GRADE 4 READING - UNIT 1

Course Description: In Grade 4 Reading, students review the fundamentals of texts in the beginning of the year, such as elements of stories in fiction and text features in nonfiction. After a comprehensive review, the year progresses with all of the fundamentals being continually connected and infused so students can explore how each influences the others. A wide variety of content is utilized for this, along with numerous print resources and digital texts, such as novels, short stories, picture books, articles, and videos.

Course Sequence:

1. Unit 1 - Studying & Sharing Our Thinking (5 weeks - 30 days)
2. Unit 2 - Thinking Deeply About Characters (6 weeks - 40 days)
3. Unit 3 - Synthesizing Ideas Across Texts (6 weeks - 40 days)
4. Unit 4 - Themes Across Literature & In Our Lives (6 weeks - 40 days)
5. Unit 5 - Understanding Perspectives (In Nonfiction) (5 weeks - 30 days)

Pre-requisite: Grade 3 Reading

Unit 1 - Overview	
Content Area: Reading	
Unit Title: Unit 1 - Studying and Sharing Our Thinking	
Grade Level: 4	

Unit Summary: As the first reading unit of the school year, we want to remind students about what deep independent reading looks like as well as how to use tools to document and share thinking. If your students are newer to reading workshop you will likely need to spend longer on helping students choose books and pay attention to their thinking. If students are familiar with reading workshop you will still teach a few of these lessons, but move more quickly into using reading notebooks and having powerful conversations. The most important part of this unit is to help students understand that reading is a process of thinking and that they can study what and how they think as they read.

Unit 1 - Standards	

Standards (Content and Technology)**:**

CPI#:	Statement
NJSLS Standards	
NJSLS RL.4.1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLS RL.4.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLS RL.4.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLS RL.4.9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLS RL.4.10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLS RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

NJSLS 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.

NJSLS 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.

NJSLS 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].").
	    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").

NJSLS 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.
NLSLS 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.
21ˢᵗ century themes and skills (standard 9)	
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.

9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-ADM.9	Describe advocacy strategies to promote the learning organization's needs.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED-PS.3 I	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
NJCCCS 8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
NJCCCS 8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
NJCCCS 8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
NJCCCS 8.1.5.A.5	Create and use a database to answer basic questions.

Interdisciplinary Connection	
Social Studies 6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Social Studies 6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
Social Studies 6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Social Studies 6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

Unit Essential Question(s):
- How do readers develop their thinking?
- How can reading and conversation help readers?

Unit Enduring Understandings:
- Readers use decision-making and reflective processes to develop their thinking about reading.

Unit Learning Targets/Objectives:
Students will…
- Choose books they can and want to read.

- Determine their own thinking as they read, making connections using specific textual evidence (text, media, self, predictions, opinions, thoughts, and more).
- Create and organize reading notebook entries to develop their thinking (stop and jots) of print and digital sources, taking notes and categorizing information.
- Share their thinking with others about texts in conversations (ie. about characters, setting, plot, etc.), using supporting details and main ideas to build and support their analysis.
- Assess their reading processes and set goals for themselves.

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (ie. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program, question/answer routines, homework, entrance/exit slips, interviews

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment, interviews

Resources/Materials:
- Professional Text for Teachers -
  - *What Do I Teach Readers Tomorrow? Fiction -* Chapters 2, 3, & 4

- Suggested Read Alouds -
  - *Extra Yarn* by Mac Barnett
  - *Tales of a Fourth Grade Nothing* by Judy Blume
  - *The Girl Who Never Makes Mistakes* by Mark Pett & Gary Rubinstein

- Classroom Library Considerations -
  - Students will need access to a variety of books that they want to read and can read independently. Most of the books read during this unit will be narratives (fictional or nonfiction narratives).

Modifications:

- Special Education Student/504 - extended time, increased wait time, extra visual and verbal cues, restatement of information and questions, and refer to student IEP/504

- English Language Learners - extended time, increased wait time, extra visual and verbal cues, restatement of information/directions, modified/teacher examples, alternate responses, and allow for errors in speaking

- At-Risk Students - extended time, restatement of directions, alternating quiet and active work, teacher-student review time, consult with I&RS team for action plan and interventions, provide rewards when necessary

- Gifted and Talented Students – self-guiding rubrics, independent time, challenging requirements, and provide extension/creative activities

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Exploring Reading Preferences	***Readers choose books they can and want to read:*** • Readers use the front and back cover, and title, to preview books and consider whether they seem interesting.	1 week (complete within the same week as the goal below)

	• Readers look inside the book and read a few pages, considering if they understand what the book is about and if it makes them want to read on. • Readers make a list of genres and authors they enjoy and look for books that match their preferences. • Readers talk to other readers and make book and author recommendations to one another. • Readers make a list of books and genres they tend not to read and challenge themselves to pick a few new types of books to try out.	
Monitoring Reading Thoughts	***Readers pay attention to their thinking as they read:*** • Readers always are thinking as they read. Some of the types of thinking they do include envisioning (making movies in their mind) and forming opinions (most often about characters). Pay attention to what you are thinking as you read. • Readers stop at parts that get them thinking a lot and reread those parts closely. • Readers mark parts of their books where they do the most thinking and share those parts with a partner later. • Readers notice patterns in the types of thinking they tend to do. Some patterns might be: o Predictions about what might happen next o Opinions about what the character did do o Advice they want to give a character o Envisioning what the setting and actions look like o Visual sketches of the current setting o Feelings about characters and more	1 week (complete with the same week as the goal above)
Using Notebook Entries	***Readers create reading notebook entries to record and develop their thinking:*** • Readers understand what a reading notebook is for and is not for. It is for the reader and is a place to document and develop one's own thinking. The audience is the reader. The reader chooses what to write down and how to write it down. • Readers decide what they are going to think about and choose a way to write about that thinking in a notebook entry. • Readers reread notebook entries before beginning reading each day to remember where they left off in their thinking the day before. Then they make a plan for that day's reading. • Readers continue adding to entries and developing their thinking even more.	2 weeks
Sharing Reading Thoughts in Conversations	***Readers share their thinking with others in conversations:*** • Readers look and listen to each other during conversations. They make eye contact, face each other, and make sure they can hear each other well. • Readers use notebook entries to prepare for conversations and refer back to them when needed. • Readers read aloud excerpts from their books to explain their thinking, referring to page numbers and images. • Readers listen closely to one another and repeat back what they heard, asking clarifying questions. They might say… o *What do you mean by…* o *I heard you say…* o *Can you say more about that?*	1 week

