

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts

Reading

Curriculum

Grade 4



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

NEPTUNE TOWNSHIP BOARD OF EDUCATION

Chanta L. Jackson, President

Donna L. Puryear, Vice President

Tu’Jaim Berry

Dianna A. Harris

Kym Hoffman

Jerome M. Hubbard

Sheila B. Jones

April Morgan

Jessie Thompson

Liza Flynn, Bradley Beach Rep.

Drisana Lashley, Neptune City Rep.

SCHOOL DISTRICT ADMINISTRATION

Tami R. Crader, Ed.D.

Superintendent of Schools

Matthew Gristina, Ed.D.

Assistant Superintendent of Schools

Peter J. Leonard

Business Administrator/Board Secretary

Rosemary Della Sala

Assistant Business Administrator/Assistant Board Secretary

Sally A. Millaway, Ed.D.

Director for Curriculum, Instruction & Assessment

Kathleen M. Skelton

Director of Special Services

Omar Beltran

Director of School Counseling and Social Emotional Support Services

Lakeda Demery-Alston

Supervisor of Humanities & ESL

Dolores Dalelio

Supervisor of STEM

Charles Kolinofsky

Supervisor of Data & Information

Megan Plevier, Ed.D

Supervisor of Early Childhood Education

ELEMENTARY SCHOOL ADMINISTRATION

Principals

Kathleen Thomsen, Gables
James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Joshua Loveland, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

MIDDLE SCHOOL ADMINISTRATION

Janelle Opoku, Ed.D., Principal
Thomas Johnson, Vice Principal
Michael Smurro, Vice Principal

HIGH SCHOOL ADMINISTRATION

Thomas Decker, Principal
Mahon Ryan-Hannaway, Vice Principal
Mark Smith, Vice Principal
Patrizia Weber, Vice Principal
Richard Arnao, Administrator for Athletic & Co-Curricular Activities

DEPARTMENT CHAIRPERSONS

Majorie Kane
Dawn Reinhardt
Nicole Sanyigo
Megan Tenery
Karen Watt

NEPTUNE TOWNSHIP SCHOOL DISTRICT

**ENGLISH LANGUAGE ARTS
READING
CURRICULUM
GRADE 4**

Table of Contents

Acknowledgements	<i>i</i>
District Mission Statement	<i>ii</i>
District Educational Outcome Goals	<i>iii</i>
Integrated Social Emotional Learning Competencies	<i>iv</i>
Accommodations and Modifications	<i>v</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Unit 1: Interpreting Characters: The Heart of the Story	1
Unit 2: Reading the Weather, Reading the World	13
Unit 3: Little Things are Big: Making Meaning from Poems and Poetic Craft in Literature	26
Unit 4: Reading History: The American Revolution	37
Test Prep/Test Taking Strategies	47
Unit 5: Historical Fiction Book Clubs	65

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Reading Grade 4

Acknowledgements

The Reading Curriculum for fourth grade was developed through the dedicated efforts of Stephanie Love, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts. The curriculum fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers

- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 1: Interpreting Characters: The Heart of Story (Book 1)
Suggested Time Frame	Approximately 27 Days

Overview / Rationale

The unit aims to launch students back into what matters most: for students to be nose-in-the-book readers. Children will be taught to read intensely to grow ideas about their characters. Teachers will induct children into the structures, routines, and habits of a richly literate reading workshop. There is also an emphasis on growing significant, text-based ideas about characters. Here the focus will shift to help readers think in more complex ways about characters by drawing evidence-based conclusions, tweaking their ideas so they are grounded in the text and defensible. Students will focus on creating summaries of the texts that they are reading. They will begin to connect the ideas within the stories they read to help them look for specific examples in the text where they could begin to build ideas about the author's purpose for the text. Teachers will shift students' focus to building interpretations that are supported across a whole text, conveying to students that there is no one-and-only correct way to interpret literature. Children will also be taught to find meaning in recurring images, objects, and details, adding richness and depth to their interpretations.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts 2023

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

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

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in depth analysis of the character, setting, or event that draws on textual evidence.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. Cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

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

B.Choose words and phrases to convey ideas precisely.

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

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

Social Studies 2020

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science and Design Thinking 2020

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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

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

Essential Questions:




- What tools/strategies can I use to help me understand what I read?
- What kind of person is the main character, and how/why does he/she evolve or change over time?
- How are parts of the story important to the whole story?
- What is the theme or life lesson that develops throughout the story?

Enduring Understandings:







Students will be able to understand:

- Proficient readers establish powerful reading lives by practicing reading in volume and using genre appropriate tools and strategies.
- Good readers think deeply about characters by developing ideas that are grounded in the text and well supported by text evidence.

	<ul style="list-style-type: none"> • Good readers build central interpretations and then strengthen those interpretations by finding meaning in recurring images, objects, and details.
Knowledge: <i>Students will know:</i> <ul style="list-style-type: none"> • Proficient readers employ strategies that assist with understanding text. • Every story has narrative elements. • Every story has a message or theme about life. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • Infer about characters, identifying character traits and motivations, supporting thinking with evidence. • Analyze character response/change • Analyze parts of a story in relation to the whole. • Determine themes/cohesion.

Student Resources	
Rich selection of diverse books.	
Teacher Resources	
Reading Assessment Calendar-  Copy of Grade 4 Reading Curriculum Assessment Calendar 2024 <i>Units of Study for Teaching Reading</i> (Grade 4) by Lucy Calkins, 2015, ISBN-13-978--0-325-07715-4 <ul style="list-style-type: none"> • Unit1 <i>Interpreting Characters: The Heart of the Story</i> • <i>Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions</i> www.heinemann.com https://readingandwritingproject.org/ <i>Reading Strategies Book 2.0</i> by Jennifer Serravallo Lesson/Video- Summarizing Mini-Lessons - Ciera Harris Teaching  Checkpoints for Reading Growth 7.17.17 Copy.pdf Neptune Township Board of Education Approved Technology List: https://www.educationframework.com/Districts/main.aspx?districtid=30623  Copy of Interactive/Instructional Read Aloud March 2023 Mentor Texts: <i>The Tiger Rising</i> by Kate DiCamillo <i>Big Red Lollipop</i> by Rukhsana Khan <i>The Other Side</i> by Jacqueline Woodson	

Stage 2 – Assessment Evidence	
<p><u>Summative: Post-Assessment:</u></p> <p><i>LinkIt!-Slower Than the Rest</i></p> <p><i>Tiger Rising</i>-Open-Ended Question: Students will answer the question- What kind of person is Sistine?</p> <p>CommonLit-Students read “Ice Island” (lexile 590) and identify the theme and summarize the text.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● DRA2-Fall Assessment ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Narrative Reading Self-Assessment Rubric ● Narrative Reading Learning Progression ● Running Records ● DRA2 Assessment ● STAR fall assessment (Librarians administer)

Stage 3- Learning Plan
<p>Book 1- <i>Interpreting Characters The Heart of the story</i>- Time:Approximately 30 Days</p> <p>Instructional Guidance:</p> <p> Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024</p> <ul style="list-style-type: none"> ● Guided Reading Groups are conducted every day (10-15 minutes per group). Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document-  Checkpoints for Reading Growth 7.17.17 Copy.pdf . Choose instructional level text that is appropriate for the genre of study. For more information on the Structure of a Guided Reading Lesson: See  Structure of A Guided Reading Lesson .pdf from <i>The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8</i>, Pinnell and Fountas (2017). pg. 402 Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template <p>Guidance for how to teach the <i>added lessons</i> using <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo.  How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx</p> <p>As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.</p> <p>Getting ready- Please read pages xv-xvi in advance, to prepare for the unit.</p> <p>Important Note:Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.</p> <p> Checkpoints for Reading Growth 7.17.17 Copy.pdf</p> <p>Neptune Township Board of Education Approved Technology List: https://www.educationframework.com/Districts/main.aspx?districtid=30623</p>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Part 1- Interpreting Characters (Approximately 8-10 Days)

Reminder: Students should have genre specific books for each unit to read during independent reading time. They will be able to practice the skills they are learning or have learned. Students should have an established reading notebook and a reading log, you may want to take a day during your set up or prior to beginning the unit for setting these up.

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

Standard: RL.IT.4.3 Describe the impact of individuals and events throughout the course of the text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

Mentor Text- *Tiger Rising* by Kate DiCamillo

Please follow the pacing guide to make sure you and your readers are prepared for each session ahead of time. Pacing Guide is located on pg. xvi.

Lessons from the Units of Study for Teaching Reading:

Lesson- (Session 1 pg.4) Reading Intensely to Grow Substantial Ideas- You will teach students to re-read to grow ideas about what they are reading.

- You will need to have Chapters 1-4 of *Tiger Rising* (pgs 1-13) read prior to this lesson.
- **Homework- GETTING INTO THE FLOW AS YOU READ(Session 2 homework but align to session 1)-** students should be logging their reading at home in a reading log. Students should Imagine what the character is thinking or feeling and pause for a second to describe that on a post-it. At the end of their 20 minutes of reading, students should write their thoughts and feelings as they read. Reading log is located in your resources for session 2.

Lesson (Session 5 pg.42):Environment- Seeing and hearing inside the Text- You will teach readers to envision the story and put themselves in the characters' shoes.

- You will need to have Chapters 5-8 of *Tiger Rising* read prior to this lesson being taught.
- **Homework- READ INTENSELY, ENVISION, AND RECORD YOUR WORK:** think about the work that you did today, envisioning a scene that feels central to the story and write down what you are picturing, begin with "I am picturing..." and retell the scene making sure to include all the details that you can see in your mind's eye.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 5.14 pg. 178) Use Story Elements to Identify Problem(s)-

- Strategy-Think through story elements to find the problem(s). Ask yourself: is there a problem one character has with another? Is there a problem brought on by the setting? Is there a problem based on something the character wants but can't have? Is there a problem connected to a theme or social issue within the story?

Added Lesson (Lesson 6.1 pg. 207) Identifying characters using pictures and Names-

- You should have Chapters 9-10 (Pgs 31-38) of *Tiger Rising* read prior to this lesson
- Strategy- As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for names in the story. **List (aloud or on a sticky note) the facts you know about them from the book.**

Added Lesson (Lesson 6.3 pg. 209): Role-play to understand characters-

- Strategy-With a partner choose a scene (or use puppets). Try to talk in the voice of the character and move like the character would move. When you finish acting out the scene, stop and talk about what you think about the characters.

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 7 pg.62): Reading to Develop Defensible Ideas about Characters-You will teach students that people read characters and develop theories about them in much the same way that people read each other. It helps to pay close attention to a person's (or character's) actions and motivations, noticing if they fit with or change what readers know about the character.

- You should have Chapter 11 (pgs 39-42) of *Tiger Rising* read prior to this lesson.

- **HOMEWORK- PUT YOUR CHARACTERS UNDER A MICROSCOPE-** Have students closely observe the actions, patterns, and personalities of their characters as they read tonight. Have them observe them as they might observe someone they know. Then have students write about their characters using any of the following sentence starters:
 - My character often... for example... This makes me think...
 - I used to think my character was... because in the text... but now I'm thinking... because...
 - I'm realizing... about my character...
 - My character is changing. He used to... but now... I think the change is caused by...

* Before or after this lesson, you may want to add in a lesson on responding to reading and what you are expecting* Teach students the RACE method to respond to reading.

Lesson: Added Lesson- Responding to Questions using the RACE format.

Teacher models how to construct a response to reading based on this format.

- For the teacher:

RACE:

R – Restate the question

A – Answer the question

C – Cite the text evidence

E – Explain and extend the evidence

Open-ended questions could be from specific pages of the text- *Tiger Rising*.

Lesson (Session 8 pg.73) Developing Significant Ideas- Using the story arc to notice Important Details about Characters-You will teach children that readers pay special attention to details that reveal characters' desires, the obstacles they encounter, and their struggles to overcome them to best understand both characters and the story.

- You should have read Chapters 12-15 (Pgs. 43-56) of *Tiger Rising* prior to this lesson.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson (Lesson 6.17 pg.223) Consider conflicting motivations

- Strategy-Identify the different things a character wants, or a goal(s) they are trying to accomplish. Consider if these motivations are in sync or at odds. Use your thinking about their motivations to uncover complexity in the character.

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 11 p.103)- Finding Complication in Characters- You will teach students that readers recognize that characters are complex and may seem one way in some relationships or settings, and another way in different context. Readers look for text evidence that shows this complexity to build solid ideas about characters and books.

- You should have read Chapters 16-17 (pgs 57-66) of *Tiger Rising* prior to teaching this lesson.

- **HOMEWORK- CONTINUE DELVING INTO THE COMPLEXITY OF CHARACTERS:**
Readers will read for their 20-25 minutes paying close attention to their characters' behaviors and relationships. They should answer the following questions:
 - How do other characters act toward my character?
 - How does my character act differently with different characters-and why?
 - What am I realizing about my character's relationships?
 - What changes am I noticing in my character? What's causing them?

Lesson-Assessment:

Students will answer the question- What kind of person is Sistine?

- Sistine often... for example... This makes me think...
- I used to think Sistine was... because in the text... but now I'm thinking... because...
- I'm realizing... about Sistine...
- Sistine is changing. She used to... but now... I think the change is caused by...

Remind your students of the RACE Strategy to respond to reading. You may want to model a response based on another character in the book.

Part 2- Summarizing and using Text Evidence to Explain Reasoning (Approximately 3 Days)

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

Added Lesson-Summarizing Text

Teach students how to summarize information. Show the video. Multiple mini-lessons. You can use previously read text for the lesson/chosen strategy. Teach in workshop format.

