, but also about life (theme)

Essential Questions:

- What does it mean to think deeply about a character?
- What are the comprehension strategies (reading tools) that we can use to better understand the text?
- How can we help our partners to grow their ideas about characters?
- How do we create theories about characters?

Skills/Academic Vocabulary:

- Literary Elements and Story Structure
- Character Traits- Internal/External
- Plot and Plot Structure
- Mood
- Setting
- Theme
- Author's Craft

Academic Vocabulary: previewing, predicting, develop, demonstrate, envisioning, sense, feelings, fluency, inferring, importance, interpretation, comparing and contrasting, analyzing, summarizing, questioning, motivation

Demonstration of Learning:

- Fountas & Pinnell- BAS
- Reading Logs

- Performance Assessments
- Auxiliary Performance Assessments
- Conferencing (Records of conferencing, small groups, and observations)
- Running Records
- **Performance Pre-Assessment “Papa’s Parrot”**
- **Performance Post-Assessment “Slower than the Rest”**

Mentor Texts:

The Tiger Rising- By, Kate DiCamillo

Resources:

Units of Study for Teaching Reading- Lucy Calkins

- Unit 1: Interpreting Characters: The Heart of the Story
- Anchor charts
- Words Their Way

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 1: Interpreting Characters: The Heart of the Story		Grade Level: Fourth	Time Frame: September-October (5 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Launching a Reading Life 	<ul style="list-style-type: none"> Readers figure out confusing parts in books, note important things to talk about later, and do the work the author asks of them. Readers choose books that are leveled appropriately according to their level of understanding. Readers create procedures and systems to find books they want to read. Readers retell chronologically, synthesize, and summarize. Readers put themselves into the world of their books as they read. Readers aim to improve a skill to set goals and assess their progress. 		
<ul style="list-style-type: none"> Deep Thinking about Characters 	<ul style="list-style-type: none"> Readers decipher a character's actions and motivations and develop theories about them. Readers pay special attention to details that reveal character's desires, the obstacles they encounter, and their struggle to overcome them. Readers grow significant ideas about a character by noticing what the author calls to their attention. Reader's ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, and true language. Readers recognize that characters are complex and may seem one way in some relationships or settings, and another way in different context. Readers can debate differing viewpoints on a provocative question about a book they have both read. Readers defend and critique ideas by quoting specific words, sentences, and passages from the text to support evidence. 		
<ul style="list-style-type: none"> Creating Interpretations 	<ul style="list-style-type: none"> Readers learn that a character can be looked at in many different ways depending on how the story is told. Readers piece parts of a story together and linking one part of a text to another. Readers push themselves to have deeper thoughts and build interpretations about a story by making connections, finding patterns, and cumulative thinking. Readers develop an interpretation of a book by considering big life issues and relating them to the characters within a text. Readers pay attention to recurring images and objects to develop interpretations about the story. Readers will celebrate their learning throughout the unit that helped develop their understanding on characters. 		

Unit Title: Unit 2: Reading the Weather, Reading the World	Grade Level: Fourth	Time Frame: November- January (6 weeks)
Unit 2: During this unit the students will be researching extreme weather patterns and natural disasters within non-fiction texts. The goal of the unit is to teach students how to research by reading to learn information. Students will learn to analyze, use evidence, and problem solve within a text and communicate their thoughts effectively with evidence. Students will become global citizens by self- selected texts and growing into more challenging texts with higher academic domain-specific vocabulary. Students will research two subtopics within the topic of extreme weather and natural disasters and compare and contrast their findings.		
<p>Standards:</p> <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.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>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.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <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.</p> <p>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>		

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.

Technology Standards:

8.1.5.A.3 Select and use applications effectively and productively. Use a graphic organizer to organize information about problem or issue

- Students can use graphic organizers to gather information while researching based on different text structures found within a text.

21 Century Skills:

CRP1. Acts as a responsible and contributing citizen and employee

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Science

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.

Example: Students will be able to identify and determine the data of maps based on weather patterns to explain Earth's features.

Social Studies

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Example: Students will use text structures (compare/contrast, chronological, problem/solution, cause/effect) to research different topics within natural disasters in weather.

Math

4.MD.B.4 Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Example: Students will analyze and interpret data and create a visual chart to explain their understanding of the weather patterns over a time period

Unit Goals/ Enduring Understanding

- Readers of expository nonfiction identify, understand, and use domain specific and academic vocabulary by
 - Creating word banks on the topic of the text
 - Using precise domain specific language when speaking or writing
- Readers of expository nonfiction learn from text by
 - Scaffolding text difficulty and building background knowledge
 - Summarizing texts to include the main idea and supporting details
 - Analyzing parts of a text in relation to the whole o Synthesizing ideas from multiple sources

- Research teams study topics by
 - Previewing texts to discover subtopics to study
 - Synthesize information from multiple texts
 - Develop and use note taking systems and using notes as a starting place to grow ideas
- Researchers uncover techniques authors use to convey information by analyzing published texts
 - Determining text structure
- Readers of expository nonfiction become experts by
 - Reading across related topics
 - Synthesizing information
 - Compare and contrast information
 - Ask and answer questions
 - Evaluating the credibility and reliability of sources

Essential Questions:

- How can we read and learn with intensity?
- How can text structure help influence reading understanding?
- How can reading various types of texts help plan for a research project?
- What does it mean to evaluate sources and seek out patterns to compare and contrast within a research project?