	o *I don't totally understand…*
	o *So what you are saying is…*
	• Readers build on each other's ideas by adding their own. They might say…
	    o *In my book I also noticed…*
	    o *This makes me think about…*
	    o *Another idea is…*
	    o *The way I see it is…*
	• Readers make sure they refer back to the text in conversations. They might say…
	    o *What part of the text made you think that?*
	    o *Can you show me that part of the book?*
	    o *What page are you on?*
	    o *Let's all turn to page…*	

Reflecting and Setting Goals	***Readers reflect on their reading process and set goals for themselves:*** • Readers look back at the unit goals and reflect in conversations and/or writing about what they learned in relation to the goals. • Readers look back at the list of books they read this month and notice patterns. They use the patterns to set goals for the type of books they want to read in the next unit. (Note: the next unit is a fiction reading unit) • Readers notice how long they can read and what helps them stay focused and build stamina. They set individual and class goals for how long they want to be able to read in the next unit. • Readers look back at their reading notebook entries from the entire unit and write reflections about what they are most proud of. Then they set a goal or two about how they will use their notebook for the next unit. • Readers share their reflections and goals with new reading partners and classmates.	1 week

Teacher Notes:
- Vocabulary & Key Concepts of Unit - Reading notebook, entry, conversation, text, prediction, opinion, envision, develop, document, recommendation, genre, clarify, pattern
- Lesson Objectives - All lesson objectives can be taught in mini-lessons, conferences, strategy groups, shared reading, interactive read aloud, shared writing, word study, and/or vocabulary.
- Celebration Ideas - You might want to celebrate the completion of this unit. Form new groups of students who did not work together much during the unit to share their reading notebook entries, reflections, and goals. You might also start a book recommendation bulletin board or class website where students reflect on their favorite books and why they think their classmates will love them, too. The idea of celebration is to connect back to at least one of the goals of the unit of study.
- Choosing Books - If students begin to abandon books often, help them find books they can read and encourage them to try to finish the next one.
- Notebook Entries - There are several lesson ideas and examples in Chapter 3 of *What Do I Teach Readers Tomorrow?* for teaching students what reading notebook entries are. There is an assessment checklist in Appendix C of what to look for in reading notebook entries. Create your own reading notebook so you can model the types of entries you create in read alouds and mini lessons, etc.
- Conversations - Introduce conversational skills off the read aloud and then transfer it to independent reading. Try to just listen at first and use Appendix D in *What Do I Teach Readers Tomorrow?* for a checklist of "listen fors." Pair up students on similar levels, and if you have ELL's, place them in a group with two other language proficient students.

Additional Resources:
- *BrainPOP* (https://www.brainpop.com/)
- *Flocabulary (*https://www.flocabulary.com/)

- *IXL* (https://www.ixl.com/)
- *YouTube*
  - ie. Roller Coaster Video on Plot Structure (https://www.youtube.com/watch?v=JtUj-sEq3JE)
- *Commonlit.org* (https://www.commonlit.org/)
- *Learner.org*
  - ie. Plot Diagram activity (https://www.learner.org/interactives/story/cinderella/)
- *Newsela* (https://newsela.com/)

Unit 2 - Overview	
Content Area: Reading	
Unit Title: Unit 2 - Thinking Deeply About Characters	
Grade Level: 4	

Unit Summary: In this unit readers deepen their understanding of characters. This means they learn how to think right now and over time about characters, as well as refine their thinking to form bigger ideas. In 4th grade, they will look at character relationships and make sure they consider secondary characters and not just main ones. Reading notebooks will be a tool students use to record their thinking and collect evidence from the text to support it. Students should be exposed to both whole-class and partnership shared reading experiences during this unit, so they can talk to others about their thinking and also receive guidance from the teacher in this early stage of them learning how to independently explore a text. The teacher may choose to have students read different books in partnerships, yet when working with the whole class, it is suggested that a single chapter book with compelling characters is used. This way, the teacher can model the types of thinking for his/her students. One tip is that this unit is not a character unit. It is suggested that students are not asked to pare down their thinking into one word descriptions of traits but rather receive encouragement to think in many ways, speak in many ways, and write in many ways to deepen their understanding.

Unit 2 - Standards	
Standards (Content and Technology)**:**	

CPI#:	Statement:
NJSLS Standards	
NJSLS 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.
NJSLS RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
NJSLS 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).
NJSLS 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.
NJSLS 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.
NJSLS 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.
NJSLS 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.
NJSLS RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

NJSLS 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.

NJSLS 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.

NJSLS SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
NJSLS W.4.1.B	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide reasons that are supported by facts from texts and/or other sources.

NJSLS 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].").
	    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").