- Summarizing Mini-lesson #1- Write a summary in exactly 10 words
- Summarizing Mini-lesson #2- Determine relevant vs. irrelevant information in a story to write a summary
- Summarizing Mini-lesson #3- Determine which piece of SWBST (Somebody, Wanted, But, So, Then) is missing in each summary.
- Summarizing Mini-lesson #4-Use the strategy of 'summary sentences' to write a complete summary
- Summarizing Mini-lesson #5- Visualize the story to help write a summary.

Lesson/Video-[Summarizing Mini-Lessons - Ciera Harris Teaching](#)

Students will apply their learning when reading independently.

Lesson (Session 13 p. 122) Grounding Evidence Back in the Text- You will teach children that strong readers defend and critique ideas by quoting specific words, sentences, and passages from the text that provide evidence of their ideas.

- Use this prompt to guide your lessons - What kind of person is Rob?
I think that Rob is _____. I know this because in the text it states _____. This tells me that Rob

is _____.

Remind students of the RACE strategy to respond to reading.

Added Lesson-Assessment- Students summarize a literary text and interpret the author's theme citing key details from the text. Students read "Ice Island" (lexile 590) and identify the theme and summarize the text. This is a Common Lit lesson. Focus on summarizing. Information is located in the Resource Folder. The video is a review of what to include when summarizing text. Part 5: Assessment is to be completed independently by the students. See Resource Folder.

Part 3- Interpreting the Theme of the story (Approximately 13 Days)

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

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 14 pg. 132) Looking Beyond Characters- Studying Other Elements of Story-

Taught over 2-3 days- You will teach children that readers consider more than character when trying to interpret or make meaning of a story and you'll introduce a few lenses through which they might look to grow their understanding of a text.

- You should have read through Chapter 21 (pgs 81-84) of *Tiger Rising* Prior to this lesson.

Lesson (Session 16 pg. 147) Connecting Thoughts to Build Interpretations- You will teach children that readers push themselves to have deeper thoughts and build interpretations about a story by looking across their cumulative thinking, finding patterns, and making connections.

- You will need to have read through Chapter 24 (pg 85-97) of *Tiger Rising* prior to teaching this lesson.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson 7.7 pg. 245- Notice When Wise Characters Teach-

- Strategy-Look for a place where a secondary character (often one who is older or wiser *Willie Mae would be great for this lesson*) gives advice to a main character, either directly or indirectly. Think to yourself, "What is the older character teaching the younger one?" Then, try to put the lesson in your own words, stating what it is that you, the reader, might also learn.

Added Lesson 7.11 pg. 249- Label a Theme (as a Concept/Idea)-

- Strategy-Think back to the events of the story you've read so far, quickly summarizing or stating the gist of the events. Then, think, "What's a word or short phrase that captures a theme (as a concept/idea) this story explores?" Use the list of the common themes to help.

Added Lesson 7.12 pg 250- Distinguishing Between plot events and Theme(s)-

- Strategy-To figure out what a story is really about, keep track of important plot events, especially those connected to the main problem(s) and (re)solution(s). Then, jot words or phrases that name the themes that relate to an important event or pattern of events.

Added Lesson 7.13 pg. 251- Find a story's Theme(s) by focusing on Character-

- Strategy-Describe something about a character- a trait, a feeling, a motivation, and so on- based on how they handle what happens in the story. Then, use a word or phrase to name a theme that the character description makes you think about.

Added Lesson 7.16 pg. 254- Say More about a Theme-

- Strategy- Think about a theme you've identified as a single word or short phrase. Then ask yourself, "So what about it?" think back to moments that connect to one theme. Then, say more. The sentence you say may be a general observation or a value judgment.

Added Lesson 5.19 pg. 183- Record Each Chapter's Main Event-

- Strategy-Each chapter will have at least one important event connected to a problem. To remember the event, stop and jot about it or sketch it on a sticky note at the end of each chapter (sometimes you can use the chapter title to help). When you pick the book back up to keep reading, you can scan all your jots or sketches to remind yourself of what you read. **Use the Stop and jot tracker from the book to help you and students keep track of major events in each chapter.*

Added Lesson 5.18 pg. 182- Summarize with "Somebody...Wanted...But...So..."-

- Strategy-Think first, "Who is the main character?" Then, "What does the main character want?" Then, "What gets in his or her way?" And finally, "How does it end up?" Be sure the ending connects back in some way to the problem.

Lessons from the Units of Study for Teaching Reading:

Lesson- (Session 17 pg.175) A Method for Crystallizing Central Interpretations- you will teach students that when a reader wants to make a connection with a story, they will use their personal experiences to relate to the characters and storylines within a text. Creating text to self connections.

- You should have read through pages 98-105 (Chapters 25-26) of *Tiger Rising* prior to this lesson.

Lesson- (Session 18 pg 165) Finding Meaning in Recurring Images, Objects and Details- You will teach students why authors make certain things recur and what bigger meaning they could represent in the storyline. Particularly focusing on Kate DiCamillo's recurring details throughout *Tiger Rising*.

- You should have read through pages 106-108 for this lesson. but you may also want to finish the book *Tiger Rising* prior to this lesson.

- **HOMEWORK- PUTTING IT ALL TOGETHER-** Have students take their independent reading books, or the last book that they finished independently, and look back on any recurring images, objects and details. You will want them to repeat the work that you did in class that day, by jotting down the importance of each symbol and how it relates to the whole story. You may want them to jot down a quick 4 or 5 sentence interpretation to look over and discuss in class.

Lesson-Assessment- Post- Assessment Unit 1 in LinkIt!- Students will read *Slower Than the Rest* and answer all questions. Time- approximately 1 reading block.

Lesson-Celebration (Session 19 pg. 176)- Creating a Self-Portrait in Books- You will have the students reflect on the books they have read together and independently throughout this unit. You will celebrate how their reading lives are a reflection of who they are through different methods.

FIG 19-1 (pg. 177) student bookmarks are a great option.

Unit Plan Title	Unit 2: Reading the Weather, Reading the World (Book 2)
Suggested Time Frame	Approximately 30 Days

Overview / Rationale
<p>This unit begins by inviting students to read far and wide, picking up any nonfiction text that speaks to them. The design of the unit is that students start by reading easy texts and doing important work with those texts, and then they choose more challenging texts and you help them do similar work with those more challenging texts.</p> <p>The texts students read in Part I are self-selected texts. Within that context of high-interest engagement, teachers will teach the skills that are becoming the new essentials for researchers.</p> <p>Teachers will launch the class in research team projects on extreme weather and natural disasters, which will span the rest of the unit. Each team will then do their own work of setting up their research. Your teaching will support the skill of synthesis, channeling them to think about how new information can add to or change information they have already learned.</p>

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts 2023</p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.</p> <p>RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <p>RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p>

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
- B. Follow agreed-upon rules for discussions and carry out assigned roles.*
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

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

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

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

Interdisciplinary Connections

New Jersey Student Learning Standards for Science 2020

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

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

Social Studies 2020

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science and Design Thinking 2020

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills:

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

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

<p>9.4.2.TL.2: Create a document using a word processing application.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NL.2).</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What strategies do I need to use when I read nonfiction texts? • What is the main idea and/or supporting details in a nonfiction text? • How did the author structure the text and/or what craft techniques were used? • What do I need to include in a summary? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Expository nonfiction is structured differently than fiction. • Authors use craft techniques and nonfiction text structures to write about a topic. • The main idea of nonfiction texts can be explicitly stated or implied. • Authors make choices that affect the way we read, understand, and feel about nonfiction texts.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Nonfiction texts have different features than fiction texts and should be read differently. • Proficient readers use text evidence when explaining what the text says and when making inferences about the text. • Text summaries include the main idea, carefully selected details that link to the main idea, and text structure. • Only the ideas stated in the text should be included in summaries, not personal opinions. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine the main idea(s) and supporting details in a nonfiction text. • Summarize nonfiction texts. • Describe the overall structure of a nonfiction text. • Analyze parts of a text in relation to the whole text. • Distinguish between more and less important details in the text. • Organize information into categories. • Cross-text synthesize or integrate and reflect on information from two texts on the same topic in order to write or speak about the subject.

Student Resources
<p>Rich selection of diverse books.</p> <p>Reader's Notebook</p>

Teacher Resources

Units of Study for Teaching Reading (Grade 4) by Lucy Calkins

- Unit 2 *Reading the Weather, Reading the World*
- *Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions*

www.heinemann.com

[Teachers College Reading and Writing Project](#)

Weather and Climate Resource- [Weather and Climate, Reading Comprehension Passages](#)

Assessment Resource- <https://www.nysedregents.org/ei/ela/2022/2022-released-items-ela-g4.pdf>

Drying Up-<https://www.timeforkids.com/g56/drying-up/?rl=en-930>

Superstorm Sandy by Doug Sanders on Get Epic [Superstorm Sandy Book by Doug Sanders | Epic](#)

Disaster Education in Japan: Preparing for Natural Disasters to Protect Kids' Lives [Disaster Education in Japan: Preparing for Natural Disasters to Protect Kids' Lives | Web Japan](#)

📺 Boxes & Bullets: Main Idea & Supporting Details in Nonfiction Text

📺 NJSLA ELA Features Review <https://www.youtube.com/watch?v=d6Bwksknb4s>

📄 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

📄 Copy of Interactive/Instructional Read Aloud March 2023

Mentor texts:

Everything Weather by Kathy Furgang (from the National Geographic Kids series)

DK Eyewitness: Hurricane & Tornado by Jack Challoner

Hurricanes by Seymour Simon

Stage 2 – Assessment Evidence






Summative Assessment:

Post Assessment-Extreme Insects! Killer Bees and Fire Ants;
Amazing Fire Ant Rafts

Formative Assessments:

- DRA/Running Records
- Anecdotal Notes
- Student Discussions/Notes
- Graphic Organizers

<p>“Human Homes that Master the Weather” by Margaret Macalister Sleprow pgs. 22-27. Students read the article and use the RACE strategy to write a response.</p> <p>Students answer questions 25-27. Time- 1 Reading Block.</p> <p>Resource- 2022 Grade 4 English Language Arts Released Questions</p> <p>Assessment- NJSLA Test Practice- Students read Unit 2 and answer questions 12-20. Grade 4- Unit 2- https://nj.mypearsonsupport.com/practice-tests/english/</p> <p>Unit 2 Post Assessment in Linkit!- Post Assessment-Extreme Insects! Killer Bees and Fire Ants; Amazing Fire Ant Rafts- Answer questions 1, 2 ,4. Time- Approximately 1 Reading Block”</p>	<ul style="list-style-type: none"> ● Informational Reading Self-Assessment Rubric ● Informational Reading Learning Progression
--	--

Stage 3 – Learning Plan
<p>Instructional Guidance:</p> <p> Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024</p> <ul style="list-style-type: none"> ● Guided Reading Groups are conducted every day (10-15 minutes per group). Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document-  Checkpoints for Reading Growth 7.17.17 Copy.pdf . Choose instructional level text that is appropriate for the genre of study. For more information on the Structure of a Guided Reading Lesson: See  Structure of A Guided Reading Lesson .pdf from <i>The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8</i>, Pinnell and Fountas (2017). pg. 402 <p>Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template</p> <p>Guidance for how to teach the <i>added lessons</i> using <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo.  How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx</p> <p>Getting Ready: Please read pgs. xvii-xviii in advance, to prepare for the unit.</p> <p>As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.</p>

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Part I- Learning From Text- Approximately 12 Days

Standards:

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

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

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Reminder: Students should have genre specific books for each unit to read during independent reading time. They will be able to practice the skills they are learning or have learned.

Mentor Text- *Everything Weather* by Kathy Furgang

Note: Teachers can use the Mentor Text for this part for any of *The Reading Strategies 2.0* lessons.

Lessons from the *Units of Study for Teaching Reading*

Lesson-Session 1 - Reading and Learning with Intensity pg. 4

You will teach students that nonfiction readers make a commitment to learning from texts by making connections between what they already know and care about and the text.

Lesson- Session 2 - To Learn from Nonfiction, Readers Get Their Mental Arms Around the Text pg. 15

You will remind students that nonfiction readers preview texts by surveying the parts of the text as well as activating prior knowledge to anticipate how the text might go.

- Homework- REFLECTING ON YOUR NONFICTION READING LIFE- Students read and create two ways to represent their reading in their reader's notebook. They make a page to divide the notebook between fiction and nonfiction. Students write about their nonfiction reading. Show students Fig. 2-1.

Lesson- Session 3 - Text Structures Help Accentuate What Matters pg. 27

You will teach students that nonfiction readers sometimes notice the structures in a text they are reading and use those structures to help them determine the information that is most important.

- Homework- NOTE-TAKING WITH STRUCTURE IN MIND- Students take notes on their nonfiction text. The notes should match the structure of what is being learned in class. Show students the anchor chart. They will need to tape a copy of the chart to their notebooks. See pg. 36.

Lesson-Session 4 - Embracing the Challenge of Nonfiction Reading pg.37

You will teach students that although there are a variety of ways that nonfiction texts can pose challenges, when readers are aware of those ways they can get themselves ready to tackle the hard parts.

- Homework- TALKING ABOUT YOUR CHALLENGE BOOK READING-Students read challenging text and answer the following questions in their notebooks. Show students Fig. 4-1.

What are you learning? What does your family know about your topic? How is your nonfiction text challenging in a good way? What's tricky? How are you tackling reading challenges? Possible nonfiction text- "Weird Weather!" (Lexile 880)-See Resource Folder Note: The homework is challenging. You may want to have students complete it over two days.

Added Lesson- Lesson-13.11 Write, Talk, Write-pg. 429 from *The Reading Strategies Book 2.0* by Jennifer Serravallo

Strategy- Start with an idea. Write more to elaborate on your thinking. Then, get together with your book club, partnership, or the class to discuss your thinking. After discussing, come back to your notebook and write about your new thinking. In particular, think about how your ideas have changed or shifted or how you've gotten a new perspective because of the conversation. Students can also answer questions from Session 4.