Skills/Academic Vocabulary

- Reading Comprehension-Non Fiction
- Author's Purpose
- Literary Analysis, Response, and Appreciation
- Text Structure/Features
- Summarizing- Non-Fiction
- Main idea and key details
- Context Clues
- Synthesizing

Academic Vocabulary: evaluating, analyzing, previewing, importance, sense, questioning, close reading, facts, information, synthesizing, nonfiction, chronological, sequence, main idea, perspective

Demonstration of Learning:

- Fountas & Pinnell- BAS
- Reading Logs
- Performance Assessments
- Auxiliary Performance Assessments
- Conferencing (Records of conferencing, small groups, and observations)
- Running Records
- Performance Pre-Assessment "Dangerous Weather: Hurricanes & Tornadoes" and "Tornado Alley"
- Performance Post-Assessment "Extreme Insects: Killer Bees and Fire Ants" and "Amazing Fire Ant Rafts"

Resources/ Suggested Mentor Texts:

Everything Weather- By, Kathy Furgang

Hurricane & Tornado - By, Jack Challoner

Resources:

- Unit 2: Reading the Weather, Reading the World
- Words Their Way

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 2: Reading the Weather, Reading the World		Grade Level: Fourth	Time Frame: November- January (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> • Texts influence learning 	<ul style="list-style-type: none"> • Readers learn from non-fiction texts by making connections by linking prior knowledge • Readers preview texts by surveying parts of the text and linking to prior knowledge to make a prediction on how the text might go. • Readers use text structure within non-fiction texts to help them determine important information. • Readers use many strategies to tackle non-fiction texts. • Readers decipher hybrid non-fiction by using different structures. • Readers look in the text to learn new vocabulary words to find their meaning. • Readers create summaries of their reading including main ideas and key details in their own words. 		
<ul style="list-style-type: none"> • Launching a whole class research project 	<ul style="list-style-type: none"> • Readers research in teams, get organized, and plan ahead for the research project. • Readers research by using multiple texts on a subtopics all relating to the research. Readers ask, "Does this add to what I've already learned? Change what I learned?" • Readers draw on a wealth of tactics as they continue to research in teams. • Students use writing to grow ideas about their research topics. • Students tackle complex passages by reading, re-reading small parts, thinking about what each part is teaching them, and applying what they have learned by using talk and writing to explain their ideas. 		
<ul style="list-style-type: none"> • Using agency and power to create a second research project 	<ul style="list-style-type: none"> • Readers move from studying one example of research to a second example, comparing and contrasting how each example to another. • Readers become expertise on a topic to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge. • Readers read across topics igniting new inquiries and investigating their questions. 		

	<ul style="list-style-type: none">• Readers develop their own agendas related to the topic while reading. Agendas can include how texts are organized or author's purpose to fit into each readers' agenda.• Readers become experts by evaluating their research by its credibility and sources.• Readers an author of non-fiction's choices (how the text is written, structure, or how they feel about the topic) in the way it is written to write their own.• Readers analyze published texts to consider different techniques to share information.	
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Unit Title: Unit 3: Historical Fiction Clubs	Grade Level: Fourth	Time Frame: January-February (6 weeks)
Unit 3: Students will focus on historical fiction and be lifted out of our ordinary lives and imagine lives of adventure and heroism. Students will tackle complex texts through close reading of a place in time in history that the reader has never experienced. The characters in the book engage in experiences and social issues that help the readers understand the time and history more in depth. The goal for the unit is for students to become knowledgeable readers who can tackle complex literature that is based on historical fiction.		
<p>Standards:</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>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.</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>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.</p> <p>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.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p style="padding-left: 40px;">B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 40px;">C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p style="padding-left: 40px;">D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		

Technology Implementation:

8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Students will create and publish their narrative pieces by typing their writing on the computer within Microsoft Word.

21 Century Skills:

CRP1. Acts as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies

6.1.4.D.16 Prejudice and discrimination can be obstacles to understanding other cultures. Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

- Students will determine the historical interpretations of prejudice and discrimination within the text, Number the Stars by, Lois Lowry and determine a theme within the text.

Visual & Performing Arts

1.1.5.C.3 Time, place, mood, and theme are enhanced through use of the technical theatrical elements. Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

- Students will create a visual “timeline” to recreate the time period in history of WWII by posing in a scene to enhance their understanding of the time period.

Health

2.2.4.C.2 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

- Students will explain why ethical values such as respect and empathy are used when discussing historical events such as the Holocaust when portrayed through the text, Number the Stars by, Lois Lowry.