NJSLS 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.
21ˢᵗ century themes and skills (standard 9)	
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia, or digital media products.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-PS.3 I	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
NJCCCS 8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
NJCCCS 8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
NJCCCS 8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
NJCCCS 8.1.5.A.5	Create and use a database to answer basic questions.

Interdisciplinary Connection	
Social Studies 6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
Social Studies 6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Social Studies 6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Social Studies 6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Unit Essential Question(s):
- What can readers learn from the experiences of characters?
- How does thinking change across time?

Unit Enduring Understandings:
- Readers use conversations to discuss textual evidence about characters in meaningful ways, drawing more accurate and developed conclusions about character interactions, changes, conflicts, and development.

Unit Learning Targets/Objectives:
Students will…
- Think over-time and refine their thinking about characters.
- Compare characters within and across books.
- Create and use reading notebook entries to understand characters (ie. stop and jots for inferences, connections, setting, theme, vocabulary, structure, etc.).
- Generate conversations to help understand and analyze characters (ie. identifying specific details, making inferences, summarizing or paraphrasing key events from the text, etc.).

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (ie. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program, question/answer routines, homework, entrance/exit slips, do nows

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment, various online assessments, do nows

Resources/Materials :
- Professional Text for Teachers -
  - *What Do I Teach Readers Tomorrow? Fiction-* Chapter 5

- Suggested Read Alouds -
  - *Tales of a Fourth Grade Nothing* by Judy Blume (continued from Unit 1)
  - *Naked Mole Rat Gets Dressed* by Mo Willems
  - *The Girl Who Never Makes Mistakes* by Mark Pett & Gary Rubinstein (continued from Unit 1)
  - *Enemy Pie* by Derek Munson
  - *Where the Wild Things Are* by Maurice Sendak
  - *The Lion Inside* by Rachel Bright

Modifications:
- Special Education Student/504 - extended time, increased wait time, extra visual and verbal cues, restatement of information and questions, and refer to student IEP/504

- English Language Learners - extended time, increased wait time, extra visual and verbal cues, restatement of information/directions, modified/teacher examples, alternate responses, and allow for errors in speaking

- At-Risk Students - extended time, restatement of directions, alternating quiet and active work, teacher-student review time, consult with I&RS team for action plan and interventions, provide rewards when necessary

- <u>Gifted and Talented Students</u> – self-guiding rubrics, independent time, challenging requirements, and provide extension/creative activities

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
	Suggested Pacing Guide	
Thinking and Refining Thoughts About Characters	***Readers think over time and refine their thinking about characters:*** • Readers already know how to form opinions about characters as they do this with people in movies, TV, and in life. "Think about characters from shows or movies and what opinions you have of them. What makes you form that opinion?" • Readers recognize when authors show their opinions about characters. They often do not state the opinion but use character dialogue and actions to show it. Notice how the author is describing the character and think about what his/her opinions might be. • Readers pay attention to what is happening right now in the book and use that to form an idea about the characters. They base their thinking on this one event in the text. • Readers stop as they read to think about patterns and notice what tends to keep happening with characters in the book. They think over-time and use notebook entries to find those types of ideas. • Readers reread their entries and push themselves to ask, "What else am I thinking?" They refine their first ideas with additional ones by adding to an entry.	1 week

Comparing Characters	***Readers compare characters within and across books:***
	• Readers do not only think about the main characters in their books but also the secondary characters. They use the same strategies to study all of the characters and to form ideas about them, too.
	• Readers compare characters within a book by thinking about:
	  o Their roles
	  o Their motivation
	  o The choices they make
	  o The lessons they learn
	• Readers consider the power dynamics between characters. They think about who has more influence over who and who seems to put more pressure on the other.
	• Readers compare characters across books. They think about similarities and differences between characters in read alouds and independent books they have read.
	• Readers look beyond surface comparisons like "both go to school" and "both have pets" to deeper ones about motivation, relationships, and patterns.
		3 weeks

Understanding Characters	***Readers use reading notebook entries to understand characters:*** • Readers match the ways they write a notebook entry to their thinking goals about characters. For example, if they want to track changes over time they might use a timeline or main events/reactions t-chart. If they want to compare characters, they might use a three column chart: Character A/ Both/ Character B. • Readers begin each independent reading session by rereading where they left off in their thinking the day before. They get their minds ready to continue that type of thinking.	1 week

	• Readers take a minute or two after conversations to write down ideas they spoke about and that they want to remember. • Readers show their notebook entries to partners and explain their thinking with this visual. • Readers look at their classmates' entries and think about how they might create ones that are similar in their own notebooks. • Readers notice when they are stuck in a rut of always writing in the same ways and challenge themselves to try a new type of entry.	
Using Conversations to Build Understanding of Characters	***Reader's use conversations to understand characters:*** • Readers can have a silent conversation with others about a common character they all know. Each person writes their thinking in the corner of the page and then they rotate the corner, responding in writing to what they read until they get back to their first idea. No one talks during this, and the conversation happens in writing. • Readers reread their entries before a conversation and make a list of talking points. • Readers look back at their entry as they talk to clarify, add examples, and add on to their explanations. • Readers listen closely to their partners and ask questions that push their thinking. • Readers offer examples that build on their partner's ideas by thinking across texts. • Readers refer back to specific parts of the text while supporting their opinions and claims. • Readers help each other get beyond Right-Now Thinking by looking for patterns together.	1 week