Nonfiction Text- See Resource Folder- Weather and Climate (Article-A-Day from Readworks- Lexile range- 650-930).

Weather and Climate Resource- [Weather and Climate, Reading Comprehension Passages](#)

Lesson-Session 5 - The Challenges Posed by Texts that are Structured as Hybrids pg. 47

You will teach students that one of the challenges nonfiction readers face derives from the fact that many texts are hybrid in structure. Readers of hybrid nonfiction use authors' signals to determine which lenses to read through and how the different parts of a nonfiction text fit together.

Lesson- Session 6 - Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation pg. 58

You will teach students that when readers look in and around new vocabulary words, they can often figure out their meaning.

- Homework- DESIGNING WORD BANKS TO CAPTURE NEW WORDS-Students read and create a word bank. Show students Fig. 6-3.

Added Lesson- 11.13 Look for Word Part Clues: Roots and Bases from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 373

Strategy- Within a longer word, look for a meaningful part (a root or a base) you might know. Think about where you've seen or heard the root in a different word, and use that to help you remember, or figure out, what this one means. Notice other parts of the word that modify the meaning of the root or base. Then, think about how the word is being used to figure out its meaning in this context.

Nonfiction Text- Use a section of the mentor text to do this work.

Lesson-Session 7 - Summary Boot Camp pg. 68

You will teach students that nonfiction readers create summaries of their reading that include the main ideas and key details of the topic, stated in the reader's own words.

- Homework- REFLECTING AND MAKING PLANS-Students reflect and answer the questions in their reader's notebook. Show students Fig. 7-6.

Added Lesson- 9.16 Summarize with Explanations from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 316.

Strategy- After reading a section, state or jot the section's main idea. Next, reread to find information that goes with the idea. To summarize, share the main idea and then after each piece of information from the text, use your own words to explain how the information supports, extends or backs up the main idea.

Added Lesson- You will teach students how to answer open-ended questions using the RACE strategy.

Show students how to use the RACE strategy to answer questions. The RACES strategy can be used also as it adds a summarization to the response. Complete one task with students- text- Global Warming. Then have students complete a task- Tornadoes or Tsunamis. The article section can be shared without the prompts. See Resource Folder.

Note: Teachers create an answer key.

Assessment Lesson- "Human Homes that Master the Weather" by Margaret Macalister Sleprow pgs. 22-27.

Students read the article and use the RACE strategy to write a response.

Students answer questions 25-27. Time- 1 Reading Block.

Resource- <https://www.nysedregents.org/ei/ela/2022/2022-released-items-ela-g4.pdf>

Note: Teachers create an answer key.

Part II Launching a Whole-Class Research Project- Approximately 10-12 Days

Standard:

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

Lesson-Session 8 - Planning for a Research Project pg. 80

You will launch a whole-class investigation and will get students going in research teams. You will teach students that the first job of a research team is for its members to organize and plan for the journey ahead.

Lesson-Added Session- Work Session-Allow students to gather information for their research project in class.

- You may want to plan a trip to the library.

Added Lesson (1-2 Days)- Boxes and Bullets for Note Taking Based on Research Topic

Show students the video Boxes and Bullets: Main Idea and Supporting Details in Nonfiction Text. Please review the resource before using it with the class. The text used is about Monarch Butterflies. You may want to choose a different text and model how to use boxes and bullets. Repeat lesson as needed.

 Boxes & Bullets: Main Idea & Supporting Details in Nonfiction Text (11:51)

See Resource Folder.

Lesson-Session 9 - Synthesis pg. 92

You will remind students that as researchers read multiple texts on a subtopic, they read the second (and third, and so on) text differently than the first. They read subsequent texts asking, "Does this add to what I've already learned? Change what I learned?"

- Homework- REORGANIZING YOUR LEARNING SO IT'S EASIER TO CARRY-Students read and reorganize their notes. Share homework information with students on pg. 104.

Added Lesson on Synthesizing

Text- "Drying Up" by Ciara Nugent-<https://www.timeforkids.com/g56/drying-up/?rl=en-930> See Resource Folder.

Synthesizing video for teacher- [Practice 2-step synthesizing with visuals](#)

Share synthesized information about droughts from Session 9. Repeat the lesson using the article "Drying up Text" by Ciara Nugent to practice synthesizing. Use the anchor chart- To Research Well (*Reading the Weather, Reading the World* pg. 100).

Lesson-Session 10 - Reading Various Types of Texts pg. 105

You will teach students to draw on a wealth of strategies as they continue their research in teams.

Lesson-Session 11 - Writing to Grow Research-Based Ideas pg. 110

You will teach students that they can use writing to grow their ideas about their research topics.

Lesson-Session 12 - Don't Skip the Hard Stuff pg. 122

You will teach students that readers tackle complex, technical passages head-on by reading and rereading small parts, thinking about what those parts are teaching, and using talk and writing to explain ideas.

- Homework-FINAL PREPARATIONS-Students continuing preparing for their presentations. Some of this was done in class.

Lesson-Session 13 - Celebration: Teaching One Another pg. 133

You will celebrate the work that your students have done thus far in the unit by setting them up to teach each other all about their learning.

Lesson-Assessment- Unit 2 Post Assessment in Linkit!- Post Assessment-Extreme Insects! Killer Bees and Fire Ants; Amazing Fire Ant Rafts- Answer questions 1, 2 ,4. Time- Approximately 1 Reading Block

Part III- Analyzing Nonfiction Text- Approximately 9 Days

In this part of the unit, students learn about hurricanes and their impact. Students will also discover the environmental and social impacts of weather. The teacher will do most of the reading to students during this part.

Standards:

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

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

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

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

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Lesson- Study the impact of an event.

You will teach students how to read and study the accounts of a hurricane.

Read Superstorm Sandy by Ron Fridell

Explain the event. What happened and why, based on evidence in the text.

Students will read their own nonfiction articles and describe the events over the course of the text.

Lessons (3 Days)- Students analyze how the author uses facts, details, and explanations to develop ideas.

Lesson-You will teach students how to determine the main idea and analyze how the author develops the ideas. Reread *Superstorm Sandy by Ron Fridell*. Discuss.

- Students will read their own nonfiction articles and determine the main idea and how the author develops the ideas.

Lesson-Read *Hurricanes* by Shaun Taylor (Reading A-Z book). Show students how the diagrams/visuals support the central ideas.

- Students read their own nonfiction articles and discuss how the diagrams/visuals support the central ideas.

Lesson- 10.26 Compare and Contrast with Images from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 350

Strategy- Look Closely at images and other visual features within a section and find two or more that relate to the same topic. Look for details within each feature, and compare what you learn in each. Think, “What similar information do you learn from two images or features? What information is different? You can use previously used nonfiction text for this lesson. You may want to consider removing subheadings from shared text.

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

You will teach students to compare and contrast information on hurricanes. Teacher will read a section of *Superstorm Sandy* by Doug Sanders on Get Epic [Superstorm Sandy Book by Doug Sanders | Epic](#) (Grade 5 text- Lexile 910L) and compare and contrast it to “Superstorm Sandy” by Ron Fridell. Students will compare and contrast topics, events, etc. with their nonfiction text during independent reading time.

Lesson- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Nonfiction Text- Disaster Education in Japan: Preparing for Natural Disasters to Protect Kids’ Lives [Disaster Education in Japan: Preparing for Natural Disasters to Protect Kids’ Lives | Web Japan](#).


Read the text before reading it aloud to students. You may want to use sections of the text.

See Resource Folder.

Discuss the article and compare and contrast it to the security and safety training that all students and staff participate in monthly. Discuss why they prepare in such a way and the author's treatment of Disaster Preparedness in Japan.

Lesson-Assessment- NJSLA Test Practice- Students read Unit 2 and answer questions 12-20.

Grade 4- Unit 2- <https://nj.mypersonsupport.com/practice-tests/english/>

- Review Test Taking Features with Students Prior to giving the assessment.
 NJSLA ELA Features Review <https://www.youtube.com/watch?v=d6Bwksknb4s>
- Processing strategies are in the Test Prep-Test Taking Strategies Unit. Please review.

Unit Plan Title	Unit 3: Little Things Are Big: Making Meaning from Poems and
------------------------	--

	Poetic Craft in Literature (If...Then...)
Suggested Time Frame	Approximately 28 Days

Overview / Rationale
<p>In this unit, teachers will help students get started with this versatile genre and with language itself. Poems allow children to notice language and its rhythms and also to notice how a few simple words can evoke strong images or strong feelings. Through strategic read-aloud, teachers will also model how to notice and interpret poetic moves in prose, then give students time to practice this in their own reading of independent or book club novels.</p> <p>Part 1 will introduce students to the wide world of poetry, including the use of poetic devices in prose. The unit begins with a class inquiry in which students explore a variety of poems.</p> <p>Part 2, challenges students to dig deeper, reading poems with special attention to meaning.</p> <p>In Part 3, teachers will draw on the work begun in Part 2, suggesting that students, as readers of poetry, now see the world with new eyes. Readers of poetry look at things differently from other people and think about things differently, too. Invite students to prepare to share this gift of poetry with an audience through a poetry response. Teach them to carry themes and images from their favorite poems into their reading of novels.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts 2023</p> <p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.</p> <p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. including what happened and why, based on evidence in the text.</p> <p>RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i></p>

- B. Determine the meaning of words and phrases that allude to significant characters found in literature.*
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.*
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).*

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*
- B. Follow agreed-upon rules for discussions and carry out assigned roles.*
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

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

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

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Computer Science and Design Thinking 2020

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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

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

Essential Questions:**Enduring Understandings:**

<ul style="list-style-type: none"> • How can I read a variety of poems, with attention to mood, sounds, word choice, and images? • How can I notice how these elements and the parts of a poem work together to create meaning? • How can I read novels with a new appreciation for word choice, figurative language, and imagery? 	<p><i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Poets play with words, structure, and sound to create meaning in poems. • Poems evoke strong images/feelings pushing readers to create their own meaning. • Most poems require multiple, close readings to develop meaning and interpretation.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Poetry comes in various forms and is not limited to books, but can be found everywhere in the world around us. • Parts of a poem work together to make a whole that conveys an idea. • Reading poetry requires examining all the elements that go into creating poetry. • Poetic lines or passages can be found in other genres of text to develop a deeper understanding of the text. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain the major differences between poems, drama, and prose. • Refer to the structural elements of poems. • Look for meaning by examining author choices. • Notice and interpret poetic moves in prose. • Apply strategies used when reading poetry to reading novels.

Student Resources
<p>Rich selection of diverse books including but not limited to:</p> <ul style="list-style-type: none"> • <i>Jabberwocky</i> by Lewis Carroll • <i>Elelephony</i> by Laura Richards https://poets.org/poem/elelephony • <i>Love That Dog</i> by Sharon Creech • <i>Locomotion</i> and <i>The Other Side</i> by Jacqueline Woodson • <i>All the Places to Love</i> by Patricia MacLachlan • <i>Paddle-to-the-Sea</i> by Holling C. Holling • RAZ-Plus: Poetry books and Reader's Theater
Teacher Resources
<p><i>Units of Study for Teaching Reading</i> (Grade 4) by Lucy Calkins, 2015, ISBN-13: 978-0-325-00739-0</p> <ul style="list-style-type: none"> • <i>If...Then...Curriculum: Assessment-Based Instruction Grades 3-5</i> • <i>Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions</i> • RAZ-Plus: Poetry books, and Reader's Theater • Commonlit • <i>The Reading Strategies Book 2.0</i> by Jennifer Serravallo <p>www.heinemann.com http://www.poetryfoundation.org http://www.poetry4kids.com</p>

▶ Differences in Poetry, Prose, and Drama | 4th Grade Reading | eSpark Instructional Video

[Poetry, Prose, Drama... What is the Difference?](https://www.joliet86.org/assets/1/6/Poetry,_Prose,_Drama_differences.pdf)

https://www.joliet86.org/assets/1/6/Poetry,_Prose,_Drama_differences.pdf

▶ Mood in Poetry

<https://www.youtube.com/watch?v=uoBTp4cZJes>

▶ Similes and Metaphors | Award Winning Similes and Metaphors Teaching Video | New!

<https://www.youtube.com/watch?v=yDOF299VY>

📄 Mountains-student_copy-Grade 4.pdf

https://drive.google.com/file/d/1Orko0qID3pizF_hsU7A2eaulA8Ni3z75/view?usp=sharing

📄 Valentine_for_Ernest_Mann-student_copy- Grade 4.pdf

📄 April-student_copy-Grade 4.pdf

📄 Good_Morning__Dear_Students-student_copy.pdf

📄 Metaphor or Similar .pdf

📄 Mood .pdf

[A Pencil](https://www.poetrysoup.com/poem/a_pencil_1442419)

https://www.poetrysoup.com/poem/a_pencil_1442419

📄 Copy of Interactive/Instructional Read Aloud March 2023

▶ Summarizing a text

<https://www.youtube.com/watch?v=iD5e1MmGzys>

▶ Learn About Idioms for Kids <https://www.youtube.com/watch?v=m4aPQJFmh8Y>

▶ 4th Grade ELA 7.1.5 Idioms, Adages and Proverbs

<https://www.youtube.com/watch?v=VBtFyIueBV8>

<https://www.mathworksheets4kids.com/language-arts/proverbs-adages/chart.pdf>

[ELA | Lesson 23 | Common Idioms, Adages, and Proverbs | PBS LearningMedia](#)

[Grade 4 Mini-Assessment Springtime Poetry Set](#)

<https://achievethecore.org/content/upload/Grade%204%20springtime%20poetry%20pair.pdf>

Mentor Texts:

The Hippopotamus by Ogden Nash <https://www.bartleby.com/199/20.html>

Dust of Snow by Robert Frost <https://www.poetryfoundation.org/poems/44262/dust-of-snow>

The Traveling Onion by Naomi Shihab Nye <https://poets.org/poem/traveling-onion>

Each Kindness by Jacqueline Woodson

Tiger Rising by Kate DiCamillo

“Mountains” by Rukiye Henderson <https://www.commonlit.org/en/texts/mountains>

Stage 2 – Assessment Evidence

Summative Assessment:

Assessment-

■ Poetry_Drama_and_Prose__1-Assessme...
<https://drive.google.com/file/d/1X3J3auZUI4Pk002w5R89MMu-kE3Kt1h/view?usp=sharing>

[Grade 4 Mini-Assessment Springtime Poetry Set](#)

Performance Task(s):

Pre-Assessment/Summative Assessment

Distribute a copy of a poem with questions:

1. Describe the structure of the poem.
2. What do these lines mean? (include lines)
3. What is the author’s message/theme?

