

**Berkeley Heights Public Schools Curriculum
Berkeley Heights, New Jersey**



Reading Units of Study

Grade Level 4

Date Adopted: July 2021



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ACKNOWLEDGEMENTS

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DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

Prerequisite Knowledge and Skills: A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

Essential Questions and Enduring Understandings: These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

Formative Assessment: Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

Summative Assessment: Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

Instructional Strategies/Learning Activities: Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

Demonstrations of Understanding: These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standard/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
Unit 1	Launching & Interpreting Characters: The Heart of the Story - TC Unit 1	September/October; 4-6 weeks
Unit 2	Opinion Reading and Writing	November/December; 4-6 weeks
Unit 3	Reading the Weather, Reading the World - TC Unit 2	January/February; 4-6 weeks
Unit 4	Black History Celebration	February; 4 weeks
Unit 5	Reading History: The American Revolution - TC Unit 3	March; 4 weeks
Unit 6	Historical Fiction Clubs - TC Unit 4	April/May; 4-6 weeks
Optional Unit in June	Author Study	June; 3 weeks



UNIT TITLE

Launching & Interpreting Characters: The Heart of the Story

CONTENT AREA:

Reading

GRADE LEVEL:

4

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 1 - September - October, approx. 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, students will be introduced to the structures and routines of the reading workshop. Students will choose books within their reading band and keep a log of their reading. They will establish reading routines and procedures. A major expectation of fourth grade students is to read more deeply - that is, they look for the small details. Students will need to read between the lines and make inferences, pushing themselves to be more interpretive and conquer more challenging texts. Students will look back in texts to retell and summarize a story. They will read intensely to grow ideas about characters by forming evidence-based conclusions. They will see the characters as real people with strengths and flaws and recognize characters are complicated. Characters may act differently on the outside than they feel on the inside or they may act differently with different people. Then, students will connect their ideas and form interpretations. The overarching goal of this unit is to develop deep engagement with texts through a study of character(s).

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Speaking & Listening Standards:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.

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

- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students know how to pay attention to what characters say and do, allowing them to understand character traits.
- Actions of characters in one part of a story will connect with what happens in another part.
- Characters change over the course of a text, and often learn a life lesson.
- Students notice when an author has done something that stands out.
- Students apply decoding and comprehension strategies when reading literature.

ENDURING UNDERSTANDINGS:

- Readers build theories about characters.
- Readers make inferences about characters and recognize that characters are complicated.
- Readers think about how characters change over the course of a text.
- Readers read fiction for enjoyment, and to see themselves, others, and the world in those texts.

ESSENTIAL QUESTIONS:

- How do readers walk in a character's shoes?
- How do readers build theories about characters?
- How do readers grow theories about characters?
- How do readers compare and contrast characters across books?
- Why is a major element of the story important to the whole story?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Readers build theories about characters by thinking about a character's personality quirks, habits, and considering what their characters hold close.
- Readers build theories by noticing the way the secondary characters act as mirrors of the main character.
- Readers build theories of complexity by thinking between books, noticing characters who play similar roles across several books, and thinking about the ways those characters are similar and different.
- Readers envision through every means possible, by asking what do the places in a book look like?

- Readers grow theories about characters by inferring and developing ideas about characters' traits, motivations, troubles, changes, and lessons.
- Readers walk in a character's shoes by predicting, envisioning and reading with fluency.

STUDENTS WILL BE ABLE TO:

- Develop ideas about characters' traits, motivations, troubles, changes, and lessons learned.
- Develop their skills in predicting and envisioning.
- Interpret characters and grow theories about characters.
- Make inferences and build theories about characters.
- Work in partnerships to enhance understanding of their books and further develop comprehension skills.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- End of Unit Performance Teachers College Task
- LinkIt Reading Assessment
- Gr. 4 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

Bend 1: Establishing a Reading Life

Start with Assessment	<p>Performance Assessments for Pre and Post Assessments: Assessments and directions for giving and scoring them are included in the Online Resources See the online resources for session three of this unit for a more detailed vision of how this could go</p>
Session 1	<p>Reading Intensely: Building a Foundation to Grow Substantial Ideas: In this session, you'll teach students that people read intensely to grow solid ideas that are grounded in the text. Readers figure out confusing parts in books, note important things to talk about later, and do the work the author asks of them.</p> <p>Insert mini-lesson teaching point here... In this session... You might also include read-aloud and shared reading plans here.</p>
Session 2	<p>Taking Responsibility for Reading Lots of Within-Reach Books: In this session, you'll teach students that readers need to choose books that are calibrated at the upper end of what they can read with understanding. Readers benefit from having a stack of books in waiting-and from keeping track of their volume of reading.</p>
A Day for Assessment	<p>Review Initial Assessment with Students</p>
Session 3	<p>Collaborating to Create a Culture of Reading: An All-Hands-on-Deck Call: In this session, you'll guide students through an inquiry to explore how readers create procedures and systems to find books they want to read.</p>
Session 4	<p>Retelling and Synthesizing to Cement Comprehension: In this session, you'll teach children that in addition to retelling chronologically, readers can do a synthesis retelling by retelling only the part of the book they've just read, then summarizing the related backstory.</p>
Session 5	<p>Envisionment: Seeing and Hearing Inside the Text: In this session, you'll teach students that readers use the power of their minds' eye to put themselves into the world of their books as they read.</p>
Session 6	<p>Using Partners and Learning Progressions to Lift the Level of Your Work: In this session, you'll teach children that readers who aim to improve a skill can use learning progressions to set goals and assess their progress. Specifically, you will teach children how to do this with the skill of envisionment and character traits.</p>

Bend 2: Thinking Deeply about Characters

Session 7	Reading to Develop Defensible Ideas about Characters: In this session, you'll 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 a character's) actions and motivations, noticing if they fit with or change what readers know about the character.
Session 8	Developing Significant Ideas: Using the Story Arc to Notice Important Details about Characters: In this session, you'll 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.
Session 9	Growing Grounded, Significant Ideas by Noticing Author's Craft: Finding Meaning in Repeated Details: In this session, you'll teach children that readers grow significant ideas about a character by noticing what the author calls to their attention. If the author repeats something about a character over and over, or otherwise emphasizes something, readers know this is on purpose and think, "Why?"
Session 10	Improving Theories by Reaching for Precise Academic Language: In this session, you'll teach students that readers' ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, true language that captures those ideas.
Session 11	Finding Complications in Characters: In this session, you'll teach students that readers recognize that characters are complex and may seem one way in some relationships or settings, and another way in a different context. Readers look for text evidence that shows this complexity to build solid ideas about characters and books.
Session 12	Debating to Prompt Rich Book Conversation: In this session, you'll teach students that readers can debate differing viewpoints on a provocative question about a book they have both read. In a debate, each reader supports his or her side with evidence to persuade the other person.
Session 13	Grounding Evidence Back in the Text: In this session, you'll teach children that strong readers defend and critique ideas by quoting specific words, sentences, and passages from the text that provide evidence for their ideas.

Bend 3: Building Interpretations

Session 14	Looking Beyond Characters: Studying Other Elements of Story: In this session, you'll 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.
Session 15	Looking through Many Lenses at Not Just a Scene-But at the Whole Story So Far: In this

	session, you could teach children that readers who read interpretively pay attention to parts that stick out. They think about how a particular part might fit with other parts, remembering to think across the whole book.
Session 16	Connecting Thoughts to Build Interpretations: In this session, you'll 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.
Session 17	A Method for Crystallizing Central Interpretations: In this session, you'll teach children that when readers develop a central interpretation of a book, they consider big life issues that relate to many people and stories, choose one that pertains to that particular book, and then figure out what the book is saying about that issue.
Session 18	Finding Meaning in Recurring Images, Objects, and Details: In this session, you'll teach children that paying attention to recurring images, objects, and details helps readers develop complex interpretations about stories.
Session 19	Celebration: Creating a Self-Portrait in Books: In this session, you could celebrate the teaching and learning that have happened across the unit with students.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing Workshop
 - apply language and ideas from read alouds and independent reading into independent writing
 - utilize read alouds and independent reading as mentor texts in writing workshop
 - apply spelling strategies and grammar skills in writing pieces
 - expand written vocabulary from read alouds and independent reading
 - model sentence and paragraph structure after mentor texts to aid in improving writing skills
- Content Areas: Science, Social Studies, Health
 - read just right books in the content areas
 - use mentor texts to deliver Social Studies, Science and Health content
 - compare content area ideas and issues to what characters experience in read alouds and mentor texts
 - apply reading skills and strategies to texts read in content areas
- Study Skills
 - model and use graphic organizers to support reading
 - use checklists and rubrics to monitor progress
 - use Venn diagrams and t-charts to gather, compare, and contrast events

- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook
- The Arts
 - analyze illustrations in books for details
 - illustrate a passage that was just read to show understanding of details
 - act out a scene from a book to better visualize how a character feels
- Technology
 - select and use the appropriate digital tools and resources to read, take notes, and present information
 - use a digital graphic organizer to organize information

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Ackerman, Karen. *The Night Crossing*. New York: Random House, 1995

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Lowry, Lewis. *Number the Stars*. Boston: Houghton Mifflin, 1989.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

Through the varying fiction books read, find underlying themes that relate to the SEL competencies. In small groups, have students identify ways that the characters showed self-awareness, self-management, responsible decision making, relationship skills, and social awareness. Use this website with starting points to address the sensitive issue of loss and death with your students. *7 Questions to Spark Discussion on Loss, Grief, and The Tiger Rising*

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

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

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Interpreting Characters - Unit of Study* by Lucy Calkins and Kathleen Tolan
- Columbia Teachers College Pacing Guide
- Read Aloud texts including -
Tiger Rising by Kate DiCamillo (Level T)

Additional appropriate titles for fourth grade Read Alouds

- www.heinemann.com - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.
- Emergent Storybook Reading Conference Sheet

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE

“In My Opinion...” (Reading opinion/persuasive texts)

CONTENT AREA:

Reading

GRADE LEVEL:

4

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 2 - November- December, approx. 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, students will be immersed in persuasive texts in order to understand the author’s intended purpose. The introduction lesson will help students to learn the different strategies people use to persuade. Next, students will define and differentiate between statements of fact and statements of opinion and understand the importance of supporting opinions with facts and evidence. Students will acknowledge varying points of view on a topic and address arguments with a strong counter argument. It is important to support opinions with reasons and back up those reasons with strong examples and/or evidence to clearly make an argument. As students work through identifying an opinion they will notice that strong persuasive word choice is critical to making a convincing argument. In later lessons students will read various examples of persuasive texts and respond through written responses, discussions, and debates. The unit will end with a culminating debate where students will prepare arguments by developing reasons, examples, and creating counter arguments to explain why zoos should or should not exist. Students will debate this topic in a whole class discussion to culminate this unit.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Writing Standards:

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening Standards:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students should know the difference between fact and opinion, but it will be revisited.
- Students should know that a statement needs to be backed with evidence from a text.
- Students should be aware that there are various viewpoints on a topic.