Teacher Notes:
- Vocabulary & Key Concepts of Unit - Secondary/minor character, Right-Now Thinking, Over-Time Thinking, Refining Thinking, comparison, evidence, claim, support, citation
- Lesson Objectives - All lesson objectives can be taught in mini-lessons, conferences, strategy groups, shared reading, interactive read aloud, shared writing, word study, and/or vocabulary.
- Celebration Ideas - You might want to celebrate the completion of this unit. Form new groups of students who did not work together much during the unit to share their reading notebook entries, reflections, and goals. You might also start a book recommendation bulletin board or class website where students reflect on their favorite books and why they think their classmates will love them, too. The idea of celebration is to connect back to at least one of the goals of the unit of study.
- Refining lesson - For examples and clarifications about the three types of thinking (Right-Now, Over-Time, and Refining) see page 169 of *What Do I Teach Readers Tomorrow?*
- Comparing characters - All of these lessons are described with examples on pages 187-197 of *What Do I Teach Readers Tomorrow?*
- Modeling notebook entries - It is very supportive to model ways to create notebook entries during read alouds and to start an anchor chart with examples from students or the teacher. See pages 164-167 in *What Do I Teach Readers Tomorrow? Fiction* for an example.
- Reader's having conversations - Strong conversations take time and practice. Model this with students, show video examples, or fishbowl a strong partnership. If students struggle with conversation do it more frequently (daily) with less time per day so they stay on task.

Additional Resources:
- *BrainPOP* (https://www.brainpop.com/)
- *Flocabulary (*https://www.flocabulary.com/)
- *IXL* (https://www.ixl.com/)
- *YouTube* (https://www.youtube.com/)
- *Commonlit.org* (https://www.commonlit.org/)

Unit 3 - Overview	

Content Area: Reading

Unit Title: Unit 3 - Synthesizing Ideas Across Texts

Grade Level: 4

Unit Summary: This is a nonfiction reading unit but is the first of two nonfiction reading units. This allows us to focus on the skills of synthesizing in depth. Other reading skills will be taught in the second nonfiction reading unit. Students will have sets of texts that include books, articles, and websites so they can think across texts that are about the same topic. If there is not much access to nonfiction texts within the classroom, consider working with the school or public library and also grouping students so they can share texts and resources. While this unit can connect to a content area topic, there is the recommendation to allow students to choose topics they care about and/or want to learn more about.

Unit 3 - Standards	

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
NJSLS 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.
NJSLS RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
NJSLS 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.
NJSLS 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.
NJSLS RI 4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
NJSLS 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.
NJSLS RI 4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
NJSLS RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

NJSLS 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.

NJSLS 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.

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

NJSLS W 4.7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLS W 4.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLS W 4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Educational Technology Standards	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.5	Create and use a database to answer basic questions.

21ˢᵗ century themes and skills (standard 9)	
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia, or digital media products.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two- and three-dimensional visual art forms using various media.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.GV.1	Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
9.3.GV-FIR.1	Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy, and culture to perform diplomatic functions.
9.3.GV-MGT.1	Describe the organization of a government or public administration department or agency.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.

Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.

CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
NJCCCS 8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
NJCCCS 8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
NJCCCS 8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
NJCCCS 8.1.5.A.5	Create and use a database to answer basic questions.
Interdisciplinary Connection	
Social Studies 6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
Social Studies 6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
Social Studies 6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
Social Studies 6.1.4.D.14	Trace how the American identity evolved over time.
Social Studies 6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
Social Studies 6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
Social Studies 6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in our interconnected world.

Unit Essential Question(s):
- Why do people read nonfiction?
- How do readers learn from nonfiction texts?

Unit Enduring Understandings:
- Readers use reflective and thought-monitoring processes, such as notebook entries and conversations, to effectively synthesize information in nonfiction texts.

Unit Learning Targets/Objectives:
Students will…
- Identify the type of nonfiction text they are reading.
- Understand what synthesis means.
- Think over-time and refine their thinking about a nonfiction topic.
- Create, use, and assess reading notebook entries to synthesize information.
- Engage in conversations about the text to analyze and then synthesize information (ie. using facts, text structure, events, text features, etc.).

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (ie. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program, question/answer routines, homework, entrance/exit slips, self-assessment (ie. through rubrics/checklists)

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit project (ie. book study – *Number the Stars*)

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment, self-assessment (ie. through rubrics/checklists), do nows

Resources/Materials:
- Professional Text for Teachers -
  - *What Do I Teach Readers Tomorrow? Nonfiction* - Chapters 2 & 5

- Suggested Read Alouds -
  - *Odd Boy Out* by Don Brown
  - *Jars of Hope* by Jennifer Roy
  - *Number the Stars* by Lois Lowry
  - *The Jacket* by Andrew Clements
  - *Who was Anne Frank?* by Anne Abramson
  - *The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Agra Deedy
  - *The Whispering Town* by Jennifer Elvgren
  - *Rose Blanche* by Christophe Gallaz and Roberto Innocenti
  - *Holocaust: the events and their impact on real people by* Angela Gluck Wood
  - *Holocaust: The origins, events and remarkable tales of survival* by Philip Steele

- Whole Class Texts
  - Various *Newsela* Articles on WWII and the Holocaust (https://newsela.com/)

- Classroom Library Considerations -
  - Students will need access to a variety of books that they want to read and can read independently. Students will need to choose nonfiction books for this unit. We suggest you work with students to organize the nonfiction books into bins by topic. Then students choose the topic they want to study. Groups can switch topics every week or two depending on how many books are in the bins and how long they stay interested in the topic. In addition, it is helpful to have some digital devices for students to read websites and other digital content.

