



Fourth Grade English Language Arts and Literacy Curriculum

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How To Use this Curriculum

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the individual unit.

Glossary of Terms

Book Club: 3-5 students who are all reading the same book and meet regularly to discuss their thinking

Celebration: the culminating event at the end of a unit of study; a time to self-reflect and set goals for future reading; connects in some ways to unit goals; can incorporate the theme of the unit and feel celebratory and fun

Classroom Library: at least a few hundred books that are a part of the classroom environment; organized and run by students; sorted into bins for easy student access; aligns with the units of study; organized by genre, author, or topic and leveled in student-appropriate ways

Conference: the teacher meets with individual students, gets to know them well through observations and process-based questions, reinforces a strength with feedback, offers new instruction with a teaching point, and uses the time to build a positive relationship with each student

Guided Reading: the teacher meets with a small group of students who are at the same instructional reading level and uses a common text to introduce that next reading level's characteristics; does a very brief introduction to the level, listens and coaches students as they read by themselves; has a comprehension conversation; and then chooses a teaching point that most students need based on current observations

Independent Reading: each student self selects books to read and and applies strategies previously learned to engage with their texts

Independent Reading Level: books a student can read on his/her own with accuracy, fluency, and comprehension; not just the score on a formal benchmark assessment but also what the student can read all by himself

Instructional Reading Level: typically one reading level above the independent reading level where a student needs some support to comprehend the text but not so much that the teacher ends up doing most of the work

Interactive Read Aloud: the teacher reads a text or a portion of a text out loud and stops to model thinking and offer time for students to practice thinking through turn and talks or stop and jots; there is one copy of the book and the teacher is holding it

Mentor Text: a text the teacher uses to model strategies and study author's choices with students; this text is used over and over again for instruction

Mini-Lesson: direct instruction in a strategy; the teacher uses a connection to set the context, a demonstration to model a strategy, an active engagement to let students have a quick practice, and a link to connect the strategy to the larger goals of the unit and when they might choose to use them

Pre-Assessment: a formal or informal way of getting information about students' current ability to reach the goals of the unit prior to instruction; this can be a conference, questions that students answer off of a read aloud text or off of an independent text; teachers analyze the information gathered to make instructional decisions about what teaching points to focus on based on student needs

Post-Assessment: a formal assessment at the end of a unit of study that allows students to demonstrate all they learned and how they progressed toward the goals

Reading Partnership: two students who work together across a unit of study (and sometimes longer); they meet daily for either partner reading (kinder and 1st) or partner talk (2nd-5th); typically students who are at similar reading levels and get along well

Reading Workshop: a brief Mini-Lesson where the teacher models a strategy, followed by a large chunk of independent reading, while the teacher confers or meets with small groups, and then a time for student conversations and a teaching share at the end

Shared Reading: the teachers uses an enlarged (and often projected) text so all students can share in the reading process; there is an instructional focus each day; each session lasts about 10-15 minutes, the same text is used across several days

Strategy Group: a small group of students who the teacher decided all would benefit from the same strategy; teacher models and/or uses guided practice to coach students when using the strategy; typically students do not have the same text and apply the strategy in their own texts

Teaching Point: the focus of a lesson that includes a goal (what) and a strategy (how to)

Unit of Study: a way of organizing the year and the standards into containers where the entire class studies a topic or genre or set of skills for several weeks at a time

What is the structure of a unit of study?

Week 1: Immersion

Weeks 2-5: Workshop Weeks

Week 6: Feedback, Assessment, and Reflection (FAR)

What is Immersion?

During the first week of a unit of study the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

While students will continue to read independently both in school and at home during the immersion week, most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

These components begin during immersion and continue throughout the entire unit of study. On the next page is a sample schedule for the immersion week.

Immersion Week Sample Schedule

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Explain goals and essential questions for the units (and continue across the week)</p> <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Writing Part 1 (plan and draft) 30-45 minutes</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessments for Writing Part 2 (revise and edit) 30 minutes</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Reading 30-45 minutes</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p>

*These sample schedules include reading and writing but not word study.

How do the components fit into the workshop weeks?

Weeks 2-5

During the workshop weeks reading workshop happens daily for about 45 minutes. There are some units of study where the reading and writing are so closely aligned that there may be a 90 minute workshop where both reading and writing are happening together.

The remaining three components are often rotated throughout the week so that Shared Reading happens 4 days a week, Interactive Read Aloud happens 3 days a week, and Shared or Interactive Writing (K-1) happens 3 days a week. Of course, this schedule is based solely on the 120 minute literacy time. Read aloud, shared reading and shared writing can be used in social studies, science, and other areas when appropriate. Word Study happens outside of this sample schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Workshop 45 minutes	Reading Workshop 45 minutes	Reading Workshop 45 minutes	Reading Workshop 45 minutes	Reading Workshop 45 minutes
Writing Workshop 45 minutes	Writing Workshop 45 minutes	Writing Workshop 45 minutes	Writing Workshop 45 minutes	Writing Workshop 45 minutes
Interactive Read Aloud 15 minutes	Interactive Read Aloud 15 minutes	Shared Reading 15 minutes	Interactive Read Aloud 15 minutes	Shared Reading 15 minutes
Shared Writing 15 minutes	Shared Reading 15 minutes	Shared Writing 15 minutes	Shared Reading 15 minutes	Shared Writing 15 minutes

What is the Feedback, Assessment, Reflection (FAR) week?

Week 6

During the sixth, and final week of the unit of study, the students will participate in post-assessments, reflect on their growth and learning, and be given explicit feedback. This week allows the teacher and students time to

- consolidate and apply what was learned across the month into a shorter time frame in post-assessments (embedding test-taking practice and skills into the units)
- look back across the unit and reflect on what was learned and what skills continue to need attention
- confer with every student and offer specific feedback they can focus on in the next units of study
- celebrate and share learning with others

During the FAR week, students will be working independently, in small groups, and with the teacher. Below is a sample schedule for what the FAR week might look like.