Formative Assessment

- Anecdotal Notes
- Student Discussions/Notes
- Narrative Reading Self-Assessment Rubric
- Narrative Reading Learning Progression

Stage 3 – Learning Plan

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers

- Guided Reading Groups are conducted every day (10-15 minutes per group).
 Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document- ■ Checkpoints for Reading Growth 7.17.17 Copy.pdf .
 Choose instructional level text that is appropriate for the genre of study.
 For more information on the Structure of a Guided Reading Lesson: See
 ■ Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
 Guided Reading Lesson Plan Template- ■ Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo. ■ How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting ready- Please read pages 74-93 in advance, to prepare for the unit. A collection of poems both at grade level and independent level, should be gathered for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

■ Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Reminder: Students should have genre specific books for each unit to read during independent reading time. They will be able to practice the skills they are learning or have learned. Students should have an established reading notebook and a reading log. You may want to take a day during your set up or prior to beginning the unit for setting these up. The teacher may want to create a collection of poems that will be used throughout the unit to analyze so that students each have access. *Love that Dog* by Sharon Creech is the Instructional/Interactive Read Aloud for this unit. Utilize the poems from the story as well as the novel itself for your lessons.

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text- Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023



Part 1- Exploring Poetry, Prose, and Drama (Approximately 9 Days)

RL.TS.4.4- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

*Before beginning this unit, you will front load information about poetry, prose, and drama prior to reading *Love that Dog* by Sharon Creech and other suggested poems.

Lesson- Difference in Poetry, Prose, and Drama



You will teach students the difference between poetry, prose, and drama. This is important to know as students start to study poetry.

-  **Differences in Poetry, Prose, and Drama | 4th Grade Reading | eSpark Instructional**
- <https://www.youtube.com/watch?v=XAZMDeNn7gg>
- Activity-Discuss the major differences between poems, prose, and drama. Read prose, "Four Skinny Trees" by Sandra Cisneros. Read drama, "The Woman and Her Bear" by Pat Betteley. Read the poem, "Diary of a Sweatshirt" by Diana Murray. These are CommonLit resources. You must log in to your free account for the answer keys.
 CommonLit Poems .pdf
- Notes-[Poetry, Prose, Drama... What is the Difference?](https://www.joliet86.org/assets/1/6/Poetry,_Prose,_Drama_differences.pdf)
https://www.joliet86.org/assets/1/6/Poetry,_Prose,_Drama_differences.pdf

Lesson- Learning about Figurative Language



You will teach the students the different poetic devices (figurative language- similes and metaphors) and how they are used in their everyday books as well as used in poetry.

Discuss the video.

-  **Similes and Metaphors | Award Winning Similes and Metaphors Teaching Video | ...**
<https://www.youtube.com/watch?v=yDOF299VYdU>
 Metaphor or Similar .pdf

Lesson- Idioms, Adages, Proverbs

Teacher's will teach students the meanings of additional figurative language- Idioms, Adages, Proverbs.

- View/discuss idioms-  **Learn About Idioms for Kids**
<https://www.youtube.com/watch?v=m4aPQJFmh8Y>
- View/discuss idioms, adages, and proverbs.
 **4th Grade ELA 7.1.5 Idioms, Adages and Proverbs**
<https://www.youtube.com/watch?v=VBtFyIueBV8>
- Notes for students-
<https://www.mathworksheets4kids.com/language-arts/proverbs-adages/chart.pdf>

- Activity- 📄 Idioms, Adages, Proverbs Activity-Grade 4.pdf
[ELA | Lesson 23 | Common Idioms, Adages, and Proverbs | PBS LearningMedia](#)

Lesson- Readers Identify Poetic Devices (Mood)

You will teach students how to identify mood in poetry.

Discuss the video- 📺 Mood in Poetry <https://www.youtube.com/watch?v=uoBTp4cZJes>

You don't need to view the entire video. You can stop the video after the first poem-Laughter.

📄 Mood .pdf

Lesson- Assessment- 📄 Poetry_Drama_and_Prose__1-Assessment.pdf

<https://drive.google.com/file/d/1X3J3auZUI4Pk002w5R89MMu-kE3Kt1h-/view?usp=sharing>

Lessons from If...Then...Curriculum: Assessment-Based Instruction Grades 3-5

Important Note: Students have now explored the differences between poetry, prose, and drama. They have learned about mood and some forms of figurative language, idioms, adages, and proverbs and are ready to analyze *Love That Dog* by Sharon Creech and other suggested poems.

Lesson-Establish Context

Tell students that the unit is about poetry. Discuss different elements of poetry.

📺 4th Grade ELA 6.2.4 Elements of Poetry <https://www.youtube.com/watch?v=9P1RTtpigWg>

Share that in this unit students will read *Love that Dog* by Sharon Creech. This is a free verse poem that tells a story. Discuss the meaning of free verse with students. [Free Verse Poems: Lesson for Kids](#) <https://study.com/academy/lesson/free-verse-poems-lesson-for-kids.html>

Lesson- (pg. 79) Readers Identify a Variety of Poems- You will teach students that poems come in many shapes and sizes. When readers encounter a poem for the first time, they read it carefully, paying attention to the form, length, structure, style, and mood. Use poems from *Love that Dog* as resources for this (look at the back of the book for the poems referenced throughout the book).

Focus Questions- Does it tell a story, Does it ask or answer a question, Does it give an opinion? Does it paint a picture? Does it bring up a social issue? A problem in our world? Is the poem short or lengthy? Does it have repeating lines? Is it divided into couplets or stanzas? Does it follow a rhyme scheme? Or is it free verse?

Lesson - (pg. 92)Poetry Breaks Language Rules- You will teach students that poets have a license. They are allowed to use language in ways that breaks the rules. Readers of poetry notice how poets play with language to create rhyme and rhythm.

Assessment- Students will read the passage “Good Morning Dear Students” by Kenn Nesbitt and answer the questions on [CommonLit](#). 📄 Good_Morning__Dear_Students-student_copy.pdf

Part 2-Reading for Deeper Comprehension- Approximately 14 Days

Lesson- (pg. 80) Readers Notice Mood in Poetry- You will teach students that readers notice the poem's mood. They figure out the mood by paying attention to the setting, the choice of words, and the feelings the poem creates. Allow students to connect this skill to creating a mental movie as they read a novel.

Lessons from *The Reading Strategies Book 2.0* by Jennifer Serravallo:

Added Lesson- (Lesson 11.20 pg 380) Use Mood as a Clue to Meaning

- Strategy-When you come to an unfamiliar word or phrase, think about what's happening and what the mood or feeling is at the moment in the text. Is it scary? Sad? Happy? Suspenseful? knowing the mood might help you infer about the word or phrase's meaning. Try to explain or define it, keeping the mood, and what's happening, in mind.

Lesson from *If...Then...Curriculum: Assessment-Based Instruction Grades 3-5*

Lesson- Readers Look for Meaning in Poetry- You will teach students that readers of poetry pay attention to meaning, as well as the sound of the poem. Looking for the theme and what the poet wants the reader to take away from the poem. Use "Mountains" by Rukiye Henderson from Commonlit. ■ Mountains-student_copy-Grade 4.pdf

https://drive.google.com/file/d/1Orko0qID3pizF_hsU7A2eaulA8Ni3z75/view?usp=sharing

- HOMEWORK- Assign "April" from Commonlit as homework. Students can read the poem and answer the questions. ■ April-student_copy-Grade 4.pdf

Lesson- (pg. 85) All Parts of a Poem Work Together to Make Meaning- You will teach students that readers understand that all parts of a poem work together to make meaning. Readers push themselves to read new sections and ask, "How does this part fit with what I read before?" Suggested Text- "Valentine for Ernest Mann" by Naomi Shihab

■ Valentine_for_Ernest_Mann-student_copy- Grade 4.pdf

Lesson- (pg. 86) Poetry Readers Create Mental Images- You will teach students that readers have to think hard to create mental images. They use the words of the poem and their imaginations to picture these images clearly.

Lesson- Poetry Readers Stop and Consider the Unusual- You will teach students that poems make us see everyday things in a new and different way. They make us stop and smell the roses or to wonder about and rethink the world around us. You can choose a poem or use this poem about a pencil. [A Pencil https://www.poetrysoup.com/poem/a_pencil_1442419](https://www.poetrysoup.com/poem/a_pencil_1442419)

Lesson - (pg. 88) New Insight Found in the Ending- You will teach students that poetry readers pay close attention to the last lines of a poem. They recognize that often the ending of a poem offers new insight into the rest of the text.

Lesson - (pg. 92) Rereading is Essential to Understanding Poetry- You will teach students that readers look back across several powerful passages to think about how those parts go together. They think about what big idea(s) or questions they have based on rereading well-crafted parts.

Lesson (2 Days)- Identifying Theme and Summarizing Poems

Teachers will teach students how to summarize poems. Use a previously discussed strategy for summarizing to summarize a chosen poem. Resource- ■ Summarizing a text

<https://www.youtube.com/watch?v=iD5e1MmGzys> The example provided is a summary of Cinderella. You will want to choose a poem to summarize. *Love that Dog* by Sharon Creech is a good example to use.

Activity- Students summarize the Poem “Life Doesn’t Frighten Me” by Maya Angelou located in the NJSLA Practice Test pg. 10. Students should answer the questions also.

https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1105810_Gr4ELATB_PT.pdf

Lesson- Assessment-Students will complete the assessment.

Grade 4 Mini-Assessment Springtime Poetry Set

<https://achievethecore.org/content/upload/Grade%204%20springtime%20poetry%20pair.pdf>

Lesson (2 Days)- (pg. 92) Every Poem Has a Theme- You will teach students that every poem has a theme. The ideas and images in a poem all go together to convey the poem’s main message. That message is everywhere in the words, in the images, and in the mood. *You may need more than one day on theme depending on the poem(s) you choose to use with your students.

Assessment- Students will read and answer the questions about the Theme of the poem “Poetry Means the World to Me” by Tony Medina on [CommonLit](#).

Part 3-Looking at Life and Literature through the Lens of Poetry-Approximately 5 Days

Lesson - (pg 89) Poetry Reflects the World- You will teach students that readers of poetry learn to pay attention to the world around them. Poems teach them to be reflective.

Lesson -(pg 90) Poetry Connections- You will teach students that once readers connect with specific lines of poetry, they carry those words with them throughout their lives. Poetry can become a lens through which readers live their lives.

Lesson - (pg 93) Themes and Messages Across Literature- You will teach students that readers carry the messages they have learned from poetry into their reading of other texts. They stop at key parts to think about how characters in the book they are reading might learn from the wisdom of a poem or how a novel might offer a similar theme or ask similar questions.

Assessment Day- Linkit! Assessment administered- Students should have approximately one reading block to complete the assessment independently.

Lesson - (pg 90) Celebration! Keeping Poetry in Your Heart- You will teach students that readers of poetry often have a few lines that they know by heart. These lines influence the way they live, and contain valuable life messages.

Unit Plan Title	Unit 4: Reading History: The American Revolution (Book 3)
Suggested Time Frame	Approximately 21 Days

Overview / Rationale
<p>This unit builds upon the work of the nonfiction unit, <i>Reading the Weather, Reading the World</i>, and guides students on a journey of learning to read like historians. This unit has also been designed so that it can support students in both reading and writing (<i>Bringing History to Life</i>) about the focal topic, the American Revolution.</p> <p>In Part I, students embark on a research project about the events leading up to the American Revolution. They will begin building their knowledge about the era by reading accessible texts. Teachers will then show students how researchers pay attention to text structures in order to organize their notes and their thinking. As students narrow their research focus to a subtopic, teach them how to synthesize new information into what they already know, paying special attention (as historians do) to the people, geography, and chronology of the event they are studying. Primary sources will also be introduced in this part.</p> <p>Part II moves forward to the eve of the American Revolution. Teach students that historians learn about multiple points of view in order to gain a more complete picture of events in the past. Students will continue their research in preparation to debate the question of independence from Great Britain. They will gather their evidence and angle it to support their side.</p> <p>Part III will take a new turn, as students work in partnerships to begin a new research project, on the time period after the Second Continental Congress. Students will learn to preview and paraphrase increasingly complex texts, and to study all parts of a text to extract the main ideas. Vocabulary will have a special emphasis. Teach strategies for learning not only the definitions for new domain-specific words, but how those words are used at a deeper level. By the end of this unit, students will begin to see how the past and the present are connected, and how the past continues to affect us today.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards - English Language Arts 2023</p> <p>RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an Informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CI.4.2 Summarize informational text and interpret the author’s purpose or main idea citing key details from the text.</p>

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

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

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

RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies 2020

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Chronological sequencing helps us track events over time:

- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Computer Science and Design Thinking 2020

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills 2020

9.1 Personal Financial Literacy

Economic and Government Influences:

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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

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

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the main idea and/or supporting details in a nonfiction text? • How would I describe the overall structure of the text? • What is the author’s point of view or perspective? Is it firsthand or secondhand? • What do I need to include in a summary? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • The main idea of nonfiction texts can be explicitly stated or implied. • Authors make choices based on their perspective that affect the way we read, understand, and feel about texts. • Firsthand accounts differ from secondhand accounts in the information provided. • Researchers need to integrate and reflect information from more than one text to be able to expand on a topic.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> • Nonfiction texts have different features than fiction texts and should be read differently. • Proficient readers use text evidence when explaining what the text says and when making inferences about the text. • Text summaries include the main idea, carefully selected details that link to the main idea, and text structure. • Authors use reasons and evidence to support particular points in a text. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine the main idea(s) and supporting details in a nonfiction text. • Summarize nonfiction texts. • Describe the overall structure of a nonfiction text. • Determine the author’s point of view or perspective. • Analyze parts of a text in relation to the whole text. • Organize information into categories. • Cross-text synthesize or integrate and reflect on information from two texts on the same topic in order to write or speak about the subject.