Modifications:
- Special Education Student/504 - extended time, increased wait time, extra visual and verbal cues, restatement of information and questions, and refer to student IEP/504

- English Language Learners - extended time, increased wait time, extra visual and verbal cues, restatement of information/directions, modified/teacher examples, alternate responses, and allow for errors in speaking

- At-Risk Students - extended time, restatement of directions, alternating quiet and active work, teacher-student review time, consult with I&RS team for action plan and interventions, provide rewards when necessary

- Gifted and Talented Students – self-guiding rubrics, independent time, challenging requirements, and provide extension/creative activities

Suggested Pacing Guide		
Lesson Name/ Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Identifying Types of Nonfiction	***Readers identify the type of nonfiction text they are reading:*** • Readers preview their nonfiction text and look to see the type of text it is. This means they scan text features and read the first few paragraphs for clues. • Readers identify if they are reading a narrative nonfiction text. Narratives are true stories and are set up as a series of events. They may sound like fiction, but they are not.	1 week

	• Readers identify if they are reading a persuasive nonfiction text. Persuasive texts share an author's opinion and present information to support their opinion. • Readers identify if they are reading an expository nonfiction text. Expository texts are set up to teach readers information based on parts or categories that go with a bigger topic. • Readers identify if they are reading a mash up text. This is when an author uses more than one type of nonfiction in the same text. It can change from one type to the other and a reader needs to notice when the change happens.	

Understanding Synthesis	***Readers understand what synthesis means:***
	• Synthesis means putting the small details in a text together in order to form a bigger idea about the topic.
	• Readers collect the smaller details about a topic and then ask themselves, "What bigger idea does this make me think about?"
	• Readers take four steps for synthesizing information when they read nonfiction texts:
	   1. Identify the main topic of the text.
	   2. Determine the specific category of information.
	   3. List information as you read that goes with that category.
	   4. Put the information together and ask yourself, "What bigger idea am I thinking about?"
		1 week

Thinking Over-time and Refining Thoughts About Nonfiction	***Readers think over-time and refine their thinking about a nonfiction topic:*** • Readers collect information about a topic and then reread it to think about the category the information goes with. • Readers read more than one text on a topic and look for information that goes across the texts. • Readers read their notes on a topic and then form a big idea. But they don't stop there. Readers push themselves to have more than one idea about the same information. • Readers use all the text features to form ideas about a topic. They read the images, headings, and words and use all three to form ideas. • Readers read all their writing about a topic and then make claims about all they learned. They support these claims with notes from across text.	2 weeks

Synthesizing Information Through Recorded Thoughts	***Readers use reading notebook entries to synthesize information:***
	• Readers match the ways they take notes about what they are learning from their nonfiction text to the type of text they are reading:
	   o If you are reading a narrative nonfiction text, you might want to use a timeline to keep track of key important events.
	   o If you are reading a persuasive nonfiction text, you might want to use box and bullets for the author's claim and supporting details.
	   o If you are reading an expository text, you might want to make a t-chart for each category of information.
		1 week

	• Readers reread notebook entries and then write longer about what they are learning about the topic. This longer writing is like having a conversation on the page.	

Synthesizing Information Through Conversations	***Readers use conversations to synthesize information:***
	• Readers come to conversations with information to teach their partners. They mark places in their books they want to use when teaching a partner.
	• Readers think of themselves as teachers when they talk about nonfiction and give examples and point to parts of the text as they teach.
	• Readers explain their thinking to their partners and ask for feedback on that thinking.
	    o *Does my thinking match the information in the text?*
	• Readers ask their partners what they are thinking about a topic.
	    o *What do you think?*
	• Reading partnerships push themselves to come up with more than one idea about a topic and category.
	    o *This also makes me think…*
	• Readers work together to reflect on what they learned in the unit and share their growth and next step goals.
		1 week

Teacher Notes:
- Vocabulary & Key Concepts of Unit - Synthesis, narrative nonfiction, persuasive nonfiction, expository nonfiction, mash-up, text type, claim, category, big idea, text feature
- Lesson Objectives - All lesson objectives can be taught in mini-lessons, conferences, strategy groups, shared reading, interactive read aloud, shared writing, word study, and/or vocabulary.
- Celebration Ideas - A few ideas to celebrate the work of this unit include: a whole-class conversations about the essential questions, reflective writing in the notebook about what they learned and how they grew as readers, and/or presentations about what they learned about a topic.
- Refer to *What Do I Teach Readers Tomorrow?* for Identifying Features - *Nonfiction* for charts and examples on nonfiction features. Teachers can read aloud an example of each type of nonfiction text and make a chart with students that shows the main characteristics of each one (pgs. 25, 32, and 42).
- Amistad Commission and Holocaust Commission - This unit correlates with the historical periods of the Civil Rights Movement and World War II/Holocaust and the discriminatory actions towards groups of people. These events/experiences in history are first explored through nonfiction texts, which can then be used to connect to when reading our historical fiction texts. A Civil Rights figure focused on is Martin Luther King Jr. with the reading of "My Brother Martin" by Christine King Farris, and other themes of that movement addressed with the reading of *The Jacket* by Andrew Clements. Some other reading passages are also given on other Civil Rights figures such as Ruby Bridges, Sojourner Truth, Susan B. Anthony, Jackie Robinson, and Rosa Parks. Specific Holocaust figures focused on are King Christian X of Denmark (*The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Agra Deedy), Irena Sendler (*Jars of Hope* by Jennifer Roy), and Anne Frank (*Who Was Anne Frank?* by Ann Abramson).
- State Testing NJSLA - Account for two weeks of testing for Math and ELA during this unit.