ENDURING UNDERSTANDINGS:

- It is important to listen to all points of view before making a decision.
- Strong persuasive word choice is critical to making a convincing argument.
- A thesis statement/claim must be supported by facts.

ESSENTIAL QUESTIONS:

- What problems may arise if students use only their own thinking in their work without conducting research on a topic?
- What happens when people have different viewpoints?
- How do values influence and affect our individual choices?
- How does language and word choice help you persuade others? How can language choice be a barrier to persuading others?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- As students read opinion texts, they will be able to identify a claim/opinion with supporting evidence.
- Through the analysis of persuasive texts, students will recognize the significance of strong persuasive language.
- In analyzing the persuasive texts students will be able to decipher between fact and opinion, using both to create stronger claims.
- When responding to a debate, students will be able to identify an opinion and support that opinion with reasons and evidence.
- Students will address a given opinion with a counter argument.

STUDENTS WILL BE ABLE TO:

- Identify different purposes for persuasion.
- Understand the difference between fact and opinion.
- Understand point of view by identifying different perspectives of the same argument.
- Learn how to state an opinion clearly.
- Understand the importance of word choice in persuasive texts.
- Highlight real world examples of persuasive text to identify the opinion and the corresponding support evidence.
- Prepare for a debate by first gathering evidence and reasons to support their opinions, ensuring that their arguments are backed by strong reasons and examples.
- Demonstrate a strong understanding of persuasive strategies through participation in a class debate.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment

- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- Debate Project
- Gr. 4 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson, but not necessarily one day.

<p>Session 1</p>	<p>Identifying the Purpose of Persuasive Reading Writing: In this session, students will identify purposes for persuasion - asking someone to...take an action, support a cause, accept an opinion, considering an idea, etc and be able to give examples of each.</p> <p>The resources below can be used for both the opinion reading and writing units of study:</p> <p>[Links redacted]</p>
<p>Session 2</p>	<p>Identifying Fact vs. Opinion: In this session, you'll teach students to understand the difference between fact and opinion.</p> <p>Brainpop Video-"Fact and Opinion" https://www.brainpop.com/english/writing/factandopinion/</p> <p>The articles below can be used to identify facts and opinions as a class and independently:</p> <ul style="list-style-type: none"> ● "Are Trampolines Too Dangerous"

	<p>https://storyworks3.scholastic.com/issues/2016-17/090116/Are-Trampolines-Too-Dangerous.html</p> <ul style="list-style-type: none"> • “Is Cursive writing still important?” - http://files.kidblog.org/437095/files/STORYWORKS-100114-Debate-Cursive-article.pdf
Session 3	<p>Identifying Point of View in an Argument: In this session, students will understand point of view by identifying different perspectives of the same argument.</p> <p>Whole Class read aloud and discussion of point of view: Hey, Little Ant by Phillip and Hannah Hoese</p>
Session 4	<p>Identify How to State an Opinion Clearly: In this session, you’ll teach students how to state an opinion clearly by using the OREO strategy.</p> <p>Whole class read aloud and discussion of OREO strategy: The Day the Crayons Quit -Teach OREO strategy (Opinion, Reasons, Examples, Opinion Restated)</p>
Session 5	<p>Using Persuasive Word Choice: In this session, you’ll teach students the importance of word choice in persuasive texts.</p> <p>Whole class read aloud and discussion of word choice:</p> <ul style="list-style-type: none"> • Text Options: Earrings! Judith Viorst (persuasive words) • I Wanna Iguana by Karen Kaufmann Orloff <p>Persuasive Word Choice Charts: [Links redacted]</p>
Session 6	<p>Read and Analyze Persuasive Text: In this session, you’ll teach students how to read real world examples of persuasive text to identify the opinion and it’s supporting evidence.</p> <p>Whole class read aloud and discussion of identifying opinion and evidence: Too Young to Vote (Core Clicks)</p>
Session 7	<p>Read and Analyze Persuasive Text: In this session, you’ll teach students how to read real world examples of persuasive text to identify the opinion and it’s supporting evidence.</p> <p>Whole class read aloud and discussion of identifying opinion and evidence: The 51st State -Should Puerto Rico become the 51st state? (Core Clicks)</p>
Session 8-12	<p>Read and Analyze Persuasive Text: In these sessions, you’ll teach students how to read</p>

	<p>real world examples of persuasive text to identify the opinion and it's supporting evidence. Through these sessions, students will practice identifying an argument, supporting evidence and counter argument.</p> <p>Storyworks Debate Articles (use in guided reading group format) https://storyworks.scholastic.com/pages/topics/debate.html?page=1 Students will read various debate articles and identify different viewpoints and their supporting evidence using boxes and bullets.</p>
Session 13	<p>Introduction to Debate: In this session, students will be introduced to a debate topic- "Should There Be Zoos?" and learn about both sides of the argument. Students will read articles that address both sides of the debate. After immersing themselves in the content, students will select a side of the argument to defend during a debate.</p> <p>Use the following books and texts during this lesson: "Should There Be Zoos?" By Judy Ballester as a mentor text <i>A Zoo Visit Can Help Wildlife Around the World</i> (Newsela) Newsela-Opinion Articles and Pro/Con Articles: https://newsela.com/subject/ela/2000002745/2000342963</p>
Session 14	<p>Debate Etiquette and Preparation: In this session, students will work together to prepare for their debate. Students will gather evidence and reasons to support their opinions, ensuring that their arguments are backed by strong reasons and examples. Students will also need to prepare counterarguments to address points made by their opposition.</p> <p>Brainpop Video- "Debate": https://www.brainpop.com/english/writing/debate/</p>
Session 15	<p>Culminating Activity-Student Debate: In this session, students will demonstrate their strong understanding of persuasive strategies through participation in a class debate(s).</p>

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing Workshop
 - apply language and ideas from read alouds and independent reading into independent writing
 - utilize read alouds and independent reading as mentor texts in writing workshop
 - apply spelling strategies and grammar skills in writing pieces
 - expand written vocabulary from read alouds and independent reading
 - model sentence and paragraph structure after mentor texts to aid in improving writing skills

- Content Areas: Science, Social Studies, Health
 - read just right books in the content areas
 - use mentor texts to deliver Social Studies, Science and Health content
 - compare content area ideas and issues to what characters experience in read alouds and mentor texts
 - apply reading skills and strategies to texts read in content areas
- Study Skills
 - model and use graphic organizers to support reading
 - use checklists and rubrics to monitor progress
 - use Venn diagrams and t-charts to gather, compare, and contrast events
 - use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
 - keep a log and notebook
- The Arts
 - analyze illustrations in books for details
 - illustrate a passage that was just read to show understanding of details
 - act out a scene from a book to better visualize how a character feels
- Technology
 - select and use the appropriate digital tools and resources to read, take notes, and present information
 - use a digital graphic organizer to organize information

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Ackerman, Karen. *The Night Crossing*. New York: Random House, 1995

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Lowry, Lewis. *Number the Stars*. Boston: Houghton Mifflin, 1989.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

SEL Reflection Prompts - Use these discussion questions to help students understand and recognize the feelings and perspectives of others. Specifically look at page 3 and the questions presented on this area.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)
Persuasive Titles that can be used in this unit:

- *Click, Clack, Moo* by Doreen Cronin
- *Don't Let the Pigeon Stay up Late* by Mo Willems
- *My Teacher for President* by Kay Winters
- *I Wanna Iguana* by Karen Kaufman Orloff
- *Earrings* by Judith Viorst
- *You Think It's Easy Being the Tooth Fairy* by Sheri Bell-Rehwoldt
- *Dear Mrs. Larue* by Mark Teague
- *Can I Keep Him?* by Steven Kellogg
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *I Wanna a New Room* by Karen Kaufman Orloff
- *Mom, Can I have a Stegosaurus Mom, Please!* by Lois G Grambling
- *Otto Runs for President* by Rosemary Wells
- *LaRue for Mayor* by Mark Teague
- *Have I Got a Book For You* by Melanie Watt
- *Hey, Little Ant* by Philip Hoose
- *The Salamander Room* by Anne Mayer
- *The Great Kapok Tree* by Lynne Cherry
- *The Kid Who Ran for President* by Dan Gutman
- *Should There be Zoos?* By Tony Stead and Judy Ballester
- *Emily's Runaway Imagination* by Beverly Cleary
- *My Brother Dan's Delicious* by Steve Layne
- *Love that Dog* by Sharon Creech
- *The Day the Crayons Quit* by Drew Daywalt

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE**RReading the Weather, Reading the World****CONTENT AREA:**

Reading

GRADE LEVEL:

4

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**Unit 3 - November - December, approx. 30 instructional days****UNIT FOCUS - SUMMARY OF UNIT**

In this unit, students will delve into the various types of nonfiction texts that fill their lives. They will move from simpler to more challenging texts. Connections will be made between their prior knowledge, interests, concerns, and the texts. Students will notice various text structures (chronological, problem/solution, cause and effect, and compare and contrast) and use them to identify important information. Students will also acknowledge that many texts are “hybrid” texts, meaning that they switch between various text structures. They will then use different “lenses” to read critically through these text structures. Context clues will be very important, as readers look in and around new vocabulary terms to discover their meaning. To conclude Bend 1, readers will create summaries written in their own words that include the main idea and key details of texts.