Unit Goals/Enduring Understandings:

- Book club members follow the routines and expectations
 - Create and follow club guidelines and expectations for talk
 - Collaborate on club focus and agenda
 - Collaborate on reading amounts
 - Actively listening and responding
- Readers of historical fiction independently and with the support of clubs read complex texts by
 - Monitoring for sense, asking who, what, where, when, and why

- Paying attention to details
 - Using multiple plotlines for plot and subplots
 - Identifying, envisioning both physical and emotional setting (atmosphere and mood)
 - Note taking
 - Determining point of view
 - First person
 - Third person
 - Analyzing character's traits, motivations and challenges (change)
- Readers of narrative interpret text(s) through drafting, revising and elaborating multiple ideas
 - Readers consider how passages connect to other parts and the whole
 - Readers consider symbolism
 - Readers consider how ideas from one text connect to ideas from another and how ideas connect between texts and their lives
 - Readers consider secondary characters
 - Readers consider how the theme(s) weave throughout the story and other texts
- Readers of historical fiction pay close attention to perspective by
 - Noticing the way a character sees the world
 - Noticing the way a character responds to events and what role the character's personality, age, religion, other group designation plays in that response
- Readers of historical fiction read nonfiction to deepen their understanding their text by
 - Viewing and interpreting primary source images
 - Asking questions and turning to nonfiction resources for answers
- Readers of historical fiction identify, understand, and use domain specific vocabulary

Essential Questions:

- How can we determine a theme of a story and apply it within everyday life?
- What can we compare and contrast history and historical fiction?
- How can we read a text in many different character perspectives?

Skills/Academic Vocabulary:

- Vocabulary and Concept Development- Domain Specific
- Comprehension Skills
- Point of View- Perspective
- Reading Comprehension
- Character Perspective
- Plot Structure
- Primary and Secondary Sources
- Determining themes
- Inferring

Academic Vocabulary: inferring, comparing and contrasting, synthesizing, writing about reading, envisioning, predicting, fluency, questioning, discussing, collaborating, determine, describe, history, timeline, events, historical fiction

Demonstration of Learning:

- Fountas & Pinnell- BAS
- Reading Logs
- Performance Assessments
- Auxiliary Performance Assessments
- Conferencing (Records of conferencing, small groups, and observations)
- Running Records
- **Performance Pre-Assessment “Blizzard”**
- **Performance Post-Assessment “Sign of the Cat”**

Resources/Suggested Mentor Texts:

Number the Stars- By, Lois Lowry

Rose Blanche- By, Roberto Innocenti

Tiger Rising- By, Kate DiCamillo

- Units of Study for Teaching Reading- Lucy Calkins Unit 4: Historical Fiction Clubs
- Words Their Way

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 4: Historical Fiction Clubs		Grade Level: Fourth	Time Frame: January-February (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> 1.Tackling Complex Texts 	<ul style="list-style-type: none"> Readers analyze the beginning (setting- when, where, and what the place feels like) in the text. Readers keep track of story elements as they read and building understanding. Readers keep track of the timelines based on character events along with historical events. Readers put themselves in the shoes of the character and realize that their decisions and roles are based on the life they lived in history. 		
<ul style="list-style-type: none"> Interpreting Complex Texts 	<ul style="list-style-type: none"> Readers read complex texts by making significance and connecting to other parts. Readers think or write about big ideas from a book and support their ideas with small moments, details, and objects as evidence. As readers read they keep interpreting the theme(s) of the text and how they might change throughout the book. Readers are open to new ideas within conversations and therefore create new interpretations more powerful. Readers deepen their interpretations of a text through all the perspectives of minor characters. Readers draft and revise their ideas by comparing them to qualities of a strong interpretation. 		
<ul style="list-style-type: none"> 3.The Separation and Understanding between Historical Fiction and History 	<ul style="list-style-type: none"> Readers depend on images, photographs, and illustrations from the time period in history to deepen their understanding of the unfamiliar era. Readers research as they read to deepen their understanding. Readers learn facts and information from historical fiction and while they are reading they organize their thinking and gather notes. Readers understand people's perspectives without making assumptions or to overgeneralize. Readers investigate power in many forms. Readers look for similar themes across books to deepen understanding. Readers will celebrate and continue to build reading lives and be inspired by texts. 		

Unit Title: Unit 4: Reading History: The American Revolution	Grade Level: Fourth	Time Frame: March-April (6 weeks)
Unit 4: Within this unit students will be researching history within non-fiction texts. The focus will move more along the skill development in reading nonfiction by researching historical events based on the American Revolution. Students will learn to read like historians by taking notes of the past and bringing history to life by using writing to support their reading and findings.		
<p>Standards:</p> <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.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>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.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <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.</p> <p>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL4.1, Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. <p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL4.4 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.</p> <p>SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		

Technology Implementation:

8.1.5.E.1 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- Students will research and analyze the American Revolution and create a Microsoft Sway presentation to create a digital project expressing their findings of the causes, during, and ending of the Revolution. Students will also create a letter within the project in the “point of view” of a person during that timeframe by reading primary and secondary sources.