Student Resources
Rich selection of diverse books.
Teacher Resources
<p><i>Units of Study for Teaching Reading</i> (Grade 4) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07717-8</p> <ul style="list-style-type: none"> • Unit 3 <i>Reading History: The American Revolution</i> • <i>Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions</i> <p>www.heinemann.com</p>

Mentor Texts:

Liberty! How the Revolutionary War Began by Lucille Recht Penner

The Revolutionary War by Josh Gregory

George vs. George by Rosalyn Schanzer

Short Nonfiction for American History: The American Revolution and Constitution by Anne Goudvis and Stephanie Harvey

[The American Revolution- Reader](#)

 TEA_OVERBOARD!-student_copy.pdf

 An Eyewitness Account of the Boston Tea Party .pdf

Stage 2 – Assessment Evidence

Performance Task(s):

Pre-Assessment:

Second Continental Congress Debate
Revolutionary War Research Project

Summative Assessment:




Linkit! Post assessment for the unit-
Post-Assessment: “Kid Power!” and Video
or Text William Kamkwamba’s TED talk,
“How I Harnessed the Wind”


Formative Assessments:

- STAR winter assessment (Librarians administer)
- Running Records
- Anecdotal Notes
- Student Discussions/Notes
- Graphic Organizers
- Informational Reading Self-Assessment Rubric
- Informational Reading Learning Progression

Stage 3- Learning Plan

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document-  Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See  Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  [How to Use The Reading Strategies Book 2.0 for Whole Group Less...](#)

Getting ready- Please read pages xv-xvi in advance, to prepare for the unit.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?district id=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.

- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Part I Researching History- Approximately 11 Days

Lesson 1 -(Session 1 pg. 4) Researchers Orient Themselves to a Text Set- You will teach students that researchers often learn about a topic by locating accessible resources through which they can build their own prior background knowledge and overview of the topic. They also skim to pay attention to recurring subtopics.

Lesson 2 (Session 2 pg. 12) - Readers Use Text Structures to Organize Incoming Information and Notes- You will teach students that when researchers preview a text, they try to identify the text structure, because knowing this can help them understand the important parts and organize their reading and notetaking.

Lesson 3 (Session 3 pg. 23) - Special Challenges of Researching History- You will teach students that researchers pay particular attention to people, geography, and chronology when they read history. By paying attention to who, where, and when, researchers begin to organize their new knowledge.

Added Lesson From Reading Strategies Book 2.0 by Jennifer Serravallo

Added- Lesson 4 (8.19 pg 291)- Research and Recognize the Author's Authority and Bias

- Strategy- First, learn about who the author is from the author bio included in the book. Then, consider what stake the author has in the topic based on their credentials and experience. As you read, consider what information is being included and what is being excluded. Consider if the author is converting their personal opinions (through language choices) alongside the factual information.

Lesson 5 (Session 4 pg. 33) - Prioritizing-Note Taking on What's Really Important- You will remind students that when researchers take notes, consider the smaller details and how they connect to the bigger points in the text.

- **HOMEWORK-** Have readers bring home texts about their specific subtopics and allow them to look through the text to find the main idea and details. This can be done through boxes and bullets or however you teach this strategy.

Lesson 6 (Session 5 pg. 44) - Synthesizing across Texts- You will remind students that researchers synthesize information about a key subtopic by reading an overview text, then reading across several sources about that one subtopic, and thinking about how the new information fits with what they have already read. *I learned that...An important detail to support that is...This makes me think that....*

- **HOMEWORK-SYNTHESIZING AS YOU READ-** Have readers continue reading about a subtopic that was studied today (it is suggested that the teacher copy a passage that was studied, or use a different resource such as RAZPlus, Epic etc.). Have students take notes and then synthesize those notes as they did during class, using the same language- *I learned that...An important detail to support that is...This makes me think that....*

Lesson 7 (Session 6 pg. 54) - The Role of Emblematic Detail in Nonfiction- You will teach students that readers not only construct a big picture of their topic through reading and synthesizing, they also pay careful attention to the details that reveal tone and point of view.

Lesson 8 (Session 7 pg. 64) - Readers Develop Strategies for Reading Primary Sources- You will teach students that readers of history draw on particular strategies to read primary source documents.

- **HOMEWORK- DEVELOPING YOUR OWN IDEA-** Readers, tonight, continue reading about the American Revolution. In just a few days, you will teach others what you have learned about a part of the revolution. Before you do that, be sure that you have spent time collecting information and ideas from books. I also want to make sure you have developed some of your own ideas. To do this- ask yourselves these questions: “What do these ideas show me about the topic?” Or, if you are looking at multiple events, “What are some similarities between the events? What are the differences?”

Lesson 9 (Session 8 pg.73)- Readers Bring Their Topics to Life- You will teach students that reading history requires both imagination and factual knowledge. This allows the reader to put themselves into the historical scene.

Lesson-Assessment Day- Students will answer the question “What is something that you have learned about the American Revolution so far?” by using the following format- *I learned that...An important detail to support that is...This makes me think that....*

Note: These questions align with the RACE format for constructing a response.

Lesson 10 (Session 9 pg.81) - A Celebration of Learning- You will have students celebrate the learning of this bend by teaching other students what they’ve learned about a subtopic of the American Revolution.

Part II Preparing for Debate- Approximately 6 Days

Lesson 11 (Session 10 pg. 84) - Recognizing Different Perspectives

You will teach students that historians pay careful attention to multiple points of view, so that they can try to form a more complete understanding of what happened in the past.

Added Lesson- This is the homework listed for Session 10- This should be done as a class text should be read aloud by the classroom teacher. The teacher will read both [“Tea Troubles: The Boston Tea Party”](#) and [An Eyewitness Account of the Boston Tea Party](#) [An Eyewitness Account of the Boston Tea Party](#) ■ [An Eyewitness Account of the Boston Tea Party .pdf](#)

Then look at them side by side, and think, “Do these authors have similar points of view? Do they have different ones? And how do I know?” Use your copy of “Analyzing Perspective” (on Heinemann website under homework) strand of the progression to identify and compare the perspective of each author.

Lesson 12 (Session 11 pg. 94) - Readers Find--and Angle--Evidence to Support Their Claim

You will teach students that readers study historical evidence to determine their own point of view, and then they analyze the evidence to figure out how to make it support their point of view.

Use the box on pg 98:

Ways to Spin Evidence to Fit your Argument

This (Document type: painting/letter/advertisement) shows _____.

I notice that _____.

It could support my argument because _____.

Lesson 13 (Session 12 pg. 103) - Rehearsing a Debate

You will teach students that debaters research both sides of an issue to present their position effectively with reasons and evidence and rebut the position of their opponent.

- **HOMEWORK- PREPARING FOR A NEW ROUND OF DEBATE:** The night before they go to court, lawyers often sit in bed thinking “I have collected lots of evidence, but what is the exact order I should present it in?” Tonight, you are going to do the same type of work. Look over your notes, and think to yourself, “Should I present my best evidence first or last? Where should I put my least convincing evidence?” You may want to make a little list for yourself that you keep with you, which will remind you of the order in which you would like to present.

Lesson- (Session 13 pg. 111) - Staging a Second Continental Congress Debate

You will have students celebrate their learning through a whole-class debate as they reenact the Second Continental Congress.

Lesson-Assessment- This is a content assessment. Students read and answer the questions about the Tea Overboard by Mike Weinstein (Lexile 820). CommonLit Passage-

■ [TEA_OVERBOARD!-student_copy.pdf](#)

Part III Engaging in a Second Cycle of Research- Approximately 5 Days

Lesson 14 (Session 16 pg. 134) - Readers Study All Parts of a Text to Determine Main Ideas

You will teach students that nonfiction readers know that there are specific places in a text where an author often reveals important information related to the main idea: introductions, conclusions, and text features.

Lesson 15 (Session 17 pg. 144) - Readers Alter Their Strategies Based on the Kind of Text

They are Reading- You will teach students that readers draw on prior knowledge of text structure to read nonfiction.

- **HOMEWORK:** For tonight's homework, you might want to encourage students to work on volume. Urge them to read for as many pages as they can, perhaps even surpassing their last reading time entry in their log. Remind students to be aware that oftentimes nonfiction texts can be both expository and narrative, and that the envisionment work that they do for each genre will be different. You might ask students to find another scene in their book that feels particularly significant to the experiences people had during the American Revolution. Urge them to go back and reread that scene intensely, several times, and see how it connects to other scenes. Finally, you might ask them to find at least one other scene that connects to the other one they have chosen and reread that second scene, as well.

Lesson 16 (Session 18 pg. 151) - Developing a Richer Conceptual Knowledge of Key

Vocabulary- You will teach students that when readers approach a new word, they not only learn the definition of it, but also work to understand the word and how it is used at a deeper level.

- **HOMEWORK- KEEPING TRACK OF WORDS WITH SPECIAL MEANING-** Have readers discover the words that have a special place in the books they read, or a reason for being there. These words may recur in many different ways. If they find words that repeat, have them jot them down in their notebook, or on a post-it. Then have them look up the words and be prepared to share them during the next session.

Lesson 17 (Session 19 pg. 159)- Questioning and Hypothesizing to Reach Deeper

Conclusions- You will teach students that when researchers ask questions that don't have clear or quick answers, they draw on their growing body of knowledge about the topic to consider several possible answers to their questions.

Lesson 18 (Session 20 pg. 163) - Reading History for Universal Messages, for Meaning

You will teach students that readers draw upon their knowledge of interpretation to ask questions about history, and to figure out the big lessons that they can learn from the past

Lesson-Assessment- Administer the Linkit! Post assessment for the unit during one reading block. Post-Assessment: "Kid Power!" and Video or Text William Kamkwamba's TED talk, "How I Harnessed the Wind"

Unit Plan Title	Test Prep/Test Taking Strategies-Grade 4
Suggested Time Frame	Approximately 10 Days

Overview / Rationale
<p>How to Approach Test Prep and Getting Started on Accessible Texts</p> <p>There are two main approaches to testing preparation to get students ready for their daily learning and practice. First, students must be alert as they read. They should have expectations of how a text will go based on their understanding of a particular genre. In fictional stories, students should read thinking about what challenges the main character faces, and how he or she resolves these problems. Teach students to be alert for some of the predictable questions as they read, such as the lesson a text teaches, or the big, main idea of a text.</p> <p>Secondly, students need to be able to read the question stem and predict the answer before looking at the answer choices. This way, as they read, they will do much more smart reading work, and will not be tempted by the distractors among the answers. In fact, the first few times students practice, you might choose not to give them the answer choices and instead have them write in the answer and/or circle in the text the part that supports their answer. Students are easily confused by multiple choice answers (that is the point of the distractors). Therefore, it is important to teach them how to construct a text-based response first, before revealing the possible answers.</p>

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts 2023</p> <p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p>

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

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

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

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

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

- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

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

Social Studies 2020

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Computer Science and Design Thinking 2020

Computing Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Essential Questions:



- What can I do to prepare to answer questions based on a passage?
- Can I predict the answers to questions based on a passage?
- How do I analyze charts and graphs to determine important elements that answer questions?

Enduring Understandings:

Students will be able to understand:

- Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is.
- Test takers prepare to answer questions by predicting the answers before finding them.
- Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.

<p>Knowledge:</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • Test takers preview the text to determine the genre and preparation for questions. • Test takers predict the answers and then find them in the text. • Test takers use charts and graphs to answer questions on the test. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Scan passages and questions to determine the genre. • Predict answers before finding them. • Use charts and graphs to locate answers.
---	--

Student Resources
<p>Rich selection of diverse articles/passages Commonlit.org https://www.commonlit.org/</p> <p>New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests https://nj.mypearsonsupport.com/practice-tests/english/</p>
Teacher Resources
<p>New Jersey Student Learning Assessments (NJSLA) Resource Center New Jersey Assessments Resource Center</p> <p>New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests English Language Arts Practice Tests</p> <p>New Meridian Resource Cneter https://resources.newmeridiancorp.org/released-items/?fwp_subject_facet=ela-literary-analysis (Highly suggest using this website for specific NJSLA tasks)</p> <p>Commonlit.org CommonLit</p> <p>NJ Digital Item Library</p> <p> Test Prep-Test Taking Strategies-Grade 4.docx</p> <p>Reading/Literature Sample Test 2011-2013 - Grade 4</p> <p> NJSLA ELA Features Review https://www.youtube.com/watch?v=d6Bwkskn4s</p>

Stage 2- Assessment Evidence
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Informal teacher observations • Practice tests given throughout the unit • Small group notes

- New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests [English Language Arts Practice Tests](#)

Stage 3- Learning Plan

Assemble test prep material by collecting state tests from previous years. Make your packet of texts from actual tests. Assemble texts from the last few years of state tests, using texts from your grade and put the passages in order of difficulty.