In Bend 2, students will plan and execute a whole-class research project working in teams. Students will synthesize information from a variety of texts, evaluating each new piece of information, and deciding how each subsequent piece of information adds to or changes what they have already learned. Next, students will learn how to write to grow their ideas about a topic and ways to push their thinking further. Their research will involve reading and rereading complex portions of texts so that they can talk and write to explain their ideas. Finally, student groups will wrap up their research projects through a celebration, teaching others about their learning.

In Bend 3, students will tackle a second research project with greater independence. In this research project, students will continue to work with the same research team from Bend 2, but will study a second research topic after comparing it to the first. With their research teams, students will look at multiple sources and deepen their expertise on a topic, thinking about patterns and relationships. As students read across topics, they will generate questions and spark new ideas that they will nurture into research projects. Students will develop an awareness as they research that they have their own agendas related to the topics they are researching. These agendas may contrast with the way their text’s organization and/or author’s purpose. This may require readers/researchers to reorganize the information that they are learning so that it fits into their agenda. Students will evaluate the credibility of the sources they use during their research. They will also need to read closely and think deeply about the author's craft and the decisions that nonfiction writers have to make. Finally, to celebrate the work students have done they will present their research in a final project.

KEY UNDERSTANDINGS**NEW JERSEY STUDENT LEARNING STANDARDS:****Reading Standards:**

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. New Jersey Student Learning Standards for English Language Arts Page 7 of 12 Research to Build and Present Knowledge
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

- B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- E. Form and use prepositional phrases.
- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students understand that we read fiction to learn about people, places, and things.
- Students know how to recognize and utilize nonfiction text features.
- Students can discern the differences between fiction and expository nonfiction and be able to effectively tackle the texts.
- Students will have skills to read informational texts while simultaneously maintaining their stamina and skill level in their “just right” fiction chapter books.

ENDURING UNDERSTANDINGS:

- When readers read nonfiction informational text, they uncover the answers to the questions they are curious about.
- Authors organize their writing based on a specific structure, so knowledge of these structures helps readers uncover the author's main points.
- In order to share information with others, readers need to have a deep understanding of the topic from a variety of texts.
- Readers must synthesize the author's main points in order to grow theories about the information they are learning.

ESSENTIAL QUESTIONS:

- How do readers determine importance and synthesize when reading expository nonfiction?
- How do students utilize text structures in order to figure out what is important in the text?
- How do students evaluate sources while researching?
- How do students read closely and think deeply when reading nonfiction?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Readers determine importance in expository nonfiction by paying attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions
- Readers figure out the text's structure and use it to determine importance and to help understand the text.
- Readers synthesize expository nonfiction by being alert to the visual features of expository texts and to anticipate particular content.
- Readers synthesize what they are learning across texts when they research.

STUDENTS WILL BE ABLE TO:

- Identify the differences between narrative and expository nonfiction
- Read informational texts and maintain just right chapter books, maintaining their stamina and skill level
- Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases.
- 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.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- End of Unit Performance Teachers College Task
- Research Project
- Gr. 4 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Bend 1 - Learning from Texts

Session 1	<i>Reading and Learning with Intensity:</i> In this session, you'll 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.
Session 2	<i>To Learn from Nonfiction, Readers Get Their Mental Arms around the Text:</i> In this session, you'll 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.

Session 3	Text Structures Help Accentuate What Matters: In this session, you'll 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.
Session 4	Embracing the Challenge of Nonfiction Reading: In this session, you'll 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.
Session 5	The Challenges Posed by Texts that are Structured as Hybrids: In this session, you'll 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 author's signals to determine which lenses to read through and how the different parts of a nonfiction text fit together.
Session 6	Tackling Tricky Vocabulary through Reading, Note-taking, and Conversation: In this session, you'll teach students that when readers look <i>in</i> and <i>around</i> new vocabulary words, they can often figure out their meaning.
Session 7	Summary Boot Camp: In the session, you will teach that nonfiction readers create summaries of their reading that include the main ideas and key details of the topic, stated in the reader's <i>own</i> words.

Bend 2 - Launching a Whole-Class Research Project

Session 8	Planning for a Research Project: In this session, you'll launch a whole-class investigation and will get students going in research teams. You'll teach that the first job of a research team is for its members to organize and plan for the journey ahead.
Session 9	Synthesis: In this session, you'll 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?"
Session 10	Reading Various Types of Texts: In this session, you could channel students to draw on a wealth of strategies as they continue their research in teams.
Session 11	Writing to Grow Research - Based Ideas: In this session, you will teach students that they can use writing to grow their ideas about their research topics.
Session 12	Don't Skip the Hard Stuff: In this session, 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.
Session 13	Celebration: In this session, you could 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.

Bend 3 - Tackling a Second Research Project with More Agency and Power

Session 14	<i>Reading and Thinking Across Two Topics: Comparing and Contrasting:</i> In this session, you'll teach students that researchers often move from studying one example of something to studying a second example, thinking about ways the second example is similar to and different from what they already know.
Session 15	<i>Seeking Out Patterns and Relationships:</i> In this session, you'll teach students that one way to deepen expertise on a topic is to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge.
Session 16	<i>New Topics Lead to New Investigations:</i> In this session, you'll teach students that as researchers read across topics, the new information they learn ignites new inquiries, and then they read on to investigate their questions.
Session 17	<i>Readers Come to Texts with Their Own Agenda:</i> In this session, you'll teach students that researchers develop their own agendas related to their topics and they bring these agendas with them as they read. Sometimes, these agendas run counter to how texts are organized or the author's purpose, so researchers must recognize the information they are learning to fit with their agenda.
Session 18	<i>Evaluating Sources:</i> In this session, you'll teach students that researchers become experts by evaluating the credibility and trustworthiness of sources.
Session 19	<i>Reading Closely, Thinking Deeply:</i> In this session, you'll teach students that nonfiction readers think about the decisions nonfiction writers make --the ways those authors seem to want readers to think or feel about a topic.
Session 20	<i>Analyzing Craft: Studying How Nonfiction Authors Achieve Their Goals:</i> In this session, you could channel students to ponder nuances in their reading by analyzing published texts to consider techniques that authors use to present and share information.
Session 21	<i>Imagining Possibilities, Celebrating Activism:</i> In this session, you could celebrate the work you and your students have done and will bring this unit to a close with an opportunity for students to share and present their research in final projects.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing Workshop
 - apply language and ideas from read alouds and independent reading into independent writing
 - utilize read alouds and independent reading as mentor texts in writing workshop
 - apply spelling strategies and grammar skills in writing pieces
 - expand written vocabulary from read alouds and independent reading
 - model sentence and paragraph structure after mentor texts to aid in improving writing skills
- Content Areas: Science, Social Studies, Health
 - read just right books in the content areas
 - use mentor texts to deliver Social Studies, Science and Health content
 - compare content area ideas and issues to what characters experience in read alouds and mentor texts
 - apply reading skills and strategies to texts read in content areas
- Study Skills
 - model and use graphic organizers to support reading
 - use checklists and rubrics to monitor progress
 - use Venn diagrams and t-charts to gather, compare, and contrast events
 - use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
 - keep a log and notebook
- The Arts
 - analyze illustrations in books for details
 - illustrate a passage that was just read to show understanding of details
 - act out a scene from a book to better visualize how a character feels
- Technology
 - select and use the appropriate digital tools and resources to read, take notes, and present information
 - use a digital graphic organizer to organize information

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Ackerman, Karen. *The Night Crossing*. New York: Random House, 1995

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Lowry, Lewis. *Number the Stars*. Boston: Houghton Mifflin, 1989.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.
Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness

- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

In this unit, students will be working in research teams. To help students work well together, lessons can be brought in to discuss team work. Here is a list of read alouds that discuss teamwork.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

- **“Learning for Justice” Frameworks:**

<https://www.learningforjustice.org/frameworks>

Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Reading the Weather, Reading the World* by Lucy Calkins and Kathleen Tolan
- Columbia Teachers College Pacing Guide
- Read Aloud texts including -
 - *Al Roker’s Extreme Weather: Tornadoes, Typhoons, and Other Weather Phenomena* by Al Roker
 - *Climate Change: DK Eyewitness Books John Woodward Climate Change (True Books: Ecosystems)* by Peter Benoit
 - *Cloud Cover (Measuring the Weather)* by Alan Rodgers
 - *DK Eyewitness Books: Hurricane & Tornado Jack Challoner DK Eyewitness Books: Volcano & Earthquake* by Susanna Van Rose
 - *The Down-to-Earth Guide to Global Warming* by Laurie David
 - *Drought and Heat Wave Alert! (Disaster Alert!)* by Paul Challen
 - *Droughts (Weather Update)* by Nathan Olson
 - *Extreme Weather (Discovery Education: Earth and Space Science)* by Edward Close
 - *Extreme Weather (Insiders)* by Michael H. Mogil
 - *Extreme Weather: Surviving Tornadoes, Sandstorms, Hailstorms, Blizzards, Hurricanes, and More!* by Thomas Kostigen
 - *Extreme Weather (True Books)* by Ann O. Squire
 - *Forecasting the Weather (Measuring the Weather)* by Alan Rodgers
 - *Global Warming* by Seymour Simon
 - *Hurricanes* by Seymour Simon
 - *Hurricanes: Earth’s Mightiest Storms* by Patricia Lauber
 - *Inside Hurricanes (Inside Series)* by Mary Kay Carson
 - *Insight Lightning (Inside Series)* by Melissa Stewart
 - *Inside Tornadoes (Inside Series)* by Mary Kay Carson
 - *Inside Weather (Inside Series)* by Mary Kay Carson
 - *Looking at Clouds (Newbridge Discovery Links 2)* by Susan Ring
- www.heinemann.com - “My Online Resources”
- <https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.
- Emergent Storybook Reading Conference Sheet

HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES

Blank area for teacher notes.