One Possible Schedule for Feedback, Assessment, Reflection (FAR)

Monday	Tuesday	Wednesday	Thursday	Friday
Post-Assessment for Writing Part 1	Post-Assessment for Writing Part 2	Write a reflection on your progress towards your goals for the units	Reading Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals)	Writing Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals)
Post-Assessment for Reading	Rehearse and Prepare for Reading Celebration	Finish published pieces and/or review your pre-assessment and revise it in another color pencil	Begin to organize the classroom library for the next unit of study (re-order books etc.)	Read and comment on each other's work and place published pieces in the classroom library
	Fancy-Up Published Piece of Writing *Teacher meets with groups of students to give feedback and go over assessments and goals	*Teacher meets with groups of students to give feedback and go over assessments and goals	*Teacher meets with groups of students to give feedback and go over assessments and goals	

What does a Reading Workshop Period Look Like?

If you have 45 minutes you can break up your time into smaller chunks. The middle 30 minutes is for independent reading and then the teacher can decide who to meet with in conferences or small groups.

10	MINI-LESSON
10	
10	
10	
5	TEACHING SHARE

Below is one sample way to break up the 30 minutes of independent reading instructional time in a primary classroom setting.

	STUDENTS	TEACHER
10	MINILESSON	MINILESSON
10	INDEPENDENT READING	CONFER WITH 2 STUDENTS
10	PARTNER READING	GUIDED READING GROUP WITH 3-5 STUDENTS
10	INDEPENDENT READING	STRATEGY GROUP WITH 2-5 STUDENTS
5	TEACHING SHARE	TEACHING SHARE

Below is one example in an upper elementary grade setting.

	STUDENTS	TEACHER
10	MINI-LESSON	MINI-LESSON
15	INDEPENDENT READING	2 CONFERENCES
15	INDEPENDENT READING	STRATEGY LESSON WITH 3-4 STUDENTS
5	PARTNER CONVERSATIONS	COACH PARTNERSHIPS
5	TEACHING SHARE	TEACHING SHARE

ELA: Reading
Grade 4
Year at a Glance

Units	Time Frame	Read Aloud Goals	Independent/Guided Reading Goals
Unit 1: <i>Launch Take Action</i>	3 Weeks	<ul style="list-style-type: none"> • Readers take action before, during, and after reading. • Readers set goals for themselves. • Readers keep track of their thinking in many ways. • Readers reflect and share. 	<ul style="list-style-type: none"> • Readers take action before, during, and after reading. • Readers set goals for themselves. • Readers keep track of their thinking in many ways. • Readers reflect and share.
Unit 2: <i>Fiction Tackling Fiction</i>	9 Weeks	<ul style="list-style-type: none"> • Readers recognize different types of literature. • Readers think deeply about story elements (characters, plot, settings, themes). • Readers keep track of their thinking and share ideas with others. • 	<ul style="list-style-type: none"> • Readers recognize different types of literature. • Readers think deeply about story elements (characters, plot, settings, themes). • Readers keep track of their thinking and share ideas with others.
Unit 3: <i>NonFiction Navigating Nonfiction</i>	9 Weeks	<ul style="list-style-type: none"> • Readers use different strategies to read and understand nonfiction texts. • Readers recognize text types, text features, and text structures. • Readers recognize different perspectives, purposes, and points of view. • Readers keep track of thinking through discussions and writing. 	<ul style="list-style-type: none"> • Readers use different strategies to read and understand nonfiction texts. • Readers recognize text types, text features, and text structures. • Readers recognize different perspectives, purposes, and points of view. • Readers keep track of thinking through discussions and writing.

<p>Unit 4: Poetry <i>The Power of Poetry & Plays</i></p>	<p>6 Weeks</p>	<ul style="list-style-type: none"> • Readers recognize different features and structural elements of poetry. • Readers navigate poetry by using different strategies. • Readers interpret messages in poems and in books. • Readers keep track of thinking through discussions and writing about reading. . 	<ul style="list-style-type: none"> • Readers recognize different features and structural elements of poetry. • Readers navigate poetry by using different strategies. • Readers interpret messages in poems and in books. • Readers keep track of thinking through discussions and writing about reading.
<p>Unit 5: Social Studies <i>Cracking Open Content Areas: Colonial America</i></p>	<p>4 Weeks shared with 3 Weeks of Writing</p>	<ul style="list-style-type: none"> • Readers create goals to help them focus their studies. • Readers use context clues and text features to determine the meaning of domain specific words and phrases. • Readers integrate information from multiple perspectives. • Readers keep track of thinking by using note-taking strategies. 	<ul style="list-style-type: none"> • Readers create goals to help them focus their studies. • Readers use spelling patterns, context clues and text features to determine the meaning of domain specific words and phrases. • Readers integrate information from multiple perspectives. • Readers keep track of thinking by using note-taking strategies. • Readers and writers notice and apply appropriate grammatical structure

Launch: A Time for Action

Grade 4 Unit 1

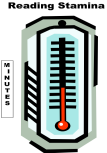
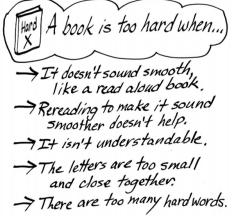
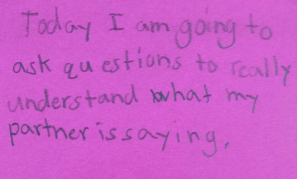
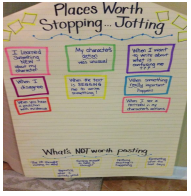
This is a time to get students back into the practice of reading every day. Remind students about why and how we get lost in books. As fourth graders students spend time talking about their thinking every day and then use this talking to write about their thinking. Students interact with books in new and complex ways such as developing a theory, looking for patterns, making comparisons, and monitoring their own reading. It is all about independence! We called this unit *A Time for Action* because we want all students to understand that reading is an active process of thinking while they read, in conversations with others, and on the page in writing.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers take action while reading? • How and why do readers set goals for themselves? • How do readers keep track of and share their thinking? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles. Readers take action before, during, and after reading. • Readers set goals for themselves. • Readers keep track of their thinking in many ways. • Readers reflect and share.
<p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Albert</i> by Donna Jo Napoli • <i>The Lonely Book</i> by Kate Bernheimer • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca • <i>Planting the Trees of Kenya: the Story of Wangari Maathai</i> by Claire A. Nivola • <i>Tomas and the Library</i> by Pat Mora • <i>A Whiff of Pine, a Hint of Skunk: A Forest of Poems</i> by Deborah Ruddell <p>Shared Texts</p> <ul style="list-style-type: none"> • “Anchor Leg” by Rich Wallace from <i>Highlights Magazine</i> • “Bee Smart!” by Karen Smith and Carey Moore • “Going Green in School” by Carol Lattimore • “How Humpbacks Go Fishing” by Linda Brown Anderson from <i>Highlights Magazine</i> • “The Library of My Dreams” by E.D. Woodworth • “Roller Coaster Rob” by E.D. Woodworth • “Stapler” by Georgia Heard • “What a Pro Knows: Bubble Science” by Carly Schuna from <i>Highlights Magazine</i> <p>OTHER:</p>	<p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.4.1, RL.4.2, RL.4.3 <i>Craft and Structure:</i> RL.4.4 <i>Range of Reading and Level of Text Complexity:</i> RL.4.10</p> <p><u>Reading Standards for Information</u> <i>Key Ideas and Details:</i> RI.4.1, RI.4.2, RI.4.3 <i>Craft and Structure:</i> RI.4.4 <i>Integration of Knowledge and Ideas:</i> RI.4.7, RI.4.8 <i>Range of Reading and Level of Text Complexity:</i> RI.4.10</p> <p><u>Reading Foundation Skills:</u> <i>Phonics and Word Recognition:</i> RF.4.3 <i>Fluency:</i> RF.4.4</p> <p><u>Writing</u> <i>Research to Build and Present Knowledge:</i> W.4.9 <i>Range of Writing:</i> W.4.10</p>