Additional Resources:
- Understanding Synthesis - For a sample lesson you can watch Gravity explain synthesis to students here: http://players.brightcove.net/268012963001/default_default/index.html?videoId=5236598502001
- Blog post to explain synthesis - https://www.gravityandrenee.com/single-post/2017/01/09/Why-Students-Struggle-to-Figure-Out-Main-Ideas-in-Nonfiction-Texts
- *BrainPOP* (https://www.brainpop.com/)
- *Flocabulary* (https://www.flocabulary.com/)
- *IXL* (https://www.ixl.com/)
- *YouTube* (https://www.youtube.com/)

- *Commonlit.org* (https://www.commonlit.org/)
- *Newsela* (https://newsela.com/)

Unit 4 - Overview	

Content Area: Reading

Unit Title: Unit 4 - Themes Across Literature & In Our Lives

Grade Level: 4

Unit Summary: In this unit students are grouped in book clubs. A book club is when a small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea. It is suggested to choose several books that range in reading levels and topics that match student interests, readiness, and learning profiles. Do book talks on each book and then give students time to preview the text. Ask students to rank their choices and then the teacher decides on the book club groupings. Another choice is to group students first and then let the group decide together what texts they want to read. While it is okay for students to read a bit below their reading levels, it is suggested that students do not read too much above their levels since they will be asked to do very complex thinking in these books.

Unit 4 - Standards	

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
NJSLS 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.
NJSLS RL 4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
NJSLS 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).
NJSLS 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.
NJSLS 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.
NJSLS 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.
NJSLS RL 4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
NJSLS RL 4.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
NJSLS 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.
NJSLS RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
NJSLS 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.
NJSLS 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.

NJSLS SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
NJSLS SL 4.3	Identify the reasons and evidence a speaker provides to support particular points.
NJSLS 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.

NJSLS 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].").
	    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").

NJSLS 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.
21ˢᵗ century themes and skills (standard 9)	
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia, or digital media products.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
NJCCCS 8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
NJCCCS 8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
NJCCCS 8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
NJCCCS 8.1.5.A.5	Create and use a database to answer basic questions.
Interdisciplinary Connection	
Social Studies 6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Social Studies 6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
Social Studies 6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
Social Studies 6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Unit Essential Question(s):
- How do conversations help readers think about literature?
- What life lessons and themes can readers learn from reading fiction books?

Unit Enduring Understandings:
- Readers think critically, monitor their thinking, and share their thinking about texts to draw accurate, evidence-based conclusions on worldly themes in texts.

Unit Learning Targets/Objectives:
Students will…
- Understand what interpreting themes means.
- Match text evidence to support inferred themes.
- Analyze and synthesize frames and patterns to learn larger life lessons from books.
- Compare themes across different texts.
- Demonstrate knowledge of themes using reading notebook entries to interpret them across various texts.
- Engage in conversations to argue and support chosen themes across various texts.

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (ie. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program, question/answer routines, homework, do nows, entrance/exit slips

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, unit tests

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment, various online assessments, do nows

Resources/Materials:
- Professional Text for Teachers -
    - *What Do I Teach Readers Tomorrow? Nonfiction* - Chapter 6

- Suggested Read Alouds -
    - *The Old Woman Who Named Things* by Cynthia Rylant
    - "Papa's Parrot" by Cynthia Rylant
    - *Have a Hot Time, Hades!* by Kate McMullan
    - *Percy Jackson and the Lightning Thief* by Rick Riordan

- Whole-Class Texts for Instruction
    - "The Legend of King Midas" (short story)
    - "Pandora" (short story)
    - "The Myth of Icarus" (short story)

- Classroom Library Considerations -

o You will need multiple copies of the same chapter book so students can read the same book at the same time in book clubs. Make sure you have some choices to offer students and that there are books they can read independently.

Modifications:

- Special Education Student/504 - extended time, increased wait time, extra visual and verbal cues, restatement of information and questions, and refer to student IEP/504

- English Language Learners - extended time, increased wait time, extra visual and verbal cues, restatement of information/directions, modified/teacher examples, alternate responses, and allow for errors in speaking

- At-Risk Students - extended time, restatement of directions, alternating quiet and active work, teacher-student review time, consult with I&RS team for action plan and interventions, provide rewards when necessary

- Gifted and Talented Students - self-guiding rubrics, independent time, challenging requirements, and provide extension/creative activities

Suggested Pacing Guide		
Lesson Name/ Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**

Understanding How to Interpret Themes	***Readers understand what interpreting themes means:***
	 • Readers understand that themes are messages they can interpret from reading fiction and are not explicitly stated in most texts but rather are bigger ideas about life that can be inferred from the text's information.
	 • Readers know that themes have the following qualities:
	     o Universal ideas that apply to life outside of texts
	     o Can also be called central messages or lessons, and that a moral is an extension of a theme
	     o Based on the events of the text but are not summaries of it
	     o Multiple themes can be found in one text
	     o Theme interpretation can be subjective
	 • Readers think about why interpreting themes is helpful for them in their lives:
	     o Reminds us of the importance of connecting with others
	     o Teaches us empathy
	     o Prepares us for life events
	     o Opens us up to new ways of thinking
	 • Readers think back to books they have and ask themselves, "What lesson did I learn from this book?" and "Why was this book so memorable?"
		1 week

Analyzing and Synthesizing Frames and Patterns to Draw Conclusions	***Readers analyze and synthesize frames and patterns to learn larger than life lessons from books:*** • Readers think back to books they can learn from characters' mistakes. They think about not only what the character learned from the mistake but also what they (as a reader) can learn, too. • Readers find turning points in a text and use them to think about what this might reveal about a central message and theme.	2 weeks

	• Readers think about the conflict the character faces and then what larger themes can be learned from how the character handled that conflict.
	• Readers interpret themes by using a frame. A frame is a choice you make about what you will focus on in the text. A frame might be:
	   o Gender
	   o Race
	   o History
	   o Technology, etc.
	• Readers think about what the text can teach them about a frame they chose. They look at the text through that particular frame.
	• Readers use patterns to interpret themes. They look for patterns in the:
	   o Story elements
	   o Author's craft
	   o Reader's reactions
	   o Character's choices
	• Readers ask themselves what larger ideas the patterns they find are teaching them.
	• Readers notice who is narrating the text and how that point of view makes them think about the themes.	