When possible, assess students on a computer device to mimic the conditions for state testing. Some platforms are: LinkIt!, Freckle.com, CommonLit.org.

Students will experience the following when taking the New Jersey Student Learning Assessment (NJSLA).

- **Multiple Choice-** allows a single answer choice to be selected; student responds by clicking on the circle to the left of the option
- **Multiple Select-** will allow more than one answer choice to be selected; student responds by clicking on the square(s) to the left of the option(s)
- **Part A & Part B questions-** Part B of the question is asking for evidence to support Part A of the question
- **Drag and Drop-** student responds by selecting an available response choice and dragging it to the drop area and release
- **Inline Choice-** requires students to use a drop-down menu to make a response selection
- **Text extraction-** allows highlighted text to be pulled to a drop area
- **Tabbed Passages-** when there are multiple passages provided for a question students can move between passages by clicking on the tabs at the top of the page under the item directions
- **Constructed Response Box-** an open-ended response is required and should be typed in the response box provided; students will be asked to refer to one or more passages or media in the unit

If your students are unfamiliar with test-taking vocabulary, or you feel they need a refresher, introduce key terms before beginning lessons. You may wish to do a mini-lesson highlighting the following keywords, their meaning, and their characteristics or components:

- Genres: narrative, expository/informational, opinion/persuasive
- Types of writing: story, article, journal entry, essay, recipe, blog, poem, interview, passage, etc.
- Actions: write, explain, evaluate, summarize, synthesize, compare/contrast, describe, support, etc.

- Computer-based testing tools: bookmark, scroll bar, text highlight, pointer, notepad, answer eliminator

Create an anchor chart of these terms (and others you come across) to refer to throughout the unit. Include student-friendly definitions and examples.

During active engagement or independent practice time, give students sample prompts. Use the prompts in the Practice Booklet if needed. Instead of having students write the answer to the prompt, ask them to just interpret what the prompt means.

Note: The New Jersey Student Learning Assessments (NJSLA) Resource Center should also be reviewed and integrated in this unit. [New Jersey Assessments Resource Center](#)

The NJSLA Resource Center has a Test Preparation link that provides Tutorials and Practice Tests. The NJSLA Online Student Assessment Tutorials help familiarize students and teachers with the NJSLA format, computer-based testing tools, and vocabulary. Teachers and students should work through the tutorial together. [Tutorials](#)

Additionally, the online practice test set includes: Unit 1: Literary Analysis Task (LAT), Unit 2: Research Simulation Task (RST), and Unit 3: Narrative Writing Task (NWT). [English Language Arts Practice Tests](#)

Sample Questions from the NJSLA Grade 3 Practice Test:

Unit 1: Literary Analysis Task (LAT)

1. Part A: What does **cross** mean as it is used in paragraph 28?
 - Part B: Which statement **best** supports the answer to Part A?
2. Part A: How do the details in the story show the idea of “Con-tent-ment”?
 - Part B: Which detail from “Johnny Chuck Finds the Best Thing in the World” best supports the answer to part A?
3. Complete the chart to show the animals searching for the best thing in the world are described up to paragraph 2. Drag and drop **three** details into the chart.
4. Part A: What does the phrase **his teeth jiggled** in paragraph 14 show about Pinkerton?
 - Part B: Which detail from “Me First” shows another example of the answer to Part A?
5. Select one sentence from this drop-down menu that describes what is happening in this picture. Then, select one sentence from the next drop-down menu that describes what the picture adds to the story.
6. Write an essay that explains how Old Mother West Wind’s and the Sandwich’s words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

Unit 2: Research Simulation Task (RST)

1. Part A: What is the meaning of **thriving** as it is used in paragraph 14 of the article?

- Part B: What phrase in the article helps the reader understand the meaning of the word **thriving**?
- 2. Part A: What is the **main** idea of “A Howling Success”?
 - Part B: Which detail from the article **best** supports the answer to Part A?
- 3. Compare ideas from **both** “A Howling Success” and “The Missing Lynx.” Drag the sentences and drop them into the Venn Diagram.
- 4. You read the articles “A Howling Success” and “The Missing Lynx.” Think about the key details in each article that show how people can help animals.

Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

Unit 3: Narrative Writing Task (NWT)

1. Part A: What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?
 - Part B: Which detail from paragraph 14 supports the answer to Part A?
2. Part A: Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?
 - Part B: Choose two details from paragraphs 28 through 33 that support the answer to Part A.
3. Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.
4. Part A: What is the central message of the story?
 - Part B: Which sentence from the story supports the answer to Part A?
5. This story tells about Derrick’s first camping trip. Write Derrick’s journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

As you prepare your students for the test, please be sure to address these types of questions with your students. Please note that a majority of the New Jersey Student Learning Assessment (NJSLA) test questions for Grade 4 involve answering Part A and Part B type questions. Part B of the question is asking for evidence to support Part A of the question.

Test Taking Strategies- Lessons Approximately 10 Days

Important Note: While the texts to the lessons below are being provided, you should use the New Jersey Student Learning Assessment Practice Tests and the New Jersey Digital Item Library [NJ Digital Item Library](#) to teach the lessons. The same lessons can be done with different texts. Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons.

The information below is provided to demonstrate how the lesson could go and involve processing strategies.

Reading/Literature Sample Test 2011-2013 - Grade 4

Lesson: Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is.

Teach-Today, we are going to look at some passages on a practice reading test (on the doc-cam). We want to identify what type of passage it is, whether it is narrative (fiction), non-narrative (non-fiction), science, how-to, history, biography, and informational. Knowing what type of passage it is, will help us better understand how to answer the questions.

First we're going to read the topic sentence, any bold, underlined, or italicized words, headings or captions, and look for any important sounding words so that we have an idea of the type of passage it is. Then we'll look at the questions to see if that can help us any further, before we go back and read everything carefully.

Don't forget that good readers quickly scan the passage before going back and carefully reading the same text.

Active Involvement-

Now it's your turn. You and your partner are going to take the passage you have in your hands, and together quickly scan it, and the questions, and see if you can determine the type of text it is. I will be coming around to see how you're doing. Remember, you're not reading every single word. After you scan and determine the text type, THEN, you'll go back and read every word carefully.

Keep in mind, good readers quickly scan the passage before going back and carefully reading the same text

Lesson: Test takers recognize predictable questions by being alert for them.

Teach-When reading a test passage we need to be "alert for possible test questions". The most common types of test questions can become predictable once we familiarize ourselves with them. So let's practice familiarizing ourselves with the types of possible questions.

The most predictable types of questions are:

Main Idea, Detail, Fact or opinion, Sequence, Vocabulary, Plot, Summary, Author's Purpose, Character Detail, Inference

We are going to read with our partners a short passage as if we were reading a test passage. (show on doc cam the passage from Oaks 4th grade sample test "Laurel Hill"). As we read, we are going to look for some of the possible predictable questions. (have pre-set partner groups) The partner groups will read the text with an alert eye together and stop to talk about what you've read. Discuss the types of possible questions you found in the text.

"With your partner, read the 1st sentence in the 3rd paragraph starting with 'The oxen strained...' (give students a few moments to read the excerpt.)

“The oxen strained and pulled with all their waning strength.” This can be a possible Vocabulary question and I know that because they have underlined the word “waning”. (from Oaks sample test, Laurel Hill)

Teacher lead:

“Did you see a possible question about the main idea or sequence? How about the author’s purpose or vocabulary? Talk with your partner about what you think the possible predictable question could be. (give students a few moments to discuss.) Let’s write down one of the possible predictable questions that you found. (Teacher records the possible question on board/chart paper).

Example possible questions: What does waning mean? What does strained mean? Why were the oxen straining and pulling?

(Lead students to the underlined vocabulary word.) Look at this word, it’s underlined, the reason it’s underlined is because the test writers want you to focus on this word. It’s important and they are going to ask you about it. So, whenever you see a bolded or underlined word the test writers are going to ask you about it. You can be sure that there will be a vocabulary test question about it.

Therefore, I know that that word is important to remember. I will pay attention to that word and how it’s used in the text. “Alert test takers can predict questions!”

(Teacher, have this passage on doc cam, ask students to read)

The road was rough and hard to follow. Up and down it went, over sharp rocks, through mud holes, twisting and turning around stumps and tree roots and fallen logs.

“This must be the worst road ever devised,” sighed Mother, after we had been struggling for hours and getting nowhere. (pg.1 Oaks 4th sample, Laurel Hill)

“Did you see a possible question about the main idea or sequence? How about the author’s purpose or vocabulary? Talk with your partner about what you think the possible predictable question could be. (give students a few moments to discuss.) Let’s write down one of the possible predictable questions that you found. (Teacher records the possible question on board/chart paper).

Example possible questions: Why did Mother sigh? What was the road like? How long did the trip take?

“These are some wonderful examples of kinds of questions that ‘Alert test takers can predict!’”

Lesson- Test takers prepare to answer questions by reading and coding question stems.

Teach: All questions fall under two headings: Whole-text questions and Detail Questions. (write these in T-chart format on poster paper-or have this up and ready) The reason it is important to know is so

that if it is a whole text question, you know to think across the WHOLE story. Thinking about what happens, thinking about the main ideas and characters over all. Whereas a detail question will ask you to zoom in on one particular detail, that detail may be in one particular word, one character, in one line, or in one section, or in one paragraph of the passage.

There are some word clues in the questions that can help you determine what type of question it is. For Whole text questions these are the clue words you can look for: main, mainly, most, mostly, most likely. (label these on the t-chart) Whole text questions will have these types of words, indicating for you to think across the WHOLE story.

There are some word clues in the questions that can help you determine what type of questions it is for DETAIL text questions. The detail word questions will have these clue words that you can look for: Detail, best supports, fact, event, section, line, phrase, right before, first, then, next, after, finally.

Teacher projects possible detail or whole questions on board and asks students to identify whether the sentence is a “whole” or “detail” text question.)

Example questions:

- Which is the main idea?
- What is the passage mostly about?
- What is the best title for the passage?
- Which choice best tells what the passage is about?
- What does the character do after he goes to the park?
- Which detail best supports the idea that...?
- Which event in the story happens first?
- What happens right before...?

Pair share: Students will pair share in discussion and identify which question is a “Whole text” or “Detail text” question.

While students pair share the teacher will float and listen to discussion and will identify students which correctly have identified the questions. The teacher will call upon the identified students who correctly labeled the questions to share.

Independent work: (Use Laurel Hill excerpt from previous lesson, have students independently read excerpt passage with questions attached. The students will label the questions as either “whole text” or “detail text”.

Lesson- Test takers prepare to answer questions by predicting the answers before finding them.

Teach: (guided practice: Laurel Hill passage only use question 1 as example)

Watch as I read the passage. You will also notice that I will immediately read the questions, then I will predict an answer. After I write down my predicted answer, I will refer back to the text and locate my predicted answer in the text. Once I feel like I have found the answer in the text I will highlight it. I will then confidently copy the predicted answer from the text into the answer section. (Teacher will need to have a short passage from the sample Oaks test w/questions and blocked off answers, no multiple choice available)

(use same passage with question 2) A group of students will read a short passage and questions on the SMART board and predict possible answers found in the text.

Independent: (use same passage for remaining questions)

(Have students practice the first few times by reading the passage and the questions. After they read both the passage and the questions, have the student fill in their own answers without looking at any multiple choice answers; they may highlight the predicted possible answers in the text part that supports their answers.)

Lesson- Test takers confidently tackle test questions by recognizing and understanding common test language and by being alert for deceptive answers.

Teach: *Hmmmmmm*. WHY would the test writer want to fool you? Well, there are many answers to that like: A) The test writer wants you to fail. B) The right answer really isn't important. C) The test writer thinks she or he is smarter than you are. D) If you don't really understand what you're reading, your teacher can better focus on your reading needs.

Well, that is an EASY one, isn't it?!? The answer is obviously D because it's a test to determine how you read, how well you understand what you're reading, and what holes are in your reading and comprehension of the text. However, on the tests that you'll take, the answers aren't that easy to deduce or figure out. We need to think like a detective by using clues and asking questions to better understand what we're looking for. For example, let's look at Philippe and the Blue Parrot that I will put up on the board for you. (FYI TEACHERS: Believe it or not, there is a TYPO in paragraph 5 – you may want the students to try and find it.) THEN: (Teacher shares and reads Philippe and the Blue Parrot using the document camera and then focuses on Question Number SRV 1 (Vocabulary): Don't forget --- **test writers want to trick you by making all the answers seem correct.**

1: Philippe's mother told him to watch for the golden earring. When used this way the word *watch* means to

- A. guard against.
- B. examine closely.
- C. look for carefully.*

D. measure time.

OK... **BEWARE!!!** Test writers want to trick you by making all the answers seem correct. Let's look at A – “guard against” When I hear the word, “guard,” I think of the guards at the jail with a uniform and a weapon. They stand tall and protect the public. B says “examine closely” which is what we do when we're being detectives with our magnifying glasses. In this case we want to make sure that we get every detail and not miss one single thing. C says “look for carefully.” This is when I'm on an Easter egg hunt searching for those hidden colored plastic eggs filled with goodies. D. says “measure time” and it makes me think about lunchtime and when we get to eat. That's when I look at my watch a lot. **Test writers want to trick you by making all the answers seem correct.** Which two questions are very similar and which is the BEST POSSIBLE ANSWER???

Working in pairs, students will be able to number the paragraphs in order to refer back to the text when discussing and collaborating to determine/find the best possible answer for each prompt. Students will refer back to the text and determine the second part to the prompt (the answer). Students determine this answer after referring back to the text in paragraphs 4 and 5. Students will be able to rank the BEST POSSIBLE ANSWER as Number One, the second as Number Two, etc.