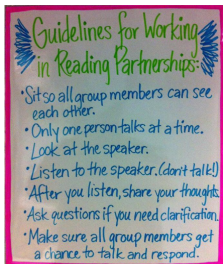
<ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet 	<p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.4.1, SL.4.2, SL.4.3 <i>Presentation of Knowledge and Ideas:</i> SL.4.4</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.4.1 <i>Knowledge of Language:</i> L.4.3</p> <p><u>Career Readiness Practices</u> CRP1.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language:</i> ELD Standard 1 <i>The Language of Language Arts:</i> ELD Standard 2</p>
<p>What Students Are Reading: Teachers can guide students to read around their level from the end of 3rd grade. This tends to be one level below, on, and above. In this unit students will need to choose both fiction and nonfiction. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels K- N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. 	<p>Unit Timeframe: 3 Weeks</p>
<p>Vocabulary and Key Concepts: See pages 9-10 in Schoolwide binder: Launch Grade 4</p> <p>Analyze-carefully examine</p> <p>Character-person, animal, or figure in a story</p> <p>Conflict-struggle between opposing forces</p> <p>Genre-type of literary composition</p> <p>Infer-making an educated guess with textual support</p> <p>Literary-concerning writing, content of literature</p> <p>Mood-emotional setting surrounding the reader</p> <p>Plot-events that make up a story</p>	<p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring,</p> <p><u>Summative:</u> SchoolWide reading assessments and teacher created assignments</p> <p><u>Benchmark:</u> Fountas & Pinnell, Word Study</p>

<p>Resolution-unfolding of the solution of a complicated issue in a story</p> <p>Schema-relevant background knowledge, prior knowledge, or just plain experience, when students make connections to the text</p> <p>Setting-time and geographic location within a narrative or within a work of fiction</p> <p>Theme-main idea or an underlying meaning of a literary work, which may be stated directly or indirectly</p> <p>Tone-the way the author expresses his attitude through his writing</p> <p>Transition-words, phrases, or sentences that connect one topic or idea to another</p> <p>Visualize-recall or form mental images or pictures</p>	<p><u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills: <i>Building Vocabulary</i></p>	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> ● Strategy and flexible groups based on formative assessment or student choice ● Guided reading groups ● One:One conferring with teacher ● Student selected goals for reading ● Level of independence ● Consult mentor texts to support reading strategies ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504
<p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines</p> <p><u>Social Studies:</u> Amistad Mandate</p> <p><u>Career Readiness, Life Literacies, & Key Skills:</u> 9.4.5.GCA.1, 9.4.5.TL.3</p> <p>In this unit, students will have the opportunity to become a classroom of readers and learn how to function in a community. <i>Planting the Trees of Kenya: the Story of Wangari Maathai</i> celebrates an amazing woman for her mission to better her homeland in Kenya by teaching others to care for it. Students can use their computer devices to access digital texts and compose documents.</p>	

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
<p>Readers take action before, during, and after reading.</p>	<p>Readers practice the routines of an interactive read aloud (Lesson 1).</p> <ul style="list-style-type: none"> • Active listening • Stop and jot • Turn and talk <p>Readers create a Reader's Notebook.</p> <p>Readers practice the routines of Independent Reading (Lesson 1).</p>	<p>Readers practice the routines of a Mini-Lesson.</p> <ul style="list-style-type: none"> • Finding their spots on the carpet/floor • Active listening • Turning and talking • Transitioning to independent reading • Share <p>Readers create a Reader's Notebook.</p> <p>Readers practice the routines of Independent Reading (Lesson 1).</p> <ul style="list-style-type: none"> • Finding a "just-right" spot to read • Seeking "just-right" books for themselves (Lesson 3) • Logging their reading <ul style="list-style-type: none"> ○ Keep track of how many pages/minutes that they read each day ○ Building stamina by reading for a few more minutes each day until 30 minutes is reached. ○ Abandoning books when they are too hard, boring or confusing. 	<p>Spend time on going over the routines of each component of balanced literacy (interactive read-aloud, shared reading, workshop).</p> <p>Decorate your Reader's Notebook with images of topics that interest you, authors/books you love, etc.</p> <p>Optional anchor chart "What Do I Include in my Reading Notebook" p.76 (Mini-Lesson 1). Modify/Simplify "What is Reading Workshop" chart on p.41 (Lesson 1).</p> <p>Optional anchor chart using ideas from the "Reading Basket" and "How to Choose" charts on p. 50 & 51 (Lesson 3).</p> <p>By the end of this unit the goal is for students to read 20-30 pages within 30 minutes (depending on their reading level). If it is taking more than 1 week to read a chapter book, the book is too hard or they are not maintaining</p>