Comparing Themes Across Texts	***Compare themes across different texts:***
	• Readers always are thinking as they read. Some of the types of thinking they do include envisioning (making movies in their mind) and forming opinions (most often about characters). Pay attention to what you are thinking as you read.
	• Readers stop at parts that get them thinking a lot and reread those parts closely.
	• Readers mark parts of their books where they do the most thinking and share those parts with a partner later.
	• Readers notice patterns in the types of thinking they tend to do. Some patterns might be:
	   o Predictions about what might happen next
	   o Opinions about what the character did do
	   o Advice they want to give a character
	   o Envisioning what the setting and actions look like
	   o Sketch with the current setting
	   o Feelings about characters and more
		2 weeks

Using Thoughts to Interpret Themes	***Use reading notebook entries to interpret themes:*** • Readers understand what a reading notebook is for and is not for. It is for the reader and is a place to document and develop one's own thinking. The audience is the reader. The reader chooses what to write down and how to write it down. • Readers decide what they are going to think about and choose a way to write about that thinking in a notebook entry. • Readers reread notebook entries before beginning reading each day to remember where they left off in their thinking the day before. Then they make a plan for that day's reading. • Readers continue adding to entries and developing their thinking even more.	1 week (complete within the same week as the goal below)

| Interpreting Themes Through Conversations | ***Engage in conversations to interpret themes:***
 • Readers make plans for their independent or collaborative reading (ie. calendar with deadlines for numbers of chapters, sections, and/or pages).
 • Readers set thinking goals: what they will think about as they reach each day's pages.
 • Readers reread their entries and plan conversations before meeting (ie. make a list, underline, notes/ talking points) that will likely lead to rich discussion.
 • Readers refer to specific parts of the text when explaining their thinking.
 • Readers revise, extend, and adjust their thinking throughout the conversation.
 • When talking about frames, a read might say:
      ○ *When I read this text thinking about_____, I notice…*
      ○ *The author is framing it this way…*
 • When talking about patterns, the reader might say:
      ○ *I keep noticing…*
      ○ *This keeps coming up…*
      ○ *This pattern makes me think…*
 • When talking about lessons learned, a reader might say:
      ○ *The character seems to be learning…*
      ○ *Based on the characters' experiences, I am learning…*
      ○ *A bigger lesson I am thinking about is…* | 1 week (complete within the same same week as the goal above) |

Teacher Notes:
- Vocabulary & Key Concepts of Unit - interpret, theme, book club, evidence, frame, pattern, point of view, turning point, lens
- Lesson Objectives - All lesson objectives can be taught in mini-lessons, conferences, book clubs, strategy groups, shared reading, interactive read aloud, shared writing, word study, and/or vocabulary.
- Interpreting Themes - Refer to the following pages in *What Do I Teach Readers Tomorrow? Fiction*: page 203 chart "Teaching Theme" and page 205 bulleted list "Qualities of Themes to Discuss with Readers."
- Comparing Themes - Since the standards require students to compare themes from across different types of texts, make sure to read aloud a variety of texts such as short stories, folktales, fairy tales, etc. Regardless of the type of text, all literature can be used to interpret themes.
- Using Thoughts to Interpret Themes - At this point in the year, students already know several ways to write about their thinking. Remind students of those ways and invite them to create their own new ways of recording and developing their ideas.

Additional Resources:
- *BrainPOP* (https://www.brainpop.com/)
- *Flocabulary (*https://www.flocabulary.com/)
- *IXL* (https://www.ixl.com/)
- *YouTube* (https://www.youtube.com/)
- *Commonlit.org* (https://www.commonlit.org/)
- *Newsela* (https://newsela.com/)

Unit 5 - Overview

Content Area: Reading

Unit Title: Unit 5 - Understanding Perspectives (In Nonfiction)

Grade Level: 4

Unit Summary: In this unit students revisit nonfiction reading and conduct research on a topic, building on the unit they already did this year. Students can choose a topic of interest that has multiple perspectives or issues that connect to your content area topics. The unit begins with teaching students that all nonfiction presents one person or group's perspective and is never neutral. The unit might start with an activity that teaches the concept of perspectives such as placing an object in the center of a group and each person sketches what they see from their unique perspective. Then each person compares their sketches and discusses how their unique vantage point made them see some things and not notice others. After this experience, students can connect this activity to understanding perspectives in nonfiction texts.

Unit 5 - Standards

Standards (Content and Technology)**:**

CPI#:	Statement:
NJSLS Standards	
NJSLS 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.
NJSLS RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
NJSLS 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.
NJSLS 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.
NJSLS 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.
NJSLS 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.
NJSLS 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.
NJSLS RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
NJSLS 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.
NJSLS RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
NJSLS RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
21ˢᵗ century themes and skills (standard 9)	
9.3.12.AR-PRT.2	Demonstrate the production of various print, multimedia, or digital media products.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.

Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
NJCCCS 8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
NJCCCS 8.1.5.A.2	Format a document using a word processing application to enhance the text and include graphics, symbols and/ or pictures.
NJCCCS 8.1.5.A.3	Use a graphic organizer to organize information about the problem or issue.
NJCCCS 8.1.5.A.5	Create and use a database to answer basic questions.
Interdisciplinary Connection	
Science LS1.A Structure and Function	Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.
Science 3-5-ETS1-1 Engineering Design	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Science 3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Social Studies 6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Unit Essential Question(s):
- How do readers compare perspectives on a topic?
- How do writers approach a topic from multiple perspectives?