21st Century Skills:

CRP1. Acts as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.1.4.E.1- Determine factors that influence consumer decisions related to money.

Interdisciplinary Connections:**Social Studies**

6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation. Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

- Students will research the historical event of the American Revolution period and focus on biographies of George Washington, Thomas Jefferson, Benjamin Franklin, etc. and explain how these historical icons helped form the United States government.

Visual & Performing Arts

1.1.5.C.4 Sensory recall is a technique actors commonly employ to heighten the believability of a character. Explain the function of sensory recall and apply it to character development.

- Students will focus on Paul Revere’s engraving of the Boston Massacre and reenact the scene by posing based on the point of view of the patriots. Students will then recreate the scene of the British’s point of view of the Boston Massacre to then compare and contrast the perspective on the same event.

Unit Goals/Enduring Understanding:

- Researchers learn about history by
 - Scaffolding texts
 - Paying attention to text structure to organize notes and thinking
 - Paying attention to people and relationship, geography, and chronology of events
 - Narrowing research topics
 - Identifying main ideas and supporting details
- Researchers of history consider perspective by asking

- What views are being represented?
- What voices are heard, and what voices have been silenced?
- Whose views haven't been revealed?
- Why is this part important?
- How does this part fit in with the whole text and other texts on the same topic?
- Researchers of history make claims and support them with relevant facts
- Researchers of history consider structure and text features to determine importance
- Readers of expository nonfiction identify, understand, and use domain specific and academic vocabulary

Essential Questions:

- How can I use everything I know about research to learn all I can about one aspect of the American Revolution?
- How can reading texts based on history influence life today?
- How can a debate cause/change someone's opinion?

Skills:

- Vocabulary and Concept Development- Domain Specific
- Literary Criticism- Debate
- Main idea and key details
- Primary/Secondary Sources
- Summarizing- Non-Fiction
- Point of View
- Text Structure
- Researching
-

Academic Vocabulary: envisioning, skimming, note taking, inferring, analyze, compare and contrast, meaning, hypothesizing, perspective, author's craft, illustrator's craft, critique, debate, non-fiction, synthesize, claim, research, informational, importance, timeline, history, revolution

Demonstration of Learning:

- Fountas & Pinnell- BAS
- Reading Logs
- Performance Assessments
- Auxiliary Performance Assessments
- Conferencing (Records of conferencing, small groups, and observations)
- Running Records
- **Performance Pre-Assessment "A New Start" and "Text 2-Letter"**
- **Performance Post-Assessment "Kid Power" and "William Kamkwamba's TED talk, "How I Harnesses the Wind"**

Resources/Suggested Mentor Texts

King George: What Was His Problem?- By, Steve Sheinkin

Liberty! How the Revolutionary War Began- By, Lucille Recht Penner

The American Revolutionaries- By, Milton Meltzer

The Split History of the American Revolution- By, Michael Burgan

The Revolutionary War- By, Josh Gregory

Units of Study for Teaching Reading- Lucy Calkins

- Unit 3: Reading History: The American Revolution
- Words Their Way

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 4: Reading History: The American Revolution		Grade Level: Fourth	Time Frame: March-April (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
1.Researching History	<ul style="list-style-type: none"> • Readers will learn about a topic by finding resources that they will use to build their own overview on the topic by accessing prior background knowledge • Readers will preview a text, identify the text structure, and organize important parts of a text while researching. • Readers will pay attention to people (who), geography (where), and chronology (when) while reading history to organize knowledge. • Readers will take notes while reading and talking to partners or within a group before they record important events. • Readers will synthesize information about a key subtopic while reading many sources of texts. • Readers pay close attention to details that expose tone and point of view within the text. • Readers of history will look closely at strategies to read and comprehend primary source documents. • Readers will bring their topics and scenes to life by relating to fiction text. • Readers will celebrate their accomplishments of their understanding and learning about the American Revolution. 		
2.Preparing for Debate	<ul style="list-style-type: none"> • Readers will learn that historians pay close attention to many different points of view to analyze information while researching the past. • Readers will study historical evidence to create their own point of view and support history. • Readers will research both sides of an issue to support both sides with evidence and reasons to deny their opponent. • Readers will celebrate their accomplishments of their understanding and learning by conducting a whole-class debate as they reenact the Second Continental Congress. 		
3.Participating in a Research Cycle	<ul style="list-style-type: none"> • Readers read easy texts to compile background knowledge on a topic before they read more complex texts. 		