		<ul style="list-style-type: none"> ○ Re-reading when you lose focus. 	<p>focus or stamina.</p> <p>Chart or celebrate increases in stamina.</p>  <p>“A Book is too hard when” chart:</p> 
Readers set goals for themselves		<p>Readers set goals based on reflection (Mini-Lesson 2).</p> <p>These goals can be:</p> <ul style="list-style-type: none"> ● Stamina goals ● Thinking goals ● Conversational goals ● Reading notebook goals 	<p>Students can record goals in Reader's Notebook using ideas from “My Reading Goals Chart” p.82 (Mini-Lesson 2).</p> 
Readers keep track of their thinking in many ways.	<p>Readers recognize places to stop and jot in their Reader's Notebook to record their thinking (Lesson 7).</p> <p>Readers “stop and jot” when:</p> <ul style="list-style-type: none"> ● they have an idea they want to remember (Lesson 4) ● to make connections (Mini-Lesson 1) ● to prepare for conversations (Mini-Lesson 4) 	<p>Readers recognize places to stop and jot in their Reader's Notebook to record their thinking (Lesson 7).</p> <p>Readers “stop and jot” when:</p> <ul style="list-style-type: none"> ● they have an idea they want to remember (Lesson 4) ● to make connections (Mini-Lesson 1) ● to prepare for conversations (Mini-Lesson 4) 	<p>Start an anchor chart about possible places a reader might “stop and jot,” but skip KWL chart on page 55.</p> 

		<p>Readers ask questions as they read when meaning breaks down (Lesson 5, Mini-Lesson 6).</p>	<p>You might create an anchor chart that has the challenge and what to reread for. See below (Lesson 5).</p> <table><tr><td>When...</td><td>I Can...</td></tr><tr><td>I am confused about who is talking</td><td>Reread the tag words and picture who is talking</td></tr><tr><td>I don't know what a word means</td><td>Reread for clues in the words and pictures</td></tr></table> <p>Skip the activity, "The Daily News" on p. 103.</p> <p>Optional anchor chart: "Reading Response Entries" on p. 67 (Lesson 7).</p> <p>Introduce each genre, but you can skip the independent practice until future units of study.</p>	When...	I Can...	I am confused about who is talking	Reread the tag words and picture who is talking	I don't know what a word means	Reread for clues in the words and pictures
When...	I Can...								
I am confused about who is talking	Reread the tag words and picture who is talking								
I don't know what a word means	Reread for clues in the words and pictures								
	<p>Readers keep track of their thinking in different ways depending on the genre.</p> <ul style="list-style-type: none">• Fiction (Mini-Lesson 8)• Poetry (Mini-Lesson 9)• Non-Fiction (Mini-Lesson 10)	<p>Readers keep track of their thinking in different ways depending on the genre.</p> <ul style="list-style-type: none">• Fiction (Mini-Lesson 8)• Poetry (Mini-Lesson 9)• Non-Fiction (Mini-Lesson 10)							
Readers reflect and share.	<p>Readers reflect on their own reading lives, and share their reading experiences with others (Lesson 2, Mini-Lesson 3).</p> <p>Readers collaborate with others to share their thinking and grow new</p>	<p>Readers reflect on their own reading lives, and share their reading experiences with others (Lesson 2, Mini-Lesson 3).</p> <p>Readers collaborate with others to share their thinking and grow new</p>	<p>Optional anchor chart using ideas from the "My Reading Life" chart on p. 45 (Lesson 2). My Reading Life Student Handout</p> <p>Use "Discussing Our Reading" p.87 but skip "Comprehension Strategy: Making Inferences" on p. 88. (Mini-Lesson 3).</p> <p>Optional anchor chart: Meaningful Conversations - "Readers Talking Text" p. 63</p>						

	<p>ideas (Lesson 6, Mini-Lesson 4, Mini-Lesson 5).</p>	<p>ideas (Lesson 6, Mini-Lesson 4, Mini-Lesson 5).</p> <ul style="list-style-type: none">● Ask and answer questions● Make eye contact● One voice at a time● Come prepared with ideas on post-its or in notebooks (Lesson 6).● Share preferences and ideas● Provide evidence to support thinking	<p>(Lesson 6).</p> <div></div> <p>“My Contribution to the Discussion” anchor chart p. 93</p> <p>Readers can create a “Wanted” poster for the qualities they look for in a partnership.</p> <p>Click here for a rubric to evaluate Reading Discussions.</p> <p>“Purposeful Talk” p.97 (Mini-Lesson 5)</p> <table><tr><td>Active listening looks like</td><td>Active listening sounds like</td></tr><tr><td></td><td></td></tr></table> <p>Talkmark Link</p> <p>Optional: Lift the level of conversation and reflection by using fiction and nonfiction learning progressions.</p>	Active listening looks like	Active listening sounds like		
Active listening looks like	Active listening sounds like						

We suggest you SKIP the following lessons:

- Lesson 8: this will be revisited in the fiction unit.
- Mini-Lesson 7 -optional

- You might introduce/review the genres of fiction, nonfiction, and poetry in this unit during interactive read-aloud / shared reading. We suggest skipping the independent practice components of the following:
 - Mini-Lesson 8 - suggest using with Unit 2 Fiction
 - Mini-Lesson 9 - suggest using with Unit 4 Poetry
 - Mini-Lesson 10 - suggest using with Unit 3 Nonfiction

Celebration Ideas:

- Students respond to essential questions
- Interview reading partner about what actions have helped them the most
- Make a class goals bulletin board
- Video reading partnerships and share
- Pick one of their favorite books and read aloud in groups or do book talks

Fiction: Tackling Fiction

Grade 4 Unit 2

In this unit, students are ready to “roll up their sleeves” as they more fully realize the magic of fiction. Students will see that there is a wide world of fiction; they will recognize different types of fiction as they encounter various mentor texts and independent reading books within the genres of traditional literature, myths, folktales, dramas, and mythology. As fiction becomes more complex as students enter the upper elementary grades, students will realize how characters grow and change, how the relationship between the setting and plot affects the overall story, how point of view is crucial, and how themes emerge across texts. During this time, students will discover a wealth of words as they become detectives to uncover their meanings.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I form ideas about different types of literature? • How and why do readers think deeply about story elements? • How does point of view affect the overall story? • How do readers keep track of their thinking and share ideas with others? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles. Readers recognize different types of literature. • Readers think deeply about story elements (characters, plot, settings, themes). • Readers keep track of their thinking and share ideas with others.
<p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>The Adventures of Spider: West African Folktales</i> retold by Joyce Cooper Arkhurst • <i>The Gods and Goddesses of Olympus</i> by Aliko • <i>Jalapeno Bagels</i> by Natasha Wing • <i>King Midas and the Golden Touch</i> by Charlotte Craft • <i>The Korean Cinderella</i> by Shirley Climo • <i>The Rough-Face Girl</i> by Rafe Martin <p>Shared Texts</p> <ul style="list-style-type: none"> • “Cheese for Dinner: A Tale from Mexico” retold by Judy Goldman from <i>Highlights Magazine</i> • “The Last Bicycle” by Betty X. Davis from <i>Spider Magazine</i> • “Molly and the NEw Neighbors” by Mark Gartside from <i>Spider Magazine</i> • “Pandora’s Box” by Ed Combs <p>OTHER:</p>	<p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.4.1, RL.4.2, RL.4.3 <i>Craft and Structure:</i> RL.4.4, RL.4.5, RL.4.6 <i>Integration of Knowledge and Ideas:</i> RL.4.7, RL.4.9 <i>Range of Reading and Level of Text Complexity:</i> RL.4.10</p> <p><u>Reading Foundation Standards:</u> <i>Phonics and Word Recognition:</i> RF.4.3 <i>Fluency:</i> RF.4.4</p> <p><u>Writing Standards</u> <i>Research to Build and Present Knowledge:</i> W.4.9A <i>Range of Writing:</i> W.4.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.4.1, SL.4.2, SL.4.3</p>

<ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet 	<p><i>Presentation of Knowledge and Ideas:</i> SL.4.4, SL.4.5, SL.4.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.4.1 <i>Knowledge of Language:</i> L.4.3 <i>Vocabulary Use and Acquisition:</i> L.4.4, L.4.5, L.4.6</p> <p><u>Career Readiness Practices</u> CRP1</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language:</i> ELD Standard 1 <i>The Language of Language Arts:</i> ELD Standard 2</p>
<p>What Students Are Reading: Students will be reading various types of fiction. Teachers can guide students to read around their level from the F&P benchmarking assessment. This tends to be one level below, on, and above. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels K- N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. 	<p>Unit Timeframe: 9 Weeks</p>
<p>Vocabulary and Key Concepts: See pages 9-10 in Schoolwide binder: Launch Grade 4 Chronological-time order Dialogue-spoken words in writing Drama-a type of literature, a play with a serious tone Elements-parts that make up a whole Message/Moral-a message from the author, something that is learned in the story</p>	<p>Assessments (some assessments can be in more than one category): <u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring,</p> <p><u>Summative:</u> SchoolWide reading assessments, Sample: Reading Response Rubric, and teacher created assignments</p> <p><u>Benchmark:</u> Fountas & Pinnell, Word Study</p>

<p>Predictions-thoughts about what will happen next based on textual support</p> <p>Purpose-the reason</p> <p>Quest-journey of a character</p> <p>Structure-how a piece of writing is put together to make a cohesive piece</p> <p>Tension-balance between opposing forces</p> <p>Trickery-practice of deception</p>	<p><u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills: <i>Building Vocabulary</i></p>	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> ● Strategy and flexible groups based on formative assessment or student choice ● Guided reading groups ● One:One conferring with teacher ● Student selected goals for reading ● Level of independence ● Consult mentor texts to support reading strategies ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504

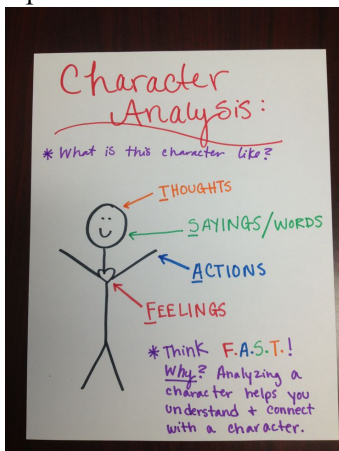
Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: 6.1.5.HistoryUP.6, 6.1.5.HistoryUP.7, Amistad Mandate, Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate

Career Readiness, Life Literacies, & Key Skills: 9.4.5.GCA.1, 9.4.5.TL.3

In this unit, students will have the opportunity to read a variety of fiction including realistic, myths and tales gaining exposure to a variety of cultures. Two tales, *The Korean Cinderella*, *The Rough-Face Girl*, share the Cinderella story in a Korean and Algonquin version. With the topic of bullying at hand, these stories relate to the Holocaust Mandate. *The Korean Cinderella* and King Midas can be used to meet the AAPI Mandate.. *The Adventures of Spider: West African Folktales* exposes students to world cultures. *Jalapeno Bagel* provides students an opportunity to learn about how events can be interpreted differently by people from different cultures and why it is important to understand multiple perspectives. Students can use their devices to locate digital texts, create documents and participate in classroom activities.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers				
Readers recognize different types of literature.	Readers identify traditional literature, including: realistic fiction, myths, folktales, multicultural stories, (Lesson 1) and drama (Mini-Lesson 5).	Readers identify traditional literature, including: <ul style="list-style-type: none">● realistic fiction● Myths● folktales● multicultural stories (Lesson 1)● drama (Mini-Lesson 5)	<p>*Teachers need to consistently reinforce using text evidence to support ideas throughout the unit.</p> <p>Teachers might want to start with Mini-Lesson 8 from the Launch Unit: “The Magic of Fiction” (p. 109).</p> <p>Break up Lesson 1 into multiple sessions to introduce different genres of fiction. Use the teacher reference chart, “Types of Fiction,” on page 38.</p> <table><tr><td>Type of literature:</td><td>Title</td><td>Author</td><td>Clues that helped me decide:</td></tr></table>	Type of literature:	Title	Author	Clues that helped me decide:
Type of literature:	Title	Author	Clues that helped me decide:				

			<table><tr><td></td><td></td><td></td><td></td></tr></table> <p>“The Text Features and Language of Drama” teacher reference p. 108</p>						
Readers think deeply about characters.	<p>Readers infer a character’s traits by examining characters’ thoughts/feelings, actions and dialogue based on evidence in the text (Lesson 6, Mini-Lesson 1).</p> <p>Readers note patterns in a character’s actions.</p> <p>Readers identify how a character might grow and change throughout the text (Mini-Lesson 4).</p> <p>Readers analyze characters’ struggles, motivations, and obstacles (Mini-Lesson 1).</p>	<p>Readers infer a character’s traits by examining characters’ thoughts/feelings, actions and dialogue based on evidence in the text (Lesson 6, Mini-Lesson 1).</p> <p>Readers note patterns in a character’s actions.</p> <p>Readers identify how a character might grow and change throughout the text (Mini-Lesson 4).</p> <p>Readers analyze characters’ struggles, motivations, and obstacles (Mini-Lesson 1).</p>	<p>Make sure you are consistently reinforcing the use of text evidence to support ideas throughout the unit.</p> <p>Optional anchor charts:</p> <div></div> <table><tr><th colspan="2">Character:</th></tr><tr><td>Trait:</td><td>Evidence from the text:</td></tr><tr><td></td><td></td></tr></table>	Character:		Trait:	Evidence from the text:		
Character:									
Trait:	Evidence from the text:								