UNIT TITLE

RBlack History Celebration

CONTENT AREA:

Reading

GRADE LEVEL:

4

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 4 - February, approx. 15 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, students will spend time learning background information and building schema about black history to better understand timelines of events. It is important for students to understand about slavery and the events of the Civil War that led to Emancipation. Then students will learn about post Civil War times in the south and the Jim Crow laws and how this led to the Civil Rights movement. Students will be exposed to these concepts through various children's literature.

After having a better understanding of historical events that led to the Civil Rights movement, students will learn more about narrative and expository nonfiction through investigation of various texts about Ruby Bridges. Once students are aware of the various types of nonfiction texts, they will pick a famous Black American to study, and they will use NF knowledge while reading texts and viewing media about the person they are studying. Through this research project, students will become an expert on this person in order to present their findings with their classmates.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

Key Ideas and Details

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

Key Ideas and Details

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

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

Phonics and Word Recognition

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

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

Text Types and Purposes

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.

Research to Build and Present Knowledge

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Speaking & Listening Standards:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards:

Conventions of Standard English

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.

- F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students will know how to recognize and utilize nonfiction text structures.
- Students will discern the differences between narrative nonfiction and expository nonfiction.

ENDURING UNDERSTANDINGS:

- Researchers will think about the hardships that Black Americans had to overcome throughout history and understand the importance of celebrating the achievements of notable Black Americans.
- When readers read narrative and expository nonfiction, they will think about how great speakers created a vision to persuade others to follow them in accomplishing a task.
- Readers will also think about the consequences that people had to be prepared to deal with by participating in various social justice movements.

ESSENTIAL QUESTIONS:

- How have notable figures in history impacted social and political culture in regard to race equality?
- What about those individuals and their childhood/family may have shaped their character/drives as adults?
- What did they do that was profound during their time period?
- How would those people react to today's society and what they stood for?
- Have their visions/dreams been realized? Why or why not?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- Students will learn about important Black Americans who have made significant, positive contributions to our nation and the world.
- Students will know how to read nonfiction and informational texts, conduct research and present their knowledge.

STUDENTS WILL BE ABLE TO:

- Research and report on a famous Black American.
- Present research in a Google SlideShow.
- Gain exposure to important black Americans who have made positive contributions to our nation and the world.
- Read nonfiction/informational texts, conduct research, and write to explain/inform.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Share a common learning experience with their grade level peers across the district.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading

- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- End of Unit Performance Teachers College Task
- Research Project
- Gr. 4 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student’s oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

<p>Session 1</p>	<p><i>What is Slavery?:</i> In this session, you’ll introduce students the history of slavery for students to better understand the importance of studying the history of black Americans.</p> <ul style="list-style-type: none"> ● Show the introduction video- https://www.brainpop.com/socialstudies/ushistory/slavery/ ● Read books that explain and illustrate the time period that slavery took place - <ul style="list-style-type: none"> ○ If You Lived When There was Slavery in America by Anne Kamma ○ Henry’s Freedom Box by Ellen Levine <ul style="list-style-type: none"> ■ https://www.youtube.com/watch?v=L6rf9bxDK1o ○ Sweet Clara and the Freedom Quilt by Deborah Hopkinson
<p>Session 2</p>	<p><i>The Civil War and Emancipation:</i> In this session, you’ll introduce students to the history of the Civil War, Emancipation and Juneteenth for students to better understand the importance of studying the history of black Americans.</p> <ul style="list-style-type: none"> ● Show the introduction video- https://www.brainpop.com/socialstudies/ushistory/civilwar/ ● Read books that explain and illustrate the time period that the Civil War and Emancipation took place - <ul style="list-style-type: none"> ○ Pink and Say by Patricia Polacco ○ The Escape of Robert Smalls: A Daring Voyage Out of Slavery By Jehan Jones-Radgowski

	<ul style="list-style-type: none"> ○ Two Friends: Susan B. Anthony and Frederick Douglass by Dean Robbins <ul style="list-style-type: none"> ■ https://www.youtube.com/watch?v=A4NjLseamt8
Session 3	<p>Post Civil War and Reconstruction: In this session, you'll introduce students to the history of post Civil War and Reconstruction for students to better understand the importance of studying the history of black Americans.</p> <ul style="list-style-type: none"> ● Show the introduction video- <ul style="list-style-type: none"> https://www.brainpop.com/socialstudies/ushistory/reconstruction/ https://www.brainpop.com/socialstudies/ushistory/juneteenth/ ● Read books that explain and illustrate the time period that the Post Civil War and Reconstruction took place - <ul style="list-style-type: none"> ○ More Than Anything Else by Marie Bradby ○ Reconstruction and the Aftermath of the Civil War by Lisa Colozza Cocca <ul style="list-style-type: none"> ■ https://www.getepic.com/book/11347756/reconstruction-and-the-aftermath-of-the-civil-war ○ The Amazing Age of John Roy Lynch by Chris Barton ○ The Jim Crow Era by Kathleen M. Muldoon <ul style="list-style-type: none"> ■ https://www.getepic.com/book/12403206/the-jim-crow-era
Session 4	<p>The Civil Rights Movement: In this session, you'll introduce students to the history of the Civil Rights movement for students to better understand the importance of studying the history of black Americans.</p> <ul style="list-style-type: none"> ● Show the introduction video- <ul style="list-style-type: none"> https://www.brainpop.com/socialstudies/ushistory/civilrights/ https://www.brainpop.com/socialstudies/ushistory/jimcrow/ ● Read books that explain and illustrate the time period that the Civil Rights Movement and Emancipation took place - <ul style="list-style-type: none"> ○ Rosa by Nikki Giovanni ○ Martin's Big Words by Doreen Rappaport ○ As Fast as Words Can Fly by Pamela M. Tuck <ul style="list-style-type: none"> ■ https://www.youtube.com/watch?v=1_Zk4P50WT4 ○ The Other Side by Jacqueline Woodson
Session 5	<p>Introduction to Significant Black Americans in History: In this session, you'll have students explore various black Americans. Students will be given the opportunity to read about significant black Americans through various times in our American history. From this exploration, students will have the opportunity to pick a person they would like to do</p>

	<p>further research on.</p> <ul style="list-style-type: none"> ● Google Slides Resource with Links to Epic! nonfiction texts for student research ● Google Slides Resources for Black History Month Biographies ● PDF Resource with National Geographic for Kids Links on Specific Individuals: ● Mountain Park Black History Month Google Slideshow (use for WIN or Homework)
Session 6	<p>Introduction to Ruby Bridges and Reading Narrative Nonfiction: In this session, you'll teach students about narrative nonfiction by reading a biography and autobiography on Ruby Bridges.</p> <ul style="list-style-type: none"> ● Use slides 1 -12 to review the lesson ● Independent reading time can be used to continue independent exploration and research of famous black American
Session 7	<p>Introduction to Ruby Bridges and Reading Expository Nonfiction: In this session, you'll teach students about expository nonfiction by reading text about Ruby Bridges.</p> <ul style="list-style-type: none"> ● Use slides 12 -15 to review the lesson ● Independent reading time can be used to continue independent exploration and research of famous black American <p>**Additional Ruby Bridges resources - https://sn1.scholastic.com/issues/2018-19/020119.html http://teacher.scholastic.com/activities/ruby-bridges/ruby-bridges-for-kids.htm</p>
Session 8	<p>Introduction to Research Project: In this session, you'll share with students a way that we can all learn more about various black Americans. You will share project guidelines and a model of a finished project.</p> <p>Powerpoint/Google Slide Presentation</p>
Sessions 9 -15	<p>Research Project Independent Work: In these sessions, students will work independently and in small group settings to complete research on their chosen person. Students will use the rubric/checklist and the research project slide show to prepare for their presentation.</p>
Sessions 16-18	<p>Research Project Presentations: In these sessions, students will present in front of the class, sharing about the person they researched.</p>
Optional	<p>Black History "Who am I?" Riddle Activity:</p>

Session/ Activity	-If time allows (or to use as a WIN activity) <ul style="list-style-type: none"> ● Can be done with any/all people researched for black history month -Rosa Parks Example
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OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing Workshop
 - apply language and ideas from read alouds and independent reading into independent writing
 - utilize read alouds and independent reading as mentor texts in writing workshop
 - apply spelling strategies and grammar skills in writing pieces
 - expand written vocabulary from read alouds and independent reading
 - model sentence and paragraph structure after mentor texts to aid in improving writing skills
- Content Areas: Science, Social Studies, Health
 - read just right books in the content areas
 - use mentor texts to deliver Social Studies, Science and Health content
 - compare content area ideas and issues to what characters experience in read alouds and mentor texts
 - apply reading skills and strategies to texts read in content areas
- Study Skills
 - model and use graphic organizers to support reading
 - use checklists and rubrics to monitor progress
 - use Venn diagrams and t-charts to gather, compare, and contrast events
 - use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
 - keep a log and notebook
- The Arts
 - analyze illustrations in books for details
 - illustrate a passage that was just read to show understanding of details
 - act out a scene from a book to better visualize how a character feels
- Technology
 - select and use the appropriate digital tools and resources to read, take notes, and present information
 - use a digital graphic organizer to organize information