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| | <ul style="list-style-type: none">• Readers use different strategies to make sense of a complex text by previewing, reading sections, paraphrasing, and linking together texts before introducing something new.• Readers can identify important places (introductions, conclusions, and text features) in a text where an author reveals important information related to the main idea.• Readers use prior knowledge of text structure to read nonfiction.• Readers will identify and learn how to understand new vocabulary words and how it is used at a deeper level of understanding within a text,• Readers question and hypothesize to reach more deep and complex conclusions.• Readers use their knowledge and interpret history by asking questions and explain their understanding from history. | |
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Unit Title: Unit 5 Read and Write on Demand	Grade Level: Fourth	Time Frame: April (3 weeks)
Unit 5: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.		
<p>NJSLS:</p> <p>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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <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.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>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.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <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.</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p>		

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:**Social Studies**

6.1.4.D.6 Key historical events, documents, and individuals led to the development of our nation. Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

- Students can read the selection, “George Washington: British Soldier” by Michael Signal to answer questions based on the Part A and Part B format and determining vocabulary terms and reading concepts.

6.1.4.D.2 Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

- Students can read the poem, “The Village Blacksmith” by Henry Wadsworth Longfellow to answer questions based on the Part A and Part B format and determining job roles within history and how it portrays within the comprehension of a poem.

Math

4.OA.A. Use the four operations with whole numbers to solve problems

- Students can read the selection, “Money in the Bank” by Michael Signal to answer questions based on the Part A and Part B format and determining vocabulary terms and comprehension by using the four operations in math to solve real world problems based on money.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting

	<ul style="list-style-type: none"> • Testing skills • Integrating two or more passages to draw conclusions • Recognizing text structure to skim effectively <p>Academic Vocabulary: determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story text, explicit, infer, demonstrate, claim</p>
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Conferring notes • Reading responses • Practice assessments 	
<p>Resources/ Suggested Mentor Texts</p> <ul style="list-style-type: none"> • Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources • NJSLA Practice https://nj.mypersonsupport.com/practice-tests/ • Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal • Text sets with test questions • Chart paper and post-its • Words Their Way 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 6: Read and Write On Demand		Grade Level:	Time Frame: April (3 weeks)
Goals (Week 1)	Suggested Mini lessons	Teacher's Notes/Ideas	
<p>Students will use strategies to read narrative and non-narrative texts/test passages.</p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will use strategies and refer to text to answer two part, multiple choice questions.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> • Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> ○ Read to see if there are characters doing things. If so, it's narrative. ○ Read to see if the piece is teaching the reader something. If so, it's non-narrative. • Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> ○ After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. ○ Use the "Work of Readers" charts from previous units to guide thinking. • Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> ○ Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. ○ Read the titles of the subsequent passages and determine what the topics have in common. ○ Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" • Readers manage their time during a test. <ul style="list-style-type: none"> ○ Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" ○ After pre-reading the questions, mark key words while reading the passage. ○ When answering questions, skip questions that seem difficult and return to them later. ○ Pre-read the passage and mark key words that are noticed in the margin. • Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> ○ Create "flipped questions" by restating, using the words from the question in a different order to make a statement. ○ Look for text citation and reread that part of the text with a "flipped question" type of answer. ○ Look for bold words in the question and reread, looking for that word, and deciding on the best definition. • Readers understand what Part B of each question is asking them to think about: 		

	<ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” ● Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
<p>Goals (Week 2)</p> <p>Students will maintain their reading stamina.</p> <p>Students will reflect on their strengths and weaknesses as test takers in reading.</p> <p>Students will answer open ended questions with a topic sentence and text evidence.</p> <p>Students will refer to the scoring rubric when monitoring their progress/checking their work.</p>	<ul style="list-style-type: none"> ● Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. ● Readers name their strengths and weaknesses by writing short reflections. <ul style="list-style-type: none"> ○ Choose a question that felt hard, but was answered correctly, and write long about the strategy that was used. ○ Write long, starting with words like, “What was hard for me today was (name it)” and elaborate on why it was hard. ● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc.). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. 	