			<p>Developing Ideas about Characters</p> <ul style="list-style-type: none"> • My character often ... for example ... This makes me think ... • I used to think my character was ... because in the text ... but now I'm thinking ... because ... • I'm realizing ... about my character ... • My character is changing. He used to ... but now ... I think the change is caused by ... <p>You can use "Character Traits Scavenger Hunt" p.86 with Mini-Lesson 1 and "Examining the Cast of Characters" organizer p.88</p>
Readers think deeply about story elements (plot, setting, theme).	<p>Readers interpret signal words to show that stories are told using chronological text structure (Lesson 2).</p> <p>Readers pay attention to how the characters, settings, and plot are all related. (Lesson 4, Mini-Lesson 9).</p> <p>Readers identify different types of conflict or tension in a story (Mini-Lesson 9).</p> <ul style="list-style-type: none"> • Internal Conflict 	<p>Readers interpret signal words to show that stories are told using chronological text structure (Lesson 2).</p> <p>Readers pay attention to how the characters, settings, and plot are all related. (Lesson 4, Mini-Lesson 9).</p> <p>Readers identify different types of conflict or tension in a story (Mini-Lesson 9).</p> <ul style="list-style-type: none"> • Internal Conflict 	<p>Use "Transition Words" anchor chart p. 46</p> <p>Readers can stop and jot noticings on the "Beginning, Middle, and End" organizer p.42</p> <p>Introduce the problem of the story also as the "main conflict" or "tension, as the language used is not consistent throughout the unit in the various resources provided.</p>


	<ul style="list-style-type: none"> External Conflict <p>Readers analyze how writers of fiction often impart important ideas, messages, and lessons (Lesson 5, Mini-Lesson 2).</p> <p>Readers notice common themes as they make connections across texts (Mini-Lesson 10).</p> <p>Readers recognize the writer's tone and the mood created in a fictional text (Mini-Lesson 7).</p> <p>Readers identify first person and third person narration (Lesson 3).</p>	<ul style="list-style-type: none"> External Conflict <p>Readers analyze how writers of fiction often impart important ideas, messages, and lessons (Lesson 5, Mini-Lesson 2).</p> <p>Readers notice common themes as they make connections across texts (Mini-Lesson 10).</p> <p>Readers recognize the writer's tone and the mood created in a fictional text (Mini-Lesson 7).</p> <p>Readers identify first person and third person narration (Lesson 3).</p>	<p>Optional: Use anchor chart p.127 (Mini-Lesson 9).</p> <p>Revisit Lesson 8 from the Launch Unit and use the anchor chart, "Determining the Theme of a Story" in Launch binder, p. 71 to introduce the theme.</p> <p>"Common Themes in Folktales" anchor chart p. 134 (Mini-Lesson 10).</p> <p>Use "Tone and Mood" anchor chart p. 117 and "Tone and Mood" organizer p. 118 (Mini-Lesson 7).</p> <p>Note: Tone and mood will be revisited in Colonial America, Unit 5.</p> <p>Use the anchor chart on page 51 (Lesson 3).</p>
Readers keep track of their thinking and share ideas with others.	Readers stop and jot at various points while reading.	Readers stop and jot at various points while reading.	Continue reinforcing and referring to the Launch anchor charts, "Places to Stop and Jot" and guidelines for "Purposeful Talk" in reading partnerships from Unit 1.

	<p>Readers determine the meaning of unfamiliar words and phrases (Lesson 8).</p> <p>Readers discover how familiar words, phrases, and expressions are derived from Greek mythology (Mini-Lesson 6).</p>	<p>Readers determine the meaning of unfamiliar words and phrases (Lesson 8).</p> <p>Readers discover how familiar words, phrases, and expressions are derived from Greek mythology (Mini-Lesson 6).</p>	<p>If students are limited in their access to independent reading texts within the genre of Greek mythology, they can practice finding interesting words and phrases in different types of fiction instead.</p>
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We suggest you SKIP the following lessons:

- Lesson 7 - Trickster Tales
- Mini-Lesson 3- Flat/Round & Static/Dynamic Characters
- Mini-Lesson 8- Making Connections

Celebration Ideas:

- Readers can respond to the essential questions.
- Host a “Character Cafe” and ask students to share their theories about the characters in their books.
- Readers can create stories with different “lenses”  to write narratives from a different point of view.
- Create a bulletin board of interesting words and phrases to celebrate the extension of vocabulary.