STATE REQUIREMENTS

AMISTAD AND/OR HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Amistad: The Story of a Slaveship; Penguin Young Readers

Africa is My Home: A Child of the Amistad; Candlewick Publishers

Additional resources:

- Amistad Curriculum -
 - <http://www.njamistadcurriculum.net/>
 - <https://www.nea.org/professional-excellence/student-engagement/tools-tips/black-history-month-lessons-resources>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- “Learning for Justice” lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

Through the varying Black history books, find underlying themes that relate to the SEL competencies. In small groups, have students identify ways that the key figures in history showed self-awareness, self-management, responsible decision making, relationship skills, and social awareness. Use this website to help with these lessons.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
 Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *If You Lived When There was Slavery in America* by Anne Kamma
- *Henry's Freedom Box* by Ellen Levine
- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson
- *Pink and Say* by Patricia Polacco
- *The Escape of Robert Smalls: A Daring Voyage Out of Slavery* By Jehan Jones-Radgowski
- *Two Friends: Susan B. Anthony and Frederick Douglass* by Dean Robbins
- *More Than Anything Else* by Marie Bradby
- *Reconstruction and the Aftermath of the Civil War* by Lisa Colozza Cocca
- *The Amazing Age of John Roy Lynch* by Chris Barton
- *The Jim Crow Era* by Kathleen M. Muldoon
- *Rosa* by Nikki Giovanni
- *Martin's Big Words* by Doreen Rappaport
- *As Fast as Words Can Fly* by Pamela M. Tuck
- *The Other Side* by Jacqueline Woodson

HUMAN AND PROFESSIONAL RESOURCES

- *Reading Nonfiction* by, Beers and Probst
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack
- Black History Month Resource Guide -
<https://centerracialjustice.org/resources/black-history-month-resource-guide-for-educators-and-families/>

TEACHER NOTES



UNIT TITLE

RReading History: The American Revolution

CONTENT AREA:

Reading

GRADE LEVEL:

4

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

Unit 5 - March and April, approx. 30 instructional days

UNIT FOCUS - SUMMARY OF UNIT

In this unit, students will be researching American history. This unit will build off the first nonfiction unit as students learn to read like historians. The first bend starts with students creating teams to research the American Revolution. During research, students will need to pay attention to text structures to organize and order their thoughts and their notes. Students will learn that researchers narrow their focus, synthesize new information into what they already know, and pay attention to important people, locations and the sequences of events in the subject they are studying. After the first four sessions, students will focus their reading and research on a subtopic that they find interesting. At the end of the bend, students will celebrate their learning by sharing and teaching others about what they have learned with each other.

In Bend 2, students will learn about recognizing different perspectives on a similar topic. Students will learn that any account of an event, present or past, was written by a person who has his or her perspective. This perspective is not going to encompass the entire story. Good readers of history are able to recognize this perspective and ask themselves, “What views are represented? What voices are heard and what voices have been silenced? Whose views haven’t been revealed?” Students will use these questions to help gather as much information on a topic as they can. This bend ends with students debating whether the colonies should declare independence.

In Bend 3, students will start a new research project that works off their earlier work. This research will continue to focus on learning to preview, paraphrase and study all parts of a text to find main ideas. Lessons will focus on understanding how the author uses text features and structure to present information. As well, lessons will help students to develop academic and domain specific vocabulary. Students will learn to identify definitions of words in more complex texts. This bend and unit ends with a celebration that focuses on how much the students have learned and how this learning helps them learn big lessons from events in the past.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

Reading Standards:

Key Ideas and Details

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

Key Ideas and Details

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

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

Phonics and Word Recognition

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

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

Text Types and Purposes

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.

Research to Build and Present Knowledge

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Speaking & Listening Standards:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.

- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 - SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
 - SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- Presentation of Knowledge and Ideas
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
 - SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards:

Conventions of Standard English

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students will know how to recognize and utilize nonfiction text structures.
- Students will discern the differences between narrative nonfiction and expository nonfiction.
- Students will be able to read informational texts while maintaining their stamina and skill level in their “just right” fiction chapter books.

ENDURING UNDERSTANDINGS:

- When readers read nonfiction historical text, they uncover answers to questions they are curious about.
- Researchers read to get a broad overview of the time period, the important historical places, events, and people, the biggest conflicts, and also important vocabulary.
- Readers will distinguish fact from opinion and explain the relationships among ideas in a text.
- All texts have perspective or a point of view the text represents. Readers will figure out the author’s perspective and explain how that affects their purpose.

ESSENTIAL QUESTIONS:

- How can I read nonfiction informational text in order to learn things I am curious about?
- How do readers tackle and interpret complex texts?
- How can readers research to learn, synthesize across texts, and teach others what they learned?
- How can readers learn from different sources about a specific topic to form individual ideas and theories while exploring various points of view and perspectives?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- As books become more sophisticated, the setting becomes significant. The setting may function as part of the problem that a character has to overcome, it can create the tone or mood of a place, and the setting can operate at a symbolic level.
- Readers read nonfiction alongside fiction and notice how each text develops a theme and compare and contrast multiple books with the same theme, analyzing carefully and using details as evidence for their ideas.
- Readers separate their perspective from that of the main characters and discern the various perspectives of different characters within a story, imagining the different points of view that characters bring to the action.
- Readers should value their own ideas about books and hold onto these as they read, because each reader brings their own history to a book, and they should share these ideas with others while remaining open to new ideas.
- Readers understand that characters in history are affected by social pressures, community norms, and the historical atmosphere around them.
- Strong readers know that as their books get harder, they have to work harder and can use tools such as timelines, graphic organizers, and lists of characters to enhance comprehension.

STUDENTS WILL BE ABLE TO:

- Compare and contrast information gathered from different texts.
- Organize the information gathered from research so that they can synthesize across texts.
- Research a topic by paying close attention to the most important details.
- Synthesize learning in order to be able to teach others about the topic.
- Transfer and apply previous knowledge about a topic in order to take on independent research projects.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- End of Unit Performance Teachers College Task
- Research Project
- Gr. 4 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student’s oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Bend I: Researching History	
Session 1	Researchers Orient Themselves to a Text Set: In this session, you’ll 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.
Session 2	Readers Use Text Structures to Organize Incoming Information and Notes: In this session, you’ll 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 note 1 taking.
	A Day for Assessment
Session 3	Special Challenges of Researching History: In this session, you’ll teach students that researchers pay particular attention to people, geography, chronology they read history. By paying attention to who , where , and when , researchers begin to organize their new knowledge.
Session 4	Prioritizing--Notetaking on What’s Really Important: In this session, you’ll remind students that when researchers take notes, they read a chunk of the text straight through and pause to talk it over in their mind before they record important parts.
Session 5	Synthesizing across Texts: In this session, you’ll 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’ve already read.
Session 6	The Role of Emblematic Detail in Nonfiction: In this session, you’ll teach students that researchers 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.
Session 7	Readers Develop Strategies for Reading Primary Sources: In this session, you'll teach students that readers of history draw on particular strategies to read primary source documents.
Session 8	Readers Bring Their Topics to Life: In this session, you'll teach students that researchers can bring their topics to life when they draw on all they know about reading fiction to make a scene come alive.
Session 9	A Celebration of Learning: In this session, you could have students celebrate the learning of this bend by teaching other students what they've learned about a subtopic of the American Revolution.
Bend II: Preparing for Debate	
Session 10	Recognizing Different Perspectives: In this session, you'll 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.
Session 11	Readers Find-and Angle- Evidence to Support Their Claim: In this session, you'll teach students that readers study historical evidence to determine that their own point of view, and then they analyze the evidence to figure out how to make it support their point of view
Session 12	Rehearsing a Debate: In this session, you'll teach students that debaters research both sides of an issue to present effectively with reasons and evidence and rebut the position of their opponent.
Session 13	Staging a Second Continental Congress Debate: In this session, you could have students celebrate their learning through a whole-class debate, as they reenact the Second Continental Congress
Bend III: Engaging in a Second Cycle of Research	
Session 14	Building the Prior Knowledge that Makes Texts Accessible: In this session, you'll teach students that readers often read much easier texts to get background knowledge on a topic before tackling harder texts.
Session 15	Strategies for Tackling Increasingly Complex Texts: In this session, you'll teach students that readers use special strategies for making sense of a complex text. They begin by previewing the text closely, and then they read a section, paraphrase what they just read, and notice whether it goes with what they've read before or introduces something new.
Session 16	Readers Study All Parts of a Text to Determine Main Ideas: In this session, you'll 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.
Session 17	Readers Alter Their Strategies Based on the Kind of Text They Are Reading: In this session, you could teach students that readers draw on prior knowledge of text structure to read nonfiction.
Session 18	Developing a Richer Conceptual Knowledge of Key Vocabulary: In this session, you'll 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.
Session 19	Questioning and Hypothesizing to Reach Deeper Conclusions: In this session, you could 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.
Session 20	Reading History for Universal Messages, for Meaning: In this session, you'll 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.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing Workshop
 - apply language and ideas from read alouds and independent reading into independent writing
 - utilize read alouds and independent reading as mentor texts in writing workshop
 - apply spelling strategies and grammar skills in writing pieces
 - expand written vocabulary from read alouds and independent reading
 - model sentence and paragraph structure after mentor texts to aid in improving writing skills
- Content Areas: Science, Social Studies, Health
 - read just right books in the content areas
 - use mentor texts to deliver Social Studies, Science and Health content
 - compare content area ideas and issues to what characters experience in read alouds and mentor texts
 - apply reading skills and strategies to texts read in content areas
- Study Skills
 - model and use graphic organizers to support reading
 - use checklists and rubrics to monitor progress
 - use Venn diagrams and t-charts to gather, compare, and contrast events

- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook
- The Arts
 - analyze illustrations in books for details
 - illustrate a passage that was just read to show understanding of details
 - act out a scene from a book to better visualize how a character feels
- Technology
 - select and use the appropriate digital tools and resources to read, take notes, and present information
 - use a digital graphic organizer to organize information

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Ackerman, Karen. *The Night Crossing*. New York: Random House, 1995

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

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Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- **9.1 Personal Financial Literacy**
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

Through the varying historical books, find underlying themes that relate to the SEL competencies. In small groups, have students identify ways that the key figures in their books showed self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**
<https://www.learningforjustice.org/frameworks>
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Reading History: The American Revolution* by Lucy Calkins and Kathleen Tolan
- Columbia Teachers College Pacing Guide
- Read Aloud texts including -
 - *Katie's Trunk* by Ann Turner and Ron Himler
 - *Aaron and the Green Mountain Boys* by Patricia Lee Gauch and Margot Tomes
 - *"This Time, Tempe Wick?"* by Patricia Lee Gauch

- *Paul Revere's Ride* by Henry Wadsworth Longfellow and Ted Rand
- *"And Then What Happened, Paul Revere?"* by Jean Fritz
- *"Can't You Make Them Behave, King George?"* by Jean Fritz
- *Traitor: The Case of Benedict Arnold* by Jean Fritz
- *Where Was Patrick Henry on the 29th of May?* By Jean Fritz
- *"Why Don't You Get a Horse, Sam Adams?"* by Scott Foresman
- *The Battle of Lexington and Concord* by Neil Johnson
- *The War for Independence* by Albert Marrin
- *The American Revolutionaries: A History in Their Own Words* by Milton Meltzer
- *The American Revolution: At the Forge of Liberty* by Alden R. Carter
- *"Will You Sign Here, John Hancock?"* by Jean Fritz
- *The American Revolution: Colonies in Revolt* by Alden R. Carter
- *The American Revolution: Darkest Hours* by Alden R. Carter
- *"Pass the Quill, I'll Write a Draft: A Story of Thomas Jefferson"* by Robert Quackenbush
- *The Revolutionary War: A Sourcebook on Colonial America* by Carter Smith

HUMAN AND PROFESSIONAL RESOURCES

- *Reading Nonfiction* by, Beers and Probst
- Teaching Nonfiction Reading - http://www.nancyakhavan.com/PDFs/Phenomenal_nonfiction.pdf
- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

TEACHER NOTES



UNIT TITLE			
RHistorical Fiction Book Clubs			
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 6 - May - June, approx. 30 instructional days			
UNIT FOCUS - SUMMARY OF UNIT			
<p>This unit is set up to allow students to read in peer groups centralized around shared historical fiction books. These book clubs allow students to develop interpretations with the help of other classmates. Students learn how to tackle complex texts as students experience new settings of time and place. As well, students will experience characters that are engaged in social issues that help students to understand the time and place of the historical setting more deeply.</p> <p>In the first bend, students will need to gather a lot of details throughout the entire book. It will be important to teach the readers to accumulate details by using reading tools such as timelines, graphic organizers, and lists of characters. As well during this first bend, students will be working in their clubs and creating a constitution and building their club identity.</p> <p>In the second bend, the readers will pull out interpretations and themes from their book club books. Students will work on articulating significant ideas about their books, be able to revise their thinking and to discuss and elaborate those ideas with the book club members. It is important for readers to not only hold onto the dramas of historical fiction books, but also to come away from the reading with more in depth thoughts such as bravery, friendship, loss, or compassion.</p> <p>In the third bend, students will deepen their understanding of their books by focusing on nonfiction topics and reviewing primary source images. By reviewing these images, students will be more familiarized with the historical era and will notice new information and perspectives. Students will learn to read more challenging texts with unfamiliar topics by doing research on the side and then returning back to the novel to see how their new learning fits with the novel. Through these historical book clubs, students will learn alongside the character lasting lessons that can transfer across other books, subjects, and social situations.</p>			
KEY UNDERSTANDINGS			
NEW JERSEY STUDENT LEARNING STANDARDS: Reading Standards:			

Key Ideas and Details

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

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

Integration of Knowledge and Ideas

- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Key Ideas and Details

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Writing Standards:

Text Types and Purposes

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

- A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)

Speaking & Listening Standards:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards:

Conventions of Standard English

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students will recognize the importance of setting and how it influences the characters and plot development.
- Students will recognize that flashbacks within storylines play important roles in a historical fiction text.
- Students will be able to discern the difference between narrative and expository information.
- Students will pull from their schema of how the theme is developed in texts.

ENDURING UNDERSTANDINGS:

- Authors select specific historical settings to tell readers stories.
- Readers must research elements of a given time period and/or location to better understand the characters’ behaviors and motivations in the text.
- As readers annotate and evaluate the characters’ motivations, struggles, behaviors, and emotions, they infer what real individuals from that time period experienced.
- Readers can select big ideas that texts revolve around.
- Readers can enjoy complex texts by discussing them in book clubs.

ESSENTIAL QUESTIONS:

- How do readers tackle complex texts?
- How do readers work in book clubs?
- How can readers interpret complex texts?
- How do readers become more complex because of reading?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- The setting plays a significant role in more sophisticated texts. Settings can function as many things--a problem for a character to conquer, a place to set the tone or mood, or may symbolize something larger.
- Readers recognize that the beginnings of stories are very important in establishing crucial information about the setting and characters of the story.
- Readers separate their perspective from that of the main characters and discern the various perspectives of different characters within a story, imagining the different points of view that characters bring to the action.
- Readers honor their own ideas about books and keep them as they read, acknowledging that each reader brings their own prior knowledge to a book, and they should share these thoughts with others while remaining open to new ideas. These thoughts may open the possibility of revision.

- Readers should value their own ideas about books and hold onto these as they read, because each reader brings their own history to a book, and they should share these ideas with others while remaining open to new ideas, and the possibility of revision.
- Readers understand that characters exist in a relationship with history, and are affected by the social pressures, community norms, and historical atmosphere around them.
- Readers work in clubs to synthesize as many details as possible, and it is important to listen carefully to each other, build on each other's comments, and honor relationships so that every club member feels valued.
- Strong readers know that as their books get harder, they have to work harder and can use tools such as timelines, graphic organizers, and lists of characters to enhance comprehension.

STUDENTS WILL BE ABLE TO:

- Use text evidence to support and determine themes.
- Discover historical timelines and characters' timelines
- Notice ideas and themes across texts
- Read across fiction and nonfiction texts analytically to gain knowledge and information.
- Understand that a character's perspective is shaped by their experiences.
- Recognize minor characters.
- Turn to nonfiction to deepen understanding of characters.

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- End of Unit Performance Teachers College Task
- Research Project
- LinkIt Reading Assessment
- Gr. 4 Required Assessment Schedule

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- iReady

- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Bend 1 Tackling Complex Texts

Session 1	<i>Reading Analytically at the Start of a Book:</i> In this session, you'll teach students that readers pay attention at the start of a book to analyze the setting-when the story takes place, where and what this place feels like.
Session 2	<i>Monitoring for Sense: Fitting the Pieces Together:</i> In this session, you'll teach students that readers keep track of story elements as they read, continually building their understanding of what's going on.

A Day for Assessment

Session 3	<i>Thinking across Timelines: Fitting History and Characters Together:</i> In this session, you'll 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.
Session 4	<i>Characters' Perspectives Are Shaped by Their Roles:</i> In this session, you'll 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.

Bend 2 Interpreting Complex Texts

Session 5	<i>Making Significance:</i> In this session, you'll 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.
Session 6	<i>Seeing Big Ideas in Small Details:</i> In this session, you'll 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.
Session 7	<i>Determining Themes:</i> In this session, you'll 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.
Session 8	<i>Deepening Interpretation through Collaboration and Close Reading:</i> In this session, you'll

	teach your 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.
Session 9	Attending to Minor Characters: In this session, you'll teach your students that one way readers broaden or deepen their interpretation of a text is to attend to the perspective of minor characters.
Session 10	Self-Assessing Using Qualities of a Strong Interpretation: In this session, you'll teach your students that as readers build interpretations, they draft and revise their ideas by comparing them to qualities of a strong interpretation.

Bend 3 - The Intersection of Historical Fiction and History

Session 11	Turning to Primary Sources to Better Understand History: In this session, you'll teach your students that historical fiction readers often deepen their sense of an unfamiliar era by studying images-photographs and illustrations from the time period.
Session 12	Turning Reading into a Project: Add Background Information to Deepen Understanding: In this session, you'll teach your students that readers make their reading into a project, particularly by researching on the run as they read.
Session 13	Readers Learn History from Historical Narratives: In this session, you could 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.
Session 14	Some People's Perspective Is Not All People's Perspective: In this session, you'll teach students that as readers come to know people's perspectives, they are careful not to make assumptions or to overgeneralize.
Session 15	Seeing Power in Its Many Forms: In this session, you'll teach your students that readers deepen their thinking by investigating power dynamics in their stories.
Session 16	Finding Thematic Connections across Texts: In this session, you'll teach your student that readers look for similar themes across different books to deepen their understanding.
Session 17	Celebration: In this session, you could 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.