	<ul style="list-style-type: none">○ Check to make sure that each part of the prompts is addressed in the writing with detail and text evidence and/or narrative elements.													
<p>Goals (Week 3)</p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none">• Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring.• Readers use the text of the questions and choices to answer as carefully as possible:<ul style="list-style-type: none">○ Read every word from the question carefully and think about it.○ Read every word from every choice carefully and think about it.• Readers write thorough essays in response to the research simulation task:<ul style="list-style-type: none">○ Take notes on relevant information while viewing the video.○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?”○ Read the next text with the lens of expectations based on the video.○ Take notes on the texts.													
<p>Reading and Writing Across Complex Texts (Structures)</p> <table><tr><td>Mini lesson</td><td>10 minutes model a testing strategy</td></tr><tr><td>Test Prep Activity</td><td>15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)</td></tr><tr><td>Small group instruction</td><td>15 minutes- students read just right books, while teacher pulls small groups to target weaknesses</td></tr><tr><td>Teaching Share</td><td>5 minutes- teacher shares something that was noticed while students are working</td></tr><tr><td>Shared Reading</td><td>10-15 minutes, three days per week</td></tr><tr><td>Closure</td><td>5-10 Review, Discuss, Share</td></tr></table> <p>For every 3-4 test prep days, you should have one practice test day using the following resources:</p> <ul style="list-style-type: none">○ https://nj.mypearsonsupport.com/practice-tests/○ Released sample testing items			Mini lesson	10 minutes model a testing strategy	Test Prep Activity	15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)	Small group instruction	15 minutes- students read just right books, while teacher pulls small groups to target weaknesses	Teaching Share	5 minutes- teacher shares something that was noticed while students are working	Shared Reading	10-15 minutes, three days per week	Closure	5-10 Review, Discuss, Share
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Unit Title: Unit : 6 Poetry, Drama, & Prose Unit 6a: Drama (Theatre)*	Grade Level: Fourth	Time Frame: May (4 weeks)
<p>Unit 6: Fourth grade students in theatre will explore various genres through Reader’s Theater during the school year. In one cross-curricula unit of study “Poetry, Prose, and Drama” students will continue to grow and celebrate their acquired theater knowledge. In this unit, students will analyze the structural elements and features of drama. Students discover the power of language. Using this knowledge, students create and perform/pantomime a play using dialogue for various plots and exploring how conflicts create tension. Fourth graders develop language skills together and extend their vocabulary significantly as they experience playwriting. Students then role play/act out their scripts for an audience. This can be used as a launch pad in various ways to lead into rehearsed performances, improvisations, or oral storytelling. Throughout this course, students will provide respectful, constructive criticism as an evaluation tool and provide insight into peers’ performances.</p>		
<p>ELA Standards:</p> <p>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.</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>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.</p> <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</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p style="padding-left: 40px;">A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 40px;">B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p style="padding-left: 40px;">C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 40px;">A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p style="padding-left: 40px;">B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p style="padding-left: 40px;">C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>		

Unit 6a: Drama (Theatre)

VPA:

- 1.1.5.C.1** Evaluate the characteristics of a well-made play in a variety of scripts and performances.
- 1.1.5.C.2** Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
- 1.1.5.C.3** Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
- 1.1.5.C.4** Explain the function of sensory recall and apply it to character development.
- 1.2.5.A.1** Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2** Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3** Determine the impact of significant contributions of individual artists in theatre from diverse cultures throughout history.
- 1.3.5.C.1** Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
- 1.3.5.C.2** Demonstrate how active listening skills, vocal variety, physical expression, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
- 1.4.5.A.1** Employ basic, discipline-specific arts terminology of theatre according to established classifications.
- 1.4.5.A.2** Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference
- 1.4.5.B.1** Assess the application of the elements of art and principles of design in theatre using observable, objective criteria.
- 1.4.5.B.2** Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.3** Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4** Define technical proficiency, using the elements of the arts and principles of design.
- 1.4.5.B.5** Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Technology Implementation

- 8.1.2.A.2** Create a document using a word processing application.
- 8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3** Use a graphic organizer to organize information about problem or issue.

21st Century Skills

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Science

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

- Students will read and determine the meaning of poetry based on spring and the prose, “Persephone, Goddess of Springtime” to compare and contrast the scientific terms and structures in plants and animals to the mythical stories and poetry.

Social Studies

6.1.4.A.15 In an interconnected world, it’s important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

- Students will identify different poems across cultures and explain how it can relate to perspectives of others around the world.

Unit Goals/Enduring Understandings:

- Discovering Poetry in Poems and Prose
- Reading for Deeper Comprehension
- Looking at Literature through the Eyes of the Poet
- Create theatre through artistic collaborations by writing and performing scripts

Essential Questions:

- How can we use a variety of poems and focus on mood, sounds, word choice and images?
- How can we identify different elements across poems, dramas, and prose to compare and contrast across genres?
- How can we read novels and have a new appreciation for word choice, figurative language, and imagery?

Skills/Academic Vocabulary

- Decoding Strategies
- Word Structure
- Vocabulary and Concept Development
- Comprehension Skills
- Theme- Poem/Drama/Prose
- Character Perspective
- Imagery
- Drama/Poetry/Prose- Structural elements
- Figurative Language
- Idioms/Metaphors/Similes