NonFiction: Navigating NonFiction

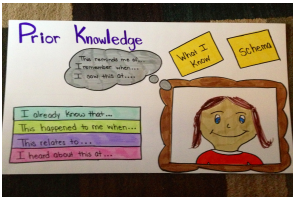
Grade 4 Unit 3

In this unit, readers take action by exploring the vast amounts of information they can learn by reading nonfiction. They will explore a variety of text structures and identify how these structures impact their comprehension. Readers will identify different text features and use these text features to navigate through and deepen their understanding of a text. Readers will recognize different points of view as they uncover how an author's purpose varies. Students will collaborate with each other through full class and small group discussions. They will also track their thinking using post its and their Reader's Notebooks.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do readers read nonfiction? • How do text features and text structure help readers to understand nonfiction text? • How does an author's perspective and point of view affect the way nonfiction is written? • How do readers of nonfiction keep track of their thinking? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles. • Readers use different strategies to read and understand nonfiction texts. • Readers recognize text types, text features, and text structures. • Readers recognize different perspectives, purposes, and points of view. • Readers keep track of thinking through discussions and writing.
<p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Can You Fly High, Wright Brothers?</i> By Melvin and Gilda Berger • <i>A Drop Around the World</i> by Barbara Shaw McKinney • <i>Just a Second: A Different Way to Look at Time</i> by Steve Jenkins • <i>Oceanography: The Study of Oceans</i> by Susan H. Gray • <i>You Wouldn't Want to Work on the Hoover Dam! An Explosive Job You'd Rather Not Do</i> by Ian Graham or <i>Climate Change and Air Quality</i> by Linda Crotta Brennan • <i>Young Pele: Soccer's First Star</i> by Lesa Cline-Ransome <p>Shared Texts</p> <ul style="list-style-type: none"> • "Being Squirrely" by Diana Vela • "E-Trash: What Happens to Our Old Electronics?" by Rachel H. • "Getting Back Up With Lindsey Vonn" by Andrew D. • "Jamestown" by Fran Downsey from <i>National Geographic Kids</i> • "Recycling" by Linda Haynie • "Why Pluto Is No Longer a Planet" by Karen Smith and Casey Moore • <i>Zoobooks: Butterflies</i> by Beth Wagner Brust 	<p>NISLS-ELA NISLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Information</u> <i>Key Ideas and Detail:</i> RI.4.1, RI.4.2, RI.4.3 <i>Craft and Structure:</i> RI.4.4, RI.4.5 <i>Integration of Knowledge and Ideas:</i> RI.4.7, RI.4.8, RI.4.9 <i>Range of Reading and Level of Text Complexity:</i> RI.4.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.4.3 <i>Fluency:</i> RF.4.4</p> <p><u>Writing Standards</u> <i>Research to Build and Present Knowledge:</i> W.4.8, W.4.9B <i>Range of Writing:</i> W.4.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.4.1, SL.4.2, SL.4.3</p>

<ul style="list-style-type: none"> • <i>Zoobooks: Snakes</i> by John Bonnett Wexco <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet 	<p><i>Presentation of Knowledge and Ideas:</i> SL.4.4 SL.4.5 SL.4.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.4.1 <i>Knowledge of Language:</i> L.4.3 <i>Vocabulary Use and Acquisition:</i> L.4.4, L.4.5, L.4.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP9.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language:</i> ELD Standard 1 <i>The Language of Language Arts:</i> ELD Standard 2 <i>The Language of Science:</i> ELD Standard 4</p>
<p>What Students Are Reading: Teachers can guide students to read around their level based on the F&P Benchmark Assessments. This tends to be one level below, on, and above.</p> <p>In this unit students will need to choose nonfiction books to read. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels K- N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. 	<p>Unit Timeframe: 9 Weeks</p>
<p>Vocabulary and Key Concepts: See pages 9-11 in SchoolWide binder: Nonfiction Grade 4 Point of view - a particular attitude about a topic Literary nonfiction - a genre of writing that uses literary styles and techniques to create factually accurate narratives Biography - an account of someone's life Reference - a book intended to be consulted for information</p>	<p>Assessments (some assessments can be in more than one category): <u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring, <u>Summative:</u> SchoolWide reading assessments, Sample: Reading Response Rubric, and teacher created assignments <u>Benchmark:</u> Fountas & Pinnell, Word Study</p>


	<p><u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills: <i>Building Vocabulary</i></p>	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
<p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines <u>Social Studies:</u> Amistad Mandate <u>Career Readiness, Life Literacies, & Key Skills:</u> 9.4.5.CI.1, 9.4.5.CI.2, 9.4.5.DC.8, 9.4.5.TL.3</p> <p>In this unit, students will have the opportunity to learn about many different topics as they learn how to navigate non-fiction text. Students will be exposed to engineering marvels that changed our society in how we live and travel as well as environmental issues about E-trash and recycling using the shared texts, “E-Trash: What Happens to Our Old Electronics?”, “Recycling,” and <i>Climate Change and Air Quality</i> to research environmental concerns. This unit also offers students the opportunities to learn about athletes from other countries, <i>Young Pele: Soccer’s First Star</i>, as well as notable female athletes, “Getting Back Up With Lindsey Vonn.” Students will also have a chance to investigate unusual careers like being an inventor, <i>Can You Fly High, Wright Brothers?</i>, and <i>You Wouldn’t Want to Work on the Hoover Dam! An Explosive Job</i> . Using the reader’s notebook, graphic organizers and technology as tools to conduct research and share their information.</p>	

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers																			
Readers use different strategies to read and understand nonfiction texts.	Readers preview, skim, and scan to activate background knowledge (Lesson 3).	Readers preview, skim, and scan to activate background knowledge (Lesson 3, Mini-Lesson 1).	Anchor chart “Activating Our Prior Knowledge” p. 54 (Lesson 3). 																			
	Readers use multiple fix up strategies for unfamiliar words or phrases (Lesson 6).	Readers use multiple fix up strategies for unfamiliar words or phrases (Lesson 6). Readers use text features to determine the meaning of new words (Mini-Lesson 3).	Anchor chart “Word Detective Strategies” p. 76 (Lesson 6). Anchor chart or student graphic organizer “Learning from Nonfiction Text Features”p. 104 (Mini-Lesson 3).																			
	Readers use context clues and word parts to determine the meaning of unfamiliar words (Mini-Lesson 7).	Readers use context clues and word parts to determine the meaning of unfamiliar words (Mini-Lesson 7).	Reader’s Notebook Idea: Students analyze bolded words with partners Reader’s Notebook Ideas: Use prior knowledge to infer <table border="1"><tr><td>I read..</td><td>I know..</td><td>I think the word means</td></tr><tr><td></td><td></td><td></td></tr></table> Clue Chart: <table border="1"><tr><td>Word</td><td>Clue 1</td><td>Clue 2</td><td>What it means here</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Word Parts <table border="1"><tr><td>Prefix or Suffix</td><td>Root Word</td><td>New Word</td></tr><tr><td></td><td></td><td></td></tr></table>	I read..	I know..	I think the word means				Word	Clue 1	Clue 2	What it means here					Prefix or Suffix	Root Word	New Word		
I read..	I know..	I think the word means																				
Word	Clue 1	Clue 2	What it means here																			
Prefix or Suffix	Root Word	New Word																				

			<p>Shared Reading ideas to teach context clues: Charades: Students pick words from the text and act them out</p> <p>Guess the Covered Word: Cover the word, have students infer what it might be and try it out, choose a word that makes sense</p> <p>Growing Chart: list of strategies such as;</p> <ul style="list-style-type: none"> ● image ● word box ● look for comma, dash, colon, the word “or” ● insert a word you know ● consider part of speech <p>Shared Reading Idea to teach using word parts: Highlight specific word part (Examples: root words, suffixes, prefixes, word families)</p> <p>Break words into chunks and model how each smaller work has a meaning (Example: “care” and “full”. Together they mean “full of care”)</p> <p>Word Hunt: Find other words with a particular word part</p> <p>Sort: Sorting words with the same word parts</p>
Readers recognize text types, features, and text structure.	Readers identify nonfiction text types (Lesson 1). <ul style="list-style-type: none"> ● Literary Nonfiction 	Readers identify nonfiction text types (Lesson 1). <ul style="list-style-type: none"> ● Literary Nonfiction 	Optional Nonfiction Scavenger Hunt chart p. 44 (Lesson 1).