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These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
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This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

P21 FRAMEWORK (Partnership for 21st Century Learning):

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

SEL Learning Activities:

Through the varying fiction book clubs, find underlying themes that relate to the SEL competencies. In small groups, have students identify ways that the characters showed self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**
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GLOBAL THINKING:

- **LGBTQIA+ and Disability Mandate:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**

<https://www.learningforjustice.org/frameworks>

Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

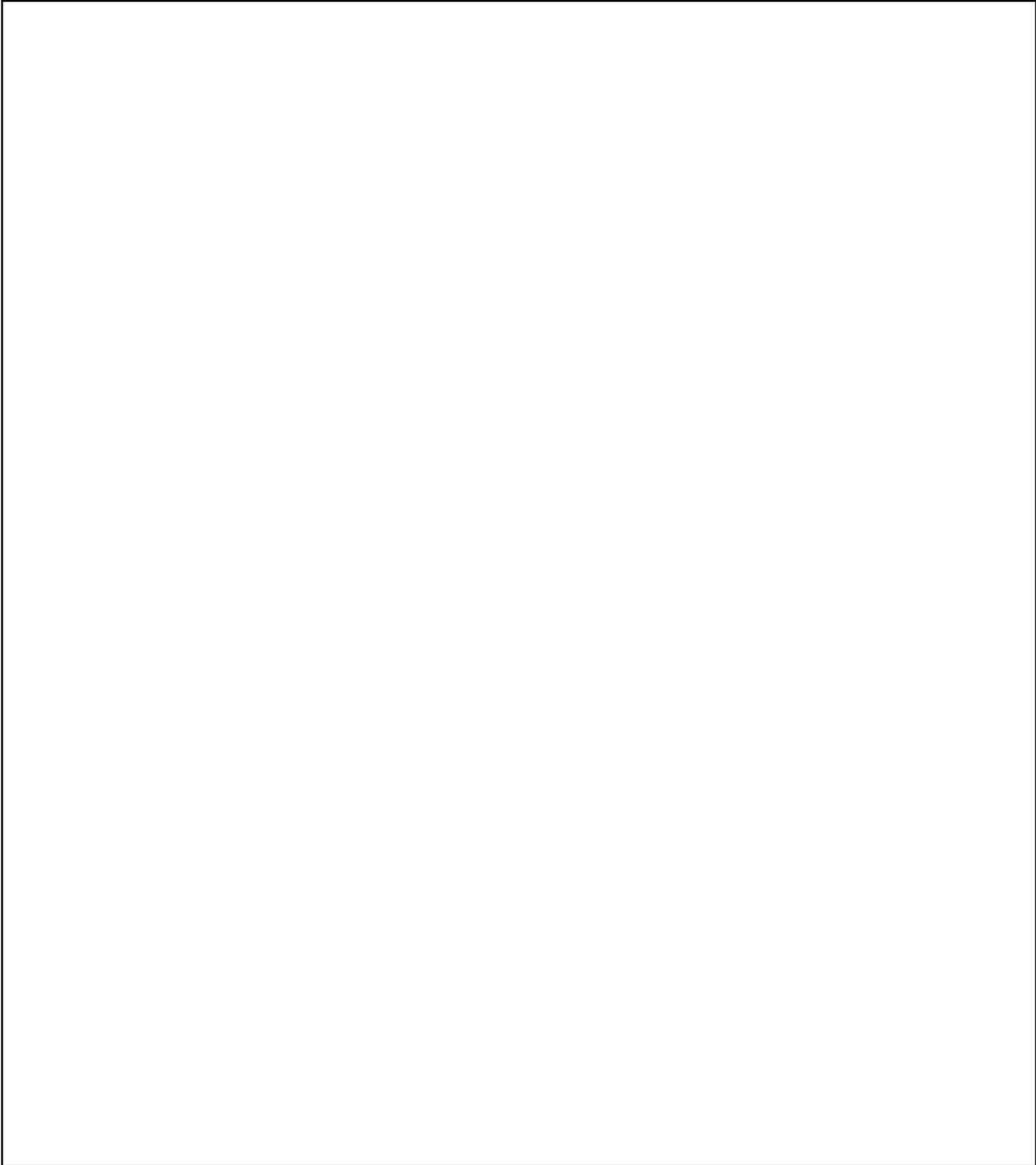
CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- *Historical Fiction Book Clubs* by Lucy Calkins, Mary Ehrenworth and Pablo Wolfe
- Columbia Teachers College Pacing Guide
- Read Aloud texts including -
 - *Number the Stars* by Lois Lowry (Level U)
- Suggested Read-Aloud Texts:
 - *Trouble Don't Last* by Shelley Pearsall (Level X)
 - *The Witch of Blackbird Pond* by Elizabeth George Speare (Level W)
 - *The Breadwinner* by Deborah Ellis (Level Z)
- Historical Fiction Book Club Suggestions:
 - *I Survived...* by Lauren Tarshis
 - *The Attacks of September 11th* (Level R)
 - *The American Revolution, 1776* (Level T)
 - *The Battle of Gettysburg* (Level S)
 - *The Nazi Invasion, 1944* (Level T)
 - *Breaking Stalin's Nose* by Eugene Yelchin (Level X)
 - *Hannah* by Gloria Whelan (Level N)
 - *Esperanza Rising* by Pam Muñoz Ryan (Level V)
 - *Island of the Blue Dolphins* by Scott O'Dell (Level V)
 - *Bud not Buddy* by Christopher Paul Curtis (Level U)
 - *Little House in the Big Woods* by Laura Ingalls Wilder (Level Q)
 - *Al Capone Does My Shirts* by Gennifer Choldenko (Level X)
 - *The Boy in the Striped Pajamas* by John Boyne
 - *One Crazy Summer* by Rita Williams Garcia (Level W)

HUMAN AND PROFESSIONAL RESOURCES

- "Why and How I Teach Historical Fiction" -
<https://www.scholastic.com/teachers/articles/teaching-content/why-and-how-i-teach-historical-fiction/>
- Teaching Historical Fiction Activities -
<https://enjoy-teaching.com/enjoy-teaching-historical-fiction/>
- Genre focus in Curriculum Corner -
<https://www.thecurriculumcorner.com/thecurriculumcorner456/historical-fiction-resources/>

TEACHER NOTES





UNIT TITLE

RReading Like a Fan - Author Study

UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

CONTENT AREA:	Reading	GRADE LEVEL:	4
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UNIT FOCUS - SUMMARY OF UNIT

Unit 7 (Optional) - June, approx. 14-21 instructional days

In this unit, Reading Like a Fan, students will closely examine the work of a prolific young adult author by comparing and contrasting narrative elements, writer's craft, and thematic tendencies across several texts. First, students will get to know the author by researching their biographical details and reading from the author's autobiography. Next, students will participate in book club discussions and readings to read (or re-read) one or two novels composed by the author. While reading, students will work to identify the basic narrative elements of the text, while also looking deeper to consider larger life lessons and issues present within the text. Through this initial reading work, readers will study particular aspects of the books to consider how these aspects might be hallmarks within the author's body of work. As readers continue their exploration, readers will work to notice and name distinctive craft moves the author makes across texts and genres. Finally, readers will analyze the themes that recur in the author's book, and extend to consider the bigger life lessons and stance the author seems to bring forward in each text. Based upon these observations of narrative elements and structure, writer's craft, and thematic traits, readers will compare and contrast across their reading work. Readers may also use their "writer's eye" to bring elements of the author's craft into their own writing lives by composing a personal or fictional narrative.

KEY UNDERSTANDINGS

NEW JERSEY STUDENT LEARNING STANDARDS:

- Reading Standards:**
- Key Ideas and Details
- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
 - RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 - RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Craft and Structure

- RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Writing Standards:

Text Types and Purposes

- W. 4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

- W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)

Speaking & Listening Standards:

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards:

Conventions of Standard English

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - G. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

PREREQUISITE KNOWLEDGE AND SKILLS:

- Students will have an understanding of story elements and structure of fiction.
- Students will pull from their schema of how the theme is developed in texts.

ENDURING UNDERSTANDINGS:

- When readers find authors they enjoy, they should consider reading various texts by that author.
- Readers annotate and evaluate the characters' motivations, struggles, behaviors, and emotions to help understand text.
- Readers reflect on the big ideas that texts revolve around.
- Readers can enjoy complex texts by discussing them in book clubs.

ESSENTIAL QUESTIONS:

- How does an author's own life experience shape what and how he/she writes?
- How can I deepen my understanding of a text by considering other work by an author?
- How can I analyze an author's body of work to understand the author's voice, style, and narrative focus?

UNIT LEARNING TARGETS (STUDENTS WILL KNOW):

- An author uses their life experiences to shape their stories.
- Authors are decisive in the choices they make; everything on the page is there because it matters
- Readers dedicate and apprentice themselves to authors, knowing the "ins and outs" of their style, voice, and focus
- Readers look for the deeper meanings within a text as a way to look deeper at the world around them.

- Strong readers read across texts.
- Strong readers know that as their books get harder, they have to work harder and can use tools such as timelines, graphic organizers, and lists of characters to enhance comprehension.

STUDENTS WILL BE ABLE TO:

- Use text evidence to support and determine themes.
- Notice ideas and themes across texts
- Notice authors' craft across texts
- Read across fiction and nonfiction texts analytically to gain knowledge and information.
- Compare and contrast an author's approach to similar themes and topics across genres and texts
- Compare and contrast narrative elements across texts and genres
- Construct appropriate graphic organizers to support interpretation. (Venn Diagram, T-Chart, Timeline, etc.)
- Develop reading artifacts (jots, long writes, entries) to generate and revise literary theories
- Employ active reading strategies
- Retell with meaning

ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Anecdotal notes
- Running records
- Listening comprehension assessments
- Teacher created performance assessment
- Reader's notebook/writing about reading
- Learning Progressions Checklist

SUMMATIVE ASSESSMENTS

- Reading conference and small group check-ins, strategy groups, and guided reading groups
- Fountas and Pinnell Assessment
- End of Unit Performance Teachers College Task
- Research Project

ALTERNATE ASSESSMENTS

- Reading conference
- Recording of a student's oral reading
- TC Running Records - All levels
- iReady
- A-Z reading Fluency passages
- LLI Assessments
- Oral responses
- Access and WIDA Assessments for English Language Learners

LEARNING PLAN/INSTRUCTIONAL STRATEGIES

LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Bend 1 When Readers Read More Than One Book By the Same Author, We Come to Know that Author

Session 1	Readers research authors to know them as real people whose experiences shape their writing lives.
Session 2	When readers are fans of an author, we mark our favorite places in books to reread over and share.
Session 3	Readers compare and contrast different characters in different books by the same author.
Session 4	Readers get to know authors by looking closely at the setting in an author's books and questioning the significance of this time and place.
Session 5	Readers study the structures of the books they read to see if patterns emerge.