	<p>Academic Vocabulary: figurative language, drama, play, dialogue, interpretation, props, setting, sets, imagery, prose, paragraphs, sentences, poetry, stanzas, repetition, rhyme scheme, theme, moral, compare and contrast, structural elements, perspective</p>
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Fountas & Pinnell-BAS • Reading Logs • Performance Assessments • Auxiliary Performance Assessments • Conferencing (Records of conferencing, small groups, and observations) • Running Records • Pre-Assessment • Post-Assessment 	
<p>Suggested Mentor Texts/Resources:</p> <p><i>The Hippopotamus</i>- By, Ogden Nash <i>Dust of Snow</i>- By, Robert Frost <i>The Traveling Onion</i>- By, Naomi Shihab Nye <i>Valentine for Ernest Mann</i>- By, Naomi Shihab Nye</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading- Lucy Calkins • Words Their Way • “If.. Then.. Curriculum” Book- Unit- Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature • Poetry, Drama, Prose Playwriting Lessons (graphic organizers and rubrics) • <i>Interactive Read-Alouds</i> by: Linda Hoyt Grades 4-5 • Websites: <p>http://www.aaronshep.com/ (Site with several Reader’s Theatre scripts)</p> <p>http://www.childdrama.com/trail5.html (News play rehearsal suggestions from one fourth grade teacher’s work with his students)</p> <p>http://www.childdrama.com/trailappendix2.html (Good example of a news play script produced by a fourth grade teacher and his students-contains simple blocking suggestions)</p> <p>http://theatre.uindy.edu/handbook/posofrespbbody.htm (Ideas for assigning various roles to students for performance preparation)</p> <p>http://storyworks.scholastic.com (Cross Curricular Reader’s Theatre Scripts)</p> <p>http://readinga-z.com (Differentiated Reader’s Theatre Scripts)</p> <p>Extracurricular/Field Trip Ideas:</p> <ul style="list-style-type: none"> • Young Audiences Collaboration • Attend a play and/or musical and write a report about the performance. 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit 6: Poetry, Drama, & Prose		Grade Level: Fourth	Time Frame: May (4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes	
1. Discovering Poetry in Poems, Prose, and Drama	<ul style="list-style-type: none"> • Readers learn that poems come in many shapes and sizes • Readers identify elements of prose. • Readers identify elements of a drama. • Readers identify elements of poetry. • Readers compare and contrast elements between a poem, drama, and a prose. • Readers look within a prose to find poetic passages and understand figurative language, imagery, or repetition to better understand the characters. • Readers understand the poem's mood by paying attention to the setting, choice words, and feelings. • Readers identify the "sound" of the poem. • Readers realize that within poems, a poet can "break the rules" of grammar and that poetry can have rhyme or rhythm. • Readers encounter unfamiliar words and can use different strategies to determine the meaning. 		
2. Reading for Deeper Comprehension	<ul style="list-style-type: none"> • Readers understand that all the parts of the poem are what create the meaning of the poem. • Readers look back and think about what big idea or question they have based on re-reading well-crafted parts. • Readers have to create mental images and their imaginations to understand poetry. • Readers understand that poems make readers stop and consider the unusual or to think in a different way. • Readers pay attention to the last lines of a poem where they consider new insight into the rest of the text. • Readers identify the theme within the poem. 		
3. Looking at Literature through the Eyes of the Poet	<ul style="list-style-type: none"> • Readers of poetry pay attention to the world around them and are reflective. • Readers connect with specific lines of poetry and carry them throughout their lives. • Readers carry the messages they have learned through poetry into reading other texts. • Readers use lines in poetry to influence the way they live and contain valuable life messages. 		

Unit Title: Unit 7 Author Study	Grade Level: Fourth	Time Frame: June (3 weeks)
<p>Unit 7: In this unit, students will closely examine the work of an adult author by comparing and contrasting narrative elements, author’s craft and common themes across several texts. Students will analyze the author by researching their biographical details by reading autobiographies and biographies. Students will then participate in a book club discussions and reading one or two novels composed by the author. Students will identify narrative elements such as plot, character development, and theme present within and across texts. The students will take note based on common crafts across texts and justify a claim that can become the basis for a literary analysis essay. Readers can also use and develop their own craft to bring their own personal or fictional narratives to life.</p>		
<p>NJSLS:</p> <p>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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>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.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		
<p>Technology Standards:</p> <p>8.1.5.E.1 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <ul style="list-style-type: none"> Students will research the life of an author and determine if the author’s craft is influenced from his/her own life by utilizing biography websites and an author’s personal website or autobiography. <p>8.1.5.A.1 Understand and use technology systems. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <ul style="list-style-type: none"> Students will use different digital tools such as Microsoft Teams and Onenote to gather materials within the unit. 		
<p>21st Century Skills</p> <p>CRP1. Acts as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>		

Interdisciplinary Connections:

Social Studies

6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

- Students will read texts based on different cultural perspectives around the world from different authors based on their point of view and will relate things findings from their text to the world around them

Visual & Performing Arts

1.1.5.C.3 Time, place, mood, and theme are enhanced through use of the technical theatrical elements. Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

- Students will create a visual “timeline” to recreate the time period in history their author and the time frame in history that they wrote the book they are studying by drawing and illustrating.

Unit Goals/Enduring Understandings:

- Readers read many books by a particular author learning that author’s characteristics or trademarks through setting, plot, character, and craft.
- Readers synthesize the themes across many texts to consider the author’s overall message.
- Readers use conversation to deepen understanding of the books and the author they are reading.
- Readers reflect and share how their thinking is moved or shaped by a particular author.

Essential Questions:

- How can I connect to an author and his or her body of work in a way that inspires me to become enriched by the craft as well as themes that this author embraces in their writing?
- How can I deepen my understanding of a text by considering other work by an author?
- How does an author's own life experience shape what and how he/she writers?