Once students are working together, the teacher needs to walk around the room assessing students' understanding of the prompt and its possible deceptive answers. Students need to be searching for evidence from the text and provide proof/evidence of what they're saying is based on information from the text.

Teacher also needs to be listening to the following sentence frames (which should be written on the board or projected for students to refer back to):

1. I believe that the answer is _____ because _____.
2. Paragraphs _____ and _____ state that _____ which makes me believe the answer is _____.
3. The answer is _____ because paragraphs _____ and _____ state _____.
4. The two most likely answers are _____ and _____ because _____.
5. If I were to choose the two best possible answers, they would be _____ and _____ because _____.

Class will then see a visual representation of what their fellow classmates determined to be the best and least possible answers by choosing one of the four corners of the room which have been determined “A,” “B,” “C,” or “D,” by quietly and safely walking to a specific corner with their partners placing a sticky note there with the written “answer.” (Sticky notes will stay in the corners.) Students will be able to complete the prompt **SRC 3 (page 3 of the Test Sampler)**: “Philippe painted his first *Blue Parrot in the Sun* ... (students should be able to determine the answer to be **D “to make a birthday present for his mother.”**)

Lesson-Test takers tackle nonfiction passages by paying attention to text features.

Teach-We have already discussed text features in our unit on non-fiction. These are captions, table of contents, glossary, index, graphs, charts, headings, subheadings, illustrations, photos, call-outs. We already know how to use them.

Remember that on the test you just need to use what you know. Test-takers know what text features do and take advantage on the test. (*Teacher shows the top paragraph from Salt Marsh.*)

Here is a sample item from the OAKS test. Look at the heading and the blurb underneath. Remember to use what you know. The heading and blurb will tell us what the article is about before we even read it. I know that this article is going to be about salt marshes. Maybe, I don't know what a salt marsh is, but the purpose of the blurb in a title is to get my schema going. In the blurb it talks about beaches. Right now my schema is telling me that a beach and a salt marsh have something in common.

See what I did there? I used the text feature to get my schema going and predict what the article will be about even if a part of it was tricky. (*What is marsh?*) Test-takers know what text features do and take advantage on the test.

(*Teacher shows the whole article.*) The rest of the article looks just like an article from OAKS. There are a lot of words, and questions at the end.

How many people would skip over this picture in the middle? I wouldn't do it, because this picture gives us a lot of important information and can assist us with answering some of the questions. Without reading this article I know that a marsh has land, water, and animals. This picture helps me to confirm what my schema was telling me that this article would be about. If I skipped over it, I would have missed important information. Text features serve a purpose. Test-takers know what text features do and take advantage on the test.

There are a lot of text features that will show up on the test. We know why and how to use them all. Don't get nervous and don't skip over them. Test-takers know what text features do and take advantage on the test.

Now it's your turn. (*Teacher shows Alive and Well article.*) Let's practice using text features (table of contents, blurb, and heading) to write three sentences about what this text will be about. Turn to your elbow partner and write it on your white board. I will give a minute to complete this. (*Teacher walks around to monitor that students use text features correctly.*) Test-takers know what text features do and take advantage on the test.

Let's get back together. Who would like to share their predictions? (*Teacher takes two or three answers from volunteers. After the share, the teacher acknowledges what a great job the students did.*) Let's quickly look at one question. What page should you go to if you want to read a little bit to get an idea of what the whole book is about? Who can answer this and tell me why using the table of contents? Exactly, Page 5 is the introduction, and the introduction will give us an overview of the book

Lesson-Test takers answer questions about the purpose and main idea by thinking about the whole passage.

We know that people who make tests put tricks in questions to confuse you and make them harder. They do this a lot with main idea questions. If I asked you what this story is about and you told me it's about how a head female and a head male take care of their young, you wouldn't be wrong- it is a part of the story. But it is in only a part, only one paragraph talks about that. When we talk about the main idea, we have to remember the word **mostly**. Remember mostly, main, my own. Is the story mostly about a head female and male taking care of their young? No.

One way that test makers trick you is because they have you look at paragraphs and parts, instead of a text as a whole or the most. The main idea of a text is something that the whole text or most of the paragraphs talk about. This text mostly talks about wolves running in packs and pack dynamics. Almost every paragraph talks about that. Even the title hints at the main idea of this reading selection. In fact, questions that ask about the main idea could ask for an alternative title for this text.

Do you see what I just did? I created my own main idea before I ever read their options. Options that try to trick you will be about parts of the text, paragraphs, but not the whole text. You might get a question about the main idea of a paragraph, but if it has such words as **mostly**, **main idea**, **best title**, or **best choice for the passage**, it is asking you about the main idea of the whole passage. Remember to come up with your own main idea before reading the answers, this will help you avoid falling for their tricks. Mostly, main, my own.

Now it's your turn. Take a minute to reread this article. (*Teacher projects the text A Wild Ride.*) You have read this article before, so I will give you a minute. I want you to remind yourselves what the article is about. When you are done rereading it, come up with the main idea of the whole article to answer the question "The author most likely wrote this article ...". I will not give you the options, but want you to come up with the answer on your own. Don't get tricked by the fact that the article is broken into smaller sections. Remember: mostly, main, my own.

Who would like to share what the main idea is? (*Teacher picks a few volunteers to share their main ideas.*) Now if I gave you the options, (teacher lists four potential answers) what would you say the best answer is? That's right- B. Look how similar it is to what we have come up with. Mostly, main, my own.

Lesson-Test takers comprehend step by step ("how to") directions by examining the subtle/pivotal details in the questions.

Teach- When you see a recipe or directions on how to make something, or any other step-by-step article, you should take a deep breath, because all the answers will be right there in the text. But don't relax: even though the answers are there, you still have to find them and avoid the tricks.

These questions are usually sequencing questions with extra details. Don't skip the details, as they are important. Even if you think you know the answer, go back and double check. The answer is in the details.

Let's look at this recipe for cheesy biscuits. (*Teacher projects the text Cheesy Biscuits.*) I read this once and I feel confident that I can answer the questions. I know the ingredients and main steps to

take: mixing the ingredients, roll them out, put them in the oven. I am done, right? Ready to do the questions.

The first question asks me how I know when my biscuits are done. Thinking back to yesterday, I am going to think of my answer before I read the options. Somewhere it said, "Bake for 10 minutes." So that must be the answer. OK, let's look at the options.

My options are:

1. They will be brown.
2. There will be about twelve of them.
3. They won't stick to the baking sheet.
4. The salt will dissolve.

Oh, no, it's not there. Teacher, the test makers got the test wrong. Or maybe, I should go back and reread the portion that can give me necessary clues. Do I go to the beginning with the ingredients? No. Do I have to read all the instructions from the beginning? No. "Done" means end, so I check the end of the text. Here it says, "10 minutes or until brown." Aha, here is the answer. Going back and rereading the right spot really made a difference! The answer is in the details.

Sometimes the test makers throw in words like **before**, **after**, **next**, **last**. These all point to sequence. If it asks me something that happened before the other thing, I know my answer will come earlier. Earlier, but not first necessarily. Just because it comes before, does not mean it comes first.

Sometimes they trick you into thinking it happened right before or the last thing ever that happens in the directions, but as long as it's the last thing listed or an event that happens before another, it's the right answer. Here is an example. What do I do before I use the rolling pin? Let's say I have some ideas in my head: mostly I have to mix the ingredients. Now if my options were: use a cookie cutter, put circles on a baking sheet, or add baking powder and salt, the correct answer will be add baking powder and salt even though it does not happen right before I use a rolling pin. It's still the only option that happens before. The answer is in the details.

Now it's your turn. I am going to show Questions 2 and 3 to you. I want you to turn to your partner and answer them together, making sure to go back and find the answer in the text before reading their answers. (*Teacher gives students 3 minutes to work.*)

Who would like to share their answers and why? Remember that the answer is in the details.

Lesson- Test takers recognize the author's purpose of a poem by thinking about what the author wants to teach me or wants me to feel.

Teach- *I'm going to read the poem, "The Little Boy and The Old Man" out loud and as I'm reading, I'm thinking in my mind, "What does the author want me to feel or learn as I read this poem?" (At*

this point read the poem out loud. When you're finished, go back and do a think aloud. Talk to yourself about how the poem made you feel and what you're learning. Make sure that you refer now to the chart, "I think the author wants me to feel _____ because in the poem it says, _____". "I think the author wants me to think _____ about _____ because here it says, _____" You are showing the kids how you're thinking through the poem to know what the author's purpose in writing the poem is).

So now boys and girls, it's your turn. We're going to read the poem, _____ (this should be a different poem than the one you used during the "teach" section) together and when we're finished you're going to ask yourselves, "**What does the author want me to feel or learn when I read this poem?**" (have students chorally chant the catchy phrase with you. Read the second poem together, chorally say the catchy phrase together then have the students take turns using the sentences, "I think the author wants me to feel _____ because in the poem it says, _____." and "I think the author wants me to think _____ about _____ because here it says, _____" or "I think the author's purpose in writing this poem is to _____ because _____."

Lesson-Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.

Teach: Watch me as I show you how this works. Looking at this chart, before I answer any questions about it I need to figure out what it represents. The best way to do this is to look for a title or description. This chart has a title of Enjoying Life. *Teacher refers to an enlarged chart on festivals in Thailand.* This title doesn't give me a lot of information but if I read the description right below the title it might tell me more. *Teacher reads the description below the title.* Right here in the description I learn that this chart is about festivals in Thailand.

Now that I know that chart has information about festivals in Thailand, I can look closer at how the information is organized. At the top of each column I see the headings: Festival, When It's Celebrated, and How It's Celebrated so I know this chart will include the names of different festivals and when and how they are celebrated.

Finally I can look closer at the information included in the chart to learn about the specific festivals. Once I have read the chart I'm ready to answer questions about it.

My first question says: *Teacher reads the question while showing it for the class to see.*

If you traveled to Thailand in October, which festival might you see?

- A. Flower Festival
- B. Candle Festival
- C. Thai New Year

D. Rocket Festival

This question wants me to figure out what festival occurs in October. To answer it, I must refer to my chart and because it wants to know about when a festival occurs, I need to look at the column that shows when different festivals happen. *Teacher refers to the chart.* Here I can see that the festival that occurs in October is the Loy Krathong festival. Looking at my options though, I don't see that festival listed. Guess I better refer back to the chart and see if the festival has another name. It does! It's also called the Candle Festival which is listed below in parenthesis. Therefore, I know the correct answer is B. That is how test takers analyze the information and purpose of charts and graphs.

Now it is your turn to try this. Here is another question about this chart. *Teacher shows the following question to the class.*

You can attend two festivals during which month?

- A. February
- B. May
- C. October
- D. November

Working with your partner, use the chart to help you figure out the answer to this question.

Great! _____ and _____ used the chart to see that the Royal Plowing Ceremony and the Rocket Festival both occur in May. That is how they figured out the right answer is B.

Lesson-Test takers can determine the meaning of the word by using context clues or reading around the word.

Teach: Students, I am going to use an article that we have already read, but today my focus is determining the meaning of words, when I'm not sure what they mean. I will be working on two different ways to determine the definition of a word.

(Teacher will find a good example of a sentence that displays this trait. For example, "He crushed the candy into dust when he **pulverized** it." Or, "He **pulverized** the candy, crushing it into dust.")

The first strategy is to refer to the sentence where the highlighted word is found. Oftentimes the author will define the words right before or right after using the vocabulary word. This is called, 'reading around the word.' It is a strategy that can help you figure out what a word means.

(Teacher will display the article for the students with pre-selected words highlighted. Teacher will find a good example of a sentence that displays this second trait. For example, “He **pulverized** the candy. After wiping the dust off his hands...” Or, “Dust flew into the air when he **pulverized** the candy.”)

The second strategy I’m going to use to define a word I come across is to use the context, or the words around the highlighted word, to help me figure out what the words mean. Oftentimes, the parts of the sentence before and after the word will give us clues as to what the word means. Remember, good readers can determine the meaning of the word by using context clues or reading around the word.

(Teacher will have a selected article with selected vocabulary words that would exemplify these vocabulary traits. Have a few specific examples that can be used this time.)

Good readers can determine the meaning of the word by using context clues or reading around the word. Let’s try this as a class a couple times. While we read this article, we will identify some words that we may not fully understand.

The second time we do this, you will need to identify a word that you may not fully understand. Then you and your partner will try to use the context clues to help you understand what the word means. Good readers can determine the meaning of the word by using context clues or reading around the word.

Lessons Resource- [W Test Prep-Test Taking Strategies-Grade 4.docx](#)

Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons.

Unit Plan Title	Unit 5: Historical Fiction Book Clubs (Book 4)
Suggested Time Frame	Approximately 28 Days

Overview / Rationale
<p>This unit is organized so that students read in the company of friends, reading shared historical fiction from a particular era with support from a book club. Clubs are important because it is helpful for young people to develop interpretations in the company of others. When reading historical fiction, the novels themselves are inherently complex. The characters live in places our students have not lived, in times they have not known. The first part teaches readers to read complex texts with strong literal comprehension, monitoring for sense, actively working to fit the pieces together, and working with support from a book club to keep track of multiple plotlines, many characters, and shifts in time and place.</p> <p>The second part embarks upon the heady intellectual work of interpretation. As stories become more complicated, teach students that novels are about ideas, not just about plots.</p> <p>In the third part, teach students to deepen their understanding by turning to nonfiction, beginning with primary source images. By studying images from the time period, students deepen their engagement with that period, building knowledge and adding to the details they have learned to recognize as historical to that era. Students will eventually turn to other nonfiction sources. Learning to go outside the text for explanations will be crucial to the information they learn from their historical narratives. At the culmination of this unit, students should be powerful readers.</p>

Stage 1 – Desired Results
<p>Established Goals:</p> <p>New Jersey Student Learning Standards - English Language Arts 2023</p> <p>RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.</p> <p>RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p> <p>RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</p>

Computer Science and Design Thinking 2020

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Computer Science and Design Thinking 2020

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements).