Bend 2 - When We Read Many Books by an Authors We Love, We Can Become Apprentices to the Authors' Craft

Session 6	Readers admire the moves an author makes, noticing techniques to try out in their own writing.
Session 7	Readers return to beloved places within texts and look to other spots to see if there is evidence the author tends to do a lot of this in his/her craft.
Session 8	Readers construct theories about the choices an author made.

Bend 3 - Becoming An Author Expert

Session 11	Readers look across different books to distinguish the themes and big issues authors return to again and again.
Session 12	Readers use knowledge of an author's body of work to compare and contrast across genres and books.
Session 13	Readers uncover meaningful lessons by revisiting books and asking, "What have I learned here? How am I different from having read this book?"
Session 14	Readers celebrate their favorite authors and share their thoughts and ideas with reading partners.

OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):

[Link redacted]

INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:

- Writing Workshop
 - apply language and ideas from read alouds and independent reading into independent writing
 - utilize read alouds and independent reading as mentor texts in writing workshop
 - apply spelling strategies and grammar skills in writing pieces
 - expand written vocabulary from read alouds and independent reading
 - model sentence and paragraph structure after mentor texts to aid in improving writing skills
- Content Areas: Science, Social Studies, Health
 - read just right books in the content areas
 - use mentor texts to deliver Social Studies, Science and Health content
 - compare content area ideas and issues to what characters experience in read alouds and mentor texts
 - apply reading skills and strategies to texts read in content areas
- Study Skills
 - model and use graphic organizers to support reading
 - use checklists and rubrics to monitor progress
 - use Venn diagrams and t-charts to gather, compare, and contrast events
 - use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
 - keep a log and notebook
- The Arts
 - analyze illustrations in books for details
 - illustrate a passage that was just read to show understanding of details
 - act out a scene from a book to better visualize how a character feels
- Technology
 - select and use the appropriate digital tools and resources to read, take notes, and present information
 - use a digital graphic organizer to organize information

STATE REQUIREMENTS

AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Ackerman, Karen. *The Night Crossing*. New York: Random House, 1995

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Lowry, Lewis. *Number the Stars*. Boston: Houghton Mifflin, 1989.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

Number the Stars: Boston:Houghton Mifflin, 1989.

I Survived the Nazi Invasion, 1944:New York: Scholastic Inc., 2014.

Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
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- Self-management
- Social Awareness

- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

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Through the varying fiction book clubs, find underlying themes that relate to the SEL competencies. In small groups, have students identify ways that the characters showed self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

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- **“Learning for Justice” Frameworks:**

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Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

RESOURCES

CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Suggested Mentor Texts and Whole Class Texts: Knots in My Yo-Yo String: The Autobiography of a Kid (J. Spinelli) Crash (J. Spinelli) I Can Be Anything! (J. Spinelli)
- Suggested Book Club Titles: 4th Grade Rats (J. Spinelli) -- Guided Reading Level: P Eggs (J. Spinelli) -- Guided Reading Level: U Loser (J. Spinelli) -- Guided Reading Level: U Maniac Magee (J. Spinelli) -- Guided Reading Level: W Smiles to Go (J. Spinelli) -- Guided Reading Level: W Stargirl (J. Spinelli) -- Guided Reading Level: V Wringer (J. Spinelli) -- Guided Reading Level: U
- Other Authors to Consider: Sharon Creech Christopher Paul Curtis Gary Paulsen Gary Soto Patricia MaLachlan Patricia Reilly Giff Walter Dean Myers Suzanne Collins Laurence Yep Judy Blume Jacqueline Woodson

HUMAN AND PROFESSIONAL RESOURCES

- Beers, Kylene and Robert E. Probst. *Notice and Note: Strategies for Close Reading*. New Hampshire: Heinemann, 2013. Print.
- Calkins, Lucy McCormick. *The Art of Teaching Reading*. Addison-Wesley Educational Publishers Inc., 2001. Print.
- Ehrenworth, Mary, Hareem Atif Khan, and Julia Mooney. *Constructing Curriculum: Alternate Units of Study*. New Hampshire: Heinemann, 2010. Print.
- Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. New Hampshire: Heinemann, 2015. Print.

TEACHER NOTES



English Language Arts Course Overview

The focus of the English Language Arts (ELA) curriculum is to provide students with the ability to effectively communicate their ideas through reading, writing, speaking, listening, and technology literacy. Our program is based on the balanced/structured literacy model and includes reading workshop, writing workshop, word study, and integrated technology literacy instruction.

In reading, our program encompasses a wide selection of fiction and nonfiction texts. Reading instruction includes phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension lessons. Teachers accommodate students' varying needs through their use of individual conferences, guided reading, shared reading, interactive read alouds, and small strategy groups.

Writing Workshop is a methodology allowing teachers to accommodate students' needs by tailoring their instruction through shared writing, guided writing, individual writing conferences and small strategy groups. Students use the writing strategies presented in the Berkeley Heights units to compose narrative, explanatory and opinion pieces. Students also use the writing process to construct meaning. The teaching of grammar and mechanics is integrated with the teaching of writing.

In grades K-2, literacy centers are also an important part of the ELA block. Center based teaching and learning is a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies in the areas of language/literacy learning.

Word study is an important part of the balanced/structured literacy program. The general term "word study" encompasses three parts, that is, spelling, phonics, and vocabulary instruction. Students learn how to identify and sort text features according to their developmental level. Our word study program is differentiated as students are pre-assessed to determine where they fall on the word study continuum and receive instruction based on their needs.

Handwriting is a part of our ELA program, and students are taught to form printed letters in the early grades, and script in the later elementary grades. Handwriting is linked to basic reading and spelling achievement. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Assessments are an important part of the instructional program. Teachers use the Fountas and Pinnell Benchmark Assessment, Dibels, and running records to determine the reading level of students and also to monitor progress. Teachers assess writing using pre and post assessments as well as with the many writing products they compose throughout the year. Spelling inventories and weekly tests are used to monitor student progress with word study.

Standards

Berkeley Heights Public Schools' curricula meets all New Jersey Student Learning Standards (NJSL).

Best Practices in Reading Instruction

Reading instruction is intended to be a major part of a balanced/structured literacy program. Reading instruction must include five main pillars: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension. (National Reading Panel.) The first four pillars are foundations, all leading to the ultimate goal of reading, that is, comprehension and a lifelong love of reading.

Reading Workshop Overview

A reading workshop approach to instruction recognizes that "one size does NOT fit all." When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:

- address each child's individual learning
- teach strategies students will use on a regular basis
- support small-group work and conferring, with multiple opportunities for personalizing instruction
- tap into the power of welcoming, learning community
- facilitate partnerships, encourage collaboration and accountable talk
- help students to be actively engaged so that teachers are able to coach individuals and lead small groups.
- build self-reflection and goal-setting
- provide choice and assessment-based learning into the very design of the curriculum

Components of Reading Workshop in a Balanced/Structured Literacy Classroom

Shared Reading/Interactive Read Aloud (with accountable talk):

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work

done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher choices and student preference. Accountable talk and interaction between teacher and students, and among the students themselves is an important part of the read aloud and shared reading blocks.

Minilessons and Independent Work Time:

The reading workshop opens with a mini lesson. After approximately ten minutes, students turn to their ongoing reading work. Every reader has work to do, and that work grows out of assessments, coaching, mini lessons, and goals.

Small Group Differentiated Instruction and Conferences:

As students are engaged in independent reading workshop time, teachers will spend time teaching into each student's zone of proximal development, addressing the needs and goals of each child. This should be done by way of conferences, strategy groups, or through guided reading groups.

Mid-workshop Teaching:

This is an optional part of the workshop, and can be used to highlight a student or reiterate the teaching point. In the earlier grades, it is a great time to redirect, and remind students of the goal/objective/teaching point for the day.

Partnerships and Book Clubs:

Depending on the unit, there are times when students will work with their ability-based partners, and other times when students will work in groups of 3-4 to form a book club. Partner/Book Club time is designed to have students:

- Create a plan
- Talk together
- Look at each other and listen to each other
- Help each other/collaborate

Share:

The workshop ends with a small amount of time for readers to collaborate and share their thinking/learning. This sharing can take place with partners, in book clubs, or as a whole group.

Word Study:

Word Study is part of the literacy block, and should provide time for the teaching of phonological/phonemic awareness, phonics, spelling, and vocabulary.

Fluency Instruction:

Reading fluency is the ability to read accurately, smoothly and with expression. It is part of the five pillars of reading instruction (which includes phonemic/phonological awareness, phonics, vocabulary and comprehension.) Fluent readers recognize words automatically, without struggling over decoding issues, and they sound natural while reading, as if they're speaking. Fluency is important because it's a bridge between word recognition and comprehension. Fluency instruction might include choral reading, echo reading, partner reading, repeated readings, and reader's theater.

Assessment:

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): concepts about print, literacy continuum stages (learning progressions), letter-sound identification, phonics/decoding strategies, fluency, spelling inventory, high-frequency words, running records, conferences, small-group anecdotal notes, book logs, comprehension checks, and writing about reading.

In addition, Berkeley Heights will use universal reading assessments including Fountas and Pinnell benchmarks, LinkIt! Benchmarks, and iReady assessments.