Unit Enduring Understandings:
- Readers identify, use, and compare multiple perspectives to develop a comprehensive view of topics.

Unit Learning Targets/Objectives:
Students will…
- Understand what "perspective" means.
- Create relevant connections on perspective using details and examples from texts to build main ideas.
- Identify the perspective(s) in their texts along with those that are missing.
- Compare and analyze perspectives on the same topic through various text structures (ie. chronological, compare/contrast, cause/effect, problem/solution, descriptive, sequence/process) and writing purposes (ie. persuade, inform, entertain, express, explain).
- Use conversations to understand and evaluate perspectives.

Evidence of Learning

Formative Assessments: Conferences with students, examining student work (ie. notebook entries and responses), Fountas & Pinnell Reading Benchmark Assessment program, question/answer routines, homework, entrance/exit slips, online assessments

Summative/Benchmark Assessment(s): Rubric and comprehension assessments, Fountas & Pinnell Reading Benchmark Assessment program, research project

Alternative Assessments: Modified versions of formative and summative assessments, project-based assessment, oral assessment, online assessments

Resources/Materials:
- Professional Texts for Teachers -
    - *What Do I Teach Readers Tomorrow? Nonfiction* - Chapter 6

- Suggested Read Alouds -
    - *The Truth About Great White Sharks* by Mary Cerullo
    - *Sharks* by Seymour Simon
    - *Shark Attack!* by Cathy East Dubowski

- Classroom Library Considerations -
    - Students will read multiple texts, both print and digital, on the same topic. Teachers or students, or a combination, can create these text sets. Students can work as research clubs and share the text set resources.

Modifications:
- Special Education Student/504 - extended time, increased wait time, extra visual and verbal cues, restatement of information and questions, and refer to student IEP/504

- English Language Learners - extended time, increased wait time, extra visual and verbal cues, restatement of information/directions, modified/teacher examples, alternate responses, and allow for errors in speaking

- At-Risk Students - extended time, restatement of directions, alternating quiet and active work, teacher-student review time, consult with I&RS team for action plan and interventions, provide rewards when necessary

- Gifted and Talented Students – self-guiding rubrics, independent time, challenging requirements, and provide extension/creative activities

Suggested Pacing Guide		
Lesson Name/ Topic	**Lesson Objective(s)**	**Time frame (day(s) to complete)**
Understanding Perspectives	***Readers understand what "perspectives" means:*** • Readers understand that perspectives mean: your vantage point for how you look at a topic or issue. This includes your opinions and what you already think and believe. • Readers look at an object from more than one perspective and notice how where they are looking from changes what they see.	1 week

Identifying Perspectives	***Readers identify the perspective(s) in their texts along with those that are missing:***
	 • Readers look at the author's craft moves and think about how this reveals their perspective. They might look at:
	     o Word choice
	     o Visuals
	     o Page layout and design
	     o Color choice
	 • Readers look at what is included and excluded in a text to figure out the author's perspective. They ask themselves, "What details did the author include? What details did the author exclude?"
		1 week

	• Readers do not just look at what information is given by an author but also how it is given. These give clues to us about how the author really feels about the topic. • Readers notice their own perspective they bring to a book's topic. They think about what they already believe and feel. • Readers consider what they know, wonder, learned, and now believe about a topic.	
Comparing Perspectives	***Readers compare perspectives on the same topic:*** • Readers can compare their own perspectives to the author's perspective. • Readers notice the perspective in one text and then read another one, noticing how the author's perspectives are similar and different. • Readers read several texts on a topic and form a larger claim that shows their own perspective, based on information across the texts. • Readers compare their own perspective with others in their research club, drawing on information from the texts they read. • Readers can use a three column chart to understand an author's perspective. <table><tr><td>What the author included</td><td>How they shared it</td><td>What this makes me think</td></tr><tr><td></td><td></td><td></td></tr></table>	2 weeks

Using Conversations to Understand Perspectives	***Readers use conversations to understand perspectives:***
	• Readers use language that pushes them to explain their perspectives such as...
	    ○ *I believe…*
	    ○ *I used to think… but now I think…*
	    ○ *I feel…*
	• Readers use language that pushes them to understand the author's perspectives such as…
	    ○ *The author mostly focused on…*
	    ○ *The author seems to have ignored…*
	    ○ *The author believes...*
		1 week

Teacher Notes:
- Vocabulary and Key Concepts of Unit - perspective, vantage point, issue, include, exclude
- Student Support - Students can be supported in a few possible ways during this unit. Students can be grouped into research clubs that are like book clubs but rather than read the exact same time, they read different texts that are all about the same research topic. This support can help students learn information, compare and contrast, and help each other with complex text and language.
- Lesson Objectives - All lesson objectives can be taught in mini-lessons, conferences, book clubs, strategy groups, shared reading, interactive read aloud, shared writing, word study, and/or vocabulary.
- Identifying Perspectives - Anchor charts can be made to help readers express their perspectives on a topic. An example is on page 22 of *What Do I Teach Readers Tomorrow? Nonfiction*.
- Conversations - At this point in the year, students know a lot and have had a lot of practice talking about their thinking. Use observations of students to add in any other conversational skills they have not yet mastered from earlier in the year.

Additional Resources:
- *BrainPOP* (https://www.brainpop.com/)

- *Flocabulary (*https://www.flocabulary.com/)
- *IXL* (https://www.ixl.com/)
- *YouTube* (https://www.youtube.com/)
- *Commonlit.org* (https://www.commonlit.org/)
- *Newsela* (https://newsela.com/)
- *Ducksters* (https://www.ducksters.com/)
- *World Book Online (*https://www.worldbookonline.com)