Skills:

- Theme
- Plot
- Author’s Craft
- Perspective
- Synthesizing
- Figurative Language
- Tone
- Character development
- Setting

Academic Vocabulary: author’s craft, similes, metaphors, expert, apprentice, strategy, compare, contrast, analyze, setting, structure, pattern, theme, theory, fan, appreciation, issues, “known for”, expertise, resonate, mimic, dialogue, cadence, sentence variation(fluency), determine, summarize, express, understand, build, engage, compare and contrast, analyze, explain, describe, draw

Demonstration of Learning:

- Fountas & Pinnell-BAS
- Teacher Created Assessments
- Conferring notes
- Reading responses
- Practice assessments

Resources/ Suggested Mentor Texts:

- Author's to consider: Spinelli, Blume, Dahl, Polacco, DeCamillo, Bunting, Rylant, Cisneros, Van Allsburg, Katherine Paterson, Avi
 - Leveled texts based on author
- Author Websites – Resources will vary based on the author
- www.biography.com – Analyze an author's life
- If.. Then.. Curriculum- Author Study: Reading Like a Fan By, Lucy Calkins
- Words Their Way

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 7: Author Study		Grade Level: Fourth	Time Frame: June (3 weeks)
Goals (Week 1)	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Readers will read many books by a particular author learning that author's characteristics or trademarks through setting, plot, character, and craft. 	<ul style="list-style-type: none"> Readers often read and reread a particular book by a favorite author, noting the sorts of characters, settings, problems, themes, and genres she tends to write in. They then read other books to find commonalities among these features, comparing across texts. To get to know an author well, we read lots and lots of books by her. We need to we pause often, reflect, re-read, and jot. To get to know our author well, it is important to pause and jot at those moments of great emotion-- when we laugh out loud, feel afraid, wipe a tear, etc. These are the fingerprints of the author. When we pause and think, we often notice the craft of the author-- the words he chooses and why-- and notice when that craft happens again and again. We study these patterns to get to know our author even better saying, "This author does this because..." Readers get to know an author by paying attention to the settings the author creates in his or her books. 'What is the world of the story?' we ask ourselves. 'Does this author always create this same world?'" We get to know an author well by understanding the hero of the story. "Who is this character? Is this hero like the hero or heroine in another book by this author?" We pay attention to the characters that our author creates from book to book. We also get to know an author by thinking about how a book unfolds and if the other books she's written unfold in the same way. We even study the craft of an author. We can do that by zooming in on favorite part of one book and another and noticing similarities in sentence length or structure, types of punctuation, and word choice. One way we can get to know an author, her characteristics or trademarks, is asking ourselves the question, "If I were to pick up a book without this author's name on it, I would be able to tell it was him by..." 		
<ul style="list-style-type: none"> Readers will synthesize the themes across many texts to consider the author's overall message. 	<ul style="list-style-type: none"> After reading a few books by an author, we start to notice some similarities. This might start as, "This author tends to..." When reading, we are sure to develop an understanding of theme in lots of different ways. We might ask ourselves: <ul style="list-style-type: none"> What is the lesson the character learned that I should learn with him/her? 		

	<ul style="list-style-type: none"> o What is the larger message the author is trying to say about the world? o What are these relationships saying about society? • We get to know an author by writing down the themes that emerge in the books we have read and compare those themes across texts, finding a pattern or a bigger message through that comparison. • We know our author so well we can talk about books they will likely write on a particular theme saying, “I can imagine our author addressing the issue... and taking the stance... with characters who...” 	
<ul style="list-style-type: none"> • Readers will use conversation to deepen understanding of the books and the author they are reading. 	<ul style="list-style-type: none"> • We come to book clubs with the parts of the story we most want to talk about. We might say, “We HAVE to talk about the words our author used here....” “Let’s reread that part--I was laughing out loud!” “I just couldn’t believe my eyes at this part...” • We compare different characters, settings, etc. of our author by laying our jottings next to each other and talking about the differences and similarities among these ideas. • When studying the craft of an author, we talk about it with our club. We can do that by laying one part of two different books next to each other and talking about similarities in sentence length or structure, types of punctuation, and word choice. • Often we talk with our club about what we are noticing that is the same or something new and different about our author. We might pose the questions “What is this author doing that is new? In what way is this part like or different from another part in _____ book by him or her?” • Readers talk with their clubs about places they feel the author has left gaps in the story and tell that part of the story as if they are the author themselves, using the types of characters, setting, and craft (plot, theme, etc.) they would expect that author to use. 	
<ul style="list-style-type: none"> • Readers will reflect and share how their thinking is moved or shaped by a particular author. 	<ul style="list-style-type: none"> • Readers of a particular author start to explore how an author has moved or shaped our thinking by jotting long about the connections we feel to this author. “This author has taught me about...” or “I think differently now because of this author...” or “Something I admire about this author...” • Readers share these reflections about the author with their clubs. The club responds by adding on places across books where these reflections hold true. They even open up the book and quote parts. • Readers might take a moment to reflect on how much they have grown up because of this author. They think “Before reading this author I thought_____, but she has made me different inside...” or “Something I understand now about myself and the world because of this author is...” 	