9.4 Life Literacies and Key Skills

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

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

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

<p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</p> <p>9.4.2.TL.2: Create a document using a word processing application.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p> <p>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</p> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What tools/strategies can I use to help me understand what I read? ● Who are the main/minor characters, and what are their roles in the story? ● In what time period does this story take place? ● How is the main character's perspective shaped by the time period? ● How do the big ideas of the story transcend time? 	<p>Enduring Understandings: <i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> ● Readers of historical fiction must figure out the main character's timeline and the historical timeline. ● Readers of historical fiction must turn to nonfiction to deepen their understanding of the time period. ● A character's perspective is shaped by the times and by the character's life experience or role in the story. ● Proficient readers read analytically, studying the parts of the story that clue them into the facts, feelings, and setting of the story.
<p>Knowledge: <i>Students will know:</i></p> <ul style="list-style-type: none"> ● Proficient readers employ a variety of strategies that may change by genre. ● Historical fiction contains real historical facts embedded in a realistic, made up story. ● Minor characters are important to the plot of the story. ● Themes and ideas are universal. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Infer about characters. ● Identify character traits and motivations. ● Support thinking with evidence. ● Analyze character's perspective in relation to the historical timeline. ● Analyze parts of a story in relation to the whole. ● Determine themes/cohesion and support them with evidence across the story.

Student Resources

Students read various fiction and nonfiction books/texts from various historical time periods.

Great Depression Club:

The Babe and I by David Adler

Bud, Not Buddy by Christopher Paul Curtis

On the Blue Comet by Rosemary Wells

The Great Depression: An Interactive History Adventure by Michael Burgan

Revolutionary War Club:

Katie's Trunk by Anne Warren Turner

Secret Weapons by Jessica Gunderson

Revolutionary War on Wednesday by Mary Pope Osborne

Life During the American Revolution by Kristen Rajczak

Teacher Resources

Units of Study for Teaching Reading (Grade 4) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07718-5

- Unit 4 *Historical Fiction Clubs*
- *Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions*

www.heinemann.com

Mentor Texts:

Number the Stars by Lois Lowry

Rose Blanche by Christophe Gallaz and Roberto Innocenti

The Tiger Rising by Kate DiCamillo


 "Understanding Point of View: First Person and Third Person" by Waterford.org


<https://www.youtube.com/watch?v=n0ceZ5NglbQ>

 Practicing Point of View- Grade 4.pdf

 4th-Grade-Narrator-and-Point-of-View.pdf

 Songbird's_Winter__Target_Lesson_STUDENT_COPY_.pdf

Additional Assignments- CommonLit (log in for answer keys)- “Rosa Refuses by Ruth Spence Johnson (Lexile 710  Rosa_Refuses-student_copy.pdf) , “Two Destinies” by B.C Bond (Lexile 750)

 Two_Destinies-student_copy.pdf

 Make Connections Between Text & Visual/Oral Presentations | 4th Grade | eSpark Instructional ...

<https://www.youtube.com/watch?v=eDF3BNL2Vxw>

Stage 2 – Assessment Evidence

Performance Task(s):

Summative Assessment:

Assessment- “ The Sign of the Cat” Students infer about characters using textual evidence, analyze perspective, analyze parts of a story in relation to the whole and determine themes.




Formative Assessments:


- Running Records
- Anecdotal Notes
- Student Discussions/Notes
- Graphic Organizers
- Narrative Reading Self-Assessment Rubric
- Narrative Reading Learning Progression
- DRA2 Assessment
- STAR Assessment

Stage 3 – Learning Plan

Instructional Guidance:

 Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024

- Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document-  Checkpoints for Reading Growth 7.17.17 Copy.pdf .
Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See  Structure of A Guided Reading Lesson .pdf from *The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8*, Pinnell and Fountas (2017). pg. 402
Guided Reading Lesson Plan Template-  Copy of F&P Guided Reading Template

Guidance for how to teach the *added lessons* using *The Reading Strategies Book 2.0* by Jennifer Serravallo.  How to Use The Reading Strategies Book 2.0 for Whole Group Lessons.docx

Getting Ready: Please read the An Orientation to the Unit pgs. vi-xvii prior to teaching this unit. *The Number the Stars* pacing guide is in this section.

As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.

Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the “Checkpoints” document to ensure the appropriate level text is being used.

 Checkpoints for Reading Growth 7.17.17 Copy.pdf

Neptune Township Board of Education Approved Technology List:

<https://www.educationframework.com/Districts/main.aspx?districtid=30623>

Interactive/ Instructional Read Aloud- 15 Minutes Daily

Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.

Structure of an Interactive/Instructional Read- Aloud Lesson

- Introduce the Text -Engage student interest and activate thinking.
- Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
- Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
- Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
- Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:

 Copy of Interactive/Instructional Read Aloud March 2023

Part 1- Tackling Complex Texts- Approximately 7 Days

Standard:

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Lesson-Session 1 pg. 3 - Reading Analytically at the Start of a Book

You will teach students that readers pay particular attention at the start of a book to analyze the setting--when the story takes place, where, and what this place feels like.

Added Lesson- 5.7 Learn More About the Setting from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 171.

- Strategy- Identify the setting (time, place) of your book. Search for more information from other texts, videos, or images, or interview people you know familiar with the time and place. Build your knowledge so as you read, you can add more to your mental picture beyond what the author describes. Students can use Chromebooks to search for more information about the time period.
- Discuss the setting and what it feels like.

Lesson-Session 2 pg. 13 - Monitoring for Sense: Fitting the Pieces Together

You will teach students that readers keep track of story elements as they read, continually building their understanding of what's going on.

Lesson-Session 3 pg. 23 - Thinking across Timelines: Fitting History and Characters Together

You will teach students that readers keep track of the ways in which characters' timelines fit with the historical timelines, deepening understanding of both characters and historical events.


- HOMEWORK- WRITING ABOUT READING: EVENTS ON TWO TIMELINES
For homework tonight, in addition to reading, will each member of your club take on a character other than the main character, and will you add that minor character to your timeline, or create a timeline for that minor character as best you can? Then will you take an important moment in the story and jot how your minor character responded differently than the main character to that event? We'll talk more about this tomorrow.

Lesson-Session 4 - Characters' Perspectives are Shaped by Their Roles

You will teach students that to deepen their understanding of characters and perspective, readers step into characters' shoes and realize that their thoughts and decisions are shaped by the times in which they live and their roles.

Added Lesson- Compare and Contrast the point of view from which different stories are narrated, including the difference between first-and third person narrations.

Use text you are currently reading to discuss the points of view and narration.

Show the video-  "Understanding Point of View: First Person and Third Person" by Waterford.org

Discuss *Number the Stars*. Who is narrating Number the Stars? Annemarie Johansen What point of view is being told?

- Homework- Practicing Point of View  Practicing Point of View- Grade 4.pdf

Added Lesson- 6.23 Analyze Author Choices:Point of View and Perspective from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 229

Strategy- Identify point of view (first, third) that the author chose. Consider why the author chose that narrator-how does it help you understand or relate to the characters? How does it impact how you experience the story? Now consider the perspective the narrator has. How does the narrator's identity impact how we experience the story? Understand the character(s)?

Part 2- Interpreting Complex Texts- Approximately 9 Days

Standards:

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

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

Lesson-Session 5 pg. 44 - Making Significance

You will teach students that strong readers read complex texts alertly, poised to interpret as they read. To do this, they recognize when a passage is significant and think about how that passage connects to other parts of the text, and then figure out what it is really saying.

- **HOMEWORK- FIND A PASSAGE THAT IS SIGNIFICANT AND USE IT TO WRITE THE BOOK'S THEME.** Students reread select passages from the book and ask questions like, "What is this story really about?" or "What is this author really saying-about life?" Teacher's Guide-pg. 53.

Lesson-Session 6 pg. 54- Seeing Big Ideas in Small Details

You will teach students that when readers think or write about big ideas from a book, they support their ideas with small moments, small details, and small objects found in the text.

Added Lesson- 7.22 Recognize Objects as Symbols from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 260

- **Strategy-** Notice when an object keeps reappearing in a story or is described in detail. Consider what is important about that object, or why it matters. Ask yourself, "Is this connected to a theme in the story? What might the object symbolize or represent? Use current or previous text.

Lesson-Session 7 pg. 63 - Determining Themes

You will remind students that when readers have developed an interpretation of a book, they keep it in mind, using it like a lens, growing and shaping that interpretation as they read on.

Lesson-Session 8 pg. 74- Deepening Interpretation through Collaboration and Close Reading

You will teach students that readers are open to new ideas, both as they read and in conversation with other readers, and they can use these ideas to make their interpretations more powerful.

- **HOMEWORK- STAY OPEN TO NEW IDEAS AS YOU READ-** Students do a quick write based on a prompt. Teacher's guide pg. 82.

Added Lesson-Teach Readers to Pay Attention to Tone and Mood pg. 79-80

Model how to reread a passage and pay attention to the changing mood or tone. Students repeat the lesson during active engagement and independent reading time.

Lesson-Session 9 pg. 83 - Attending to Minor Characters

You will teach students that one way readers broaden or deepen their interpretation of a text is to attend to the perspectives of minor characters.

- **HOMEWORK- SHOW HOW YOUR BIG IDEAS ABOUT YOUR CLUB BOOK HAVE CHANGED.** Students make a chart or piece of writing that shows how their thinking is changing. Teacher’s guide pg. 93

Lesson-Session 10 pg. 94 - Self-Assessing Using Qualities of a Strong Interpretation

You will teach your students that as readers build interpretations, they draft and revise their ideas by comparing them to qualities of a strong interpretation.

Lesson Assessment- Log into CommonLit. The lesson is Identifying Theme and Summarizing with “Songbird’s Winter” Students read the story and answer the questions (summary and theme). Have students provide textual evidence for the theme. Student Copy-

■ Songbird's_Winter__Target_Lesson_STUDENT_COPY_.pdf

Making Connections between a text and a visual/oral representation- Approximately 2-3 Days

Added Lessons (2-3 Days)-This section is separate as the activity aligns with reading a story comparing it to a visual or oral version of the same story.

Standard- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Key Terms:

- A printed version of a story is presented on paper, such as books, short stories, and scripts for plays.
- An oral version of a story is presented in spoken words, such as songs and radio broadcasts.
- A visual version of a story is presented with images, such as pictures, movies, or stage performances.

Use previously read text from the mini-lessons or book clubs.

Activities

1. Ask students to draw a picture of one of the scenes they read in the book. Have them explain what they drew and why it helps tell the story (i.e., what does their drawing show about the story?).

Students should be able to link specific details from the text with their illustrations.

2. Divide students into groups and have each group create a video where they perform a scene from a grade-appropriate book. Then have each group give a presentation explaining what they included from the print version and what they left out. Teachers preview/approve the scenes to be acted out prior to creating the video.

Notes: Readers compare different versions of a story by figuring out what is the same and what is different. Some versions stay very close to the original story. They do not change many major plot details or characters. Other versions change the story’s setting, characters, and/or parts of the plot. Comparing helps readers make connections, or explain the relationship between the two versions.

Part 3- The Intersection of Historical Fiction and History Approximately 9 Days

Lesson-Session 11 pg. 104 - Turning to Primary Sources to Better Understand History

You will teach students that historical fiction readers often deepen their sense of an unfamiliar era by studying images--photographs and illustrations from the time period.

- HOMEWORK- USING IMAGES TO HELP ENVISION WHAT YOU READ. Students examine images and jot a few notes. Discuss in class. Teacher's guide pgs. 112.

Added Lesson- 10.24 Consider Primary Sources from *The Reading Strategies Book 2.0* by Jennifer Serravallo pg. 348

- Strategy- Identify the author of the primary source and their perspective. Read it to learn its main ideas(s) and key details. Then think, "How is this document connected to the main text? How did what I just learned give me extra information about the topic?" This can be done with text and photographs as well.

Lesson-Session 12 pg. 114 (2 Days) - Turning Reading into a Project: Add Background Information to Deepen Understanding

You will teach students that readers make their reading into a project, particularly by researching on the run as they read. Extend this lesson one day to allow students to do some research in class.

Lesson-Session 13 pg. 123 - Readers Learn History from Historical Narratives

You will teach students that readers learn facts and information from historical narratives, and that as they do so, they organize their thinking and their notes to gather and sort these facts.

Lesson-Session 14 pg. 126 - Some People's Perspective Is Not All People's Perspective

You will teach students that as readers come to know people's perspectives, they are careful not to make assumptions or to overgeneralize.

Lesson-Session 15 pg. 135 - Seeing Power in Its Many Forms

You will teach students that readers deepen their thinking by investigating power dynamics in their stories.

- HOMEWORK- CONSIDER THE DYNAMICS OF POWER TO DEEPEN OR REVISE YOUR INTERPRETATION. Students read their independent reading book and apply skills they have learned during this unit. Teacher's guide pg. 142.

Lesson-Session 16 pg. 143 - Finding Thematic Connections across Texts

You will teach students that readers look for similar themes across different books to deepen their understanding.

- HOMEWORK- COMPARE THEMES ACROSS BOOKS AND REAL LIFE. Students choose two-three books read recently and write down similarities that apply across these books.

Lesson-Session 17 pg. 152 - Celebration

You will teach students that readers can create their own celebrations, continue to build their own reading lives, and become the kind of people they want to be, as inspired, educated, and influenced by texts.

Lesson- Assessment- Linkit! Post Assessment-"The Sign of the Cat" Students infer about characters with textual evidence, analyze perspective, analyze parts of a story in relation to the whole and determine themes.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.

Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer

2024