	<ul style="list-style-type: none">● Biography● Reference <p>Readers identify text features and use them to navigate and understand (Lesson 2 and Mini-Lesson 2).</p> <p>Readers identify and use text structures; description and chronological (Lesson 4).</p> <p>Readers use signal words to determine a description type of the text structure (Lesson 4, Mini-Lesson 4).</p> <p>Readers use signal words to determine a chronological type of text structure (Lesson 4, Mini-Lesson 5).</p> <p>Readers identify and use text structures; comparison, problem/solution, and cause and effect (Lesson 5).</p> <p>Readers use signal words to determine a comparison type of text structure (Lesson 5, Mini-Lesson 6).</p>	<ul style="list-style-type: none">● Biography● Reference <p>Readers identify text features and use them to navigate and understand (Lesson 2 and Mini-Lesson 2).</p> <p>Readers identify and use text structures; description and chronological (Lesson 4).</p> <p>Readers use signal words to determine a description type of the text structure (Lesson 4, Mini-Lesson 4).</p> <p>Readers use signal words to determine a chronological type of text structure (Lesson 4, Mini-Lesson 5).</p> <p>Readers identify and use text structures; comparison, problem/solution, and cause and effect (Lesson 5).</p> <p>Readers use signal words to determine a comparison type of text structure (Lesson 5, Mini-Lesson 6).</p>	<p>Modify/simplify “Identifying Nonfiction Text Features” chart p.48-50 (Lesson 2). Note: Teach each text structure individually</p> <p>Nonfiction Text Structures Organizer p. 60 (Lesson 4).</p> <p>Description and Chronological Organizers p. 61-63 (Lesson 4).</p> <p>Description Organizer p. 110 (Mini-Lesson 4).</p> <p>Chronological Organizer p. 119 (Mini-Lesson 5).</p> <p>Compare/Contrast Organizer p.125 (Mini-Lesson 6). Reader’s Notebook Idea: T-Chart rather than Venn Diagram</p> <table><tr><td>_____</td><td>Both</td><td>_____</td></tr><tr><td></td><td></td><td></td></tr></table>	_____	Both	_____			
_____	Both	_____							

	<p>Readers use signal words to determine a problem/solution text structure (Lesson 5, Mini-Lesson 4).</p> <p>Readers use signal words to determine a cause and effect text structure (Lesson 5).</p>	<p>Readers use signal words to determine a problem/solution text structure (Lesson 5, Mini-Lesson 4).</p> <p>Readers use signal words to determine a cause and effect text structure (Lesson 5).</p>	<p>Problem/Solution Organizer p. 112 (Mini-Lesson 4.)</p> <p>Cause and Effect Organizer p. 70 (Lesson 5).</p>
<p>Readers recognize different perspectives, purpose and points of view.</p>	<p>Readers identify the author's purpose to analyze content (Lesson 7).</p> <p>Readers identify evidence to support the author's point of view (Mini-Lesson 8).</p> <p>Readers integrate information from multiple texts (Mini-Lesson 10).</p>	<p>Readers identify the author's purpose to analyze content (Lesson 7).</p> <p>Readers identify evidence to support the author's point of view (Mini-Lesson 8).</p> <p>Readers integrate information from multiple texts (Mini-Lesson 10).</p> <p>Readers look at the author's craft moves and think about how this reveals their perspective. They might look at:</p> <ul style="list-style-type: none"> • Word choice • Visuals • Page layout and design • Color choice <p>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</p>	<p>Student graphic organizer "What's the Purpose" p. 83 (Lesson 7).</p> <p>Possible anchor chart Reader's Notebook Stems: The author believes... The text states... This tells me...</p> <p>Note: Mini-Lesson 10 should be modeled before Mini-Lesson.</p> <p>"Summarizing One Topic From Two Texts" Organizer p.146 (Mini-Lesson 10)</p> <p>Reader's Notebook Stems: Text 1 states... Text 2 states... So I can conclude...</p>

		<p>author include? What details did the author exclude?"</p> <p>Readers do not just look at what information is given by an author but also how it is given. This gives clues to us about how the author really feels about the topic.</p> <p>Readers notice their own perspective they bring to a book's topic. They think about what they already believe and feel.</p> <p>Readers consider what they know, wonder, learn and now believe about a topic.</p>	
Readers keep track of thinking through discussions and writing.	<p>Readers summarize and share key ideas using 5 Ws (Lesson 8).</p> <p>Readers summarize and share main ideas and details (Mini-Lesson 9).</p>	<p>Readers summarize and share key ideas using 5 Ws (Lesson 8).</p> <p>Readers summarize and share main ideas and details (Mini-Lesson 9).</p> <p>Readers match the ways they take notes about what they are learning from their nonfiction text to the type of text they are reading.</p> <ul style="list-style-type: none"> • If you are reading a narrative nonfiction text you might want to use a timeline to keep track of key important events. • If you are reading a persuasive nonfiction text you might want to use box and bullets for the author's claim and support. 	<p>Optional anchor chart "A Reporter's Formula" p. 88 (Lesson 8).</p> <p>"Summary Graphic Organizer" p. 141 (Mini-Lesson 9).</p> <p>Reader's Notebook Idea:</p> 

		<ul style="list-style-type: none"> If you are reading an expository text you might want to make a t-chart for each category of information. <p>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.</p>	
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We suggest you skip the following lessons: None

Celebration Ideas:

- Report: Readers can read a current event article and rewrite it using an appropriate text structure and helpful text features. These new articles can be displayed on a board in the classroom, or during a “Current Events Cafe” celebration.
- Summarize: Readers can summarize their favorite text and share their summaries with partners or in a full class model on the carpet.
- Journal: Readers can rewrite a text that they have read using a different point of view.
- Debate: Readers can debate on a topic that they read about using evidence from the texts that they have read to support their opinion.

Poetry: The Power of Poetry & Plays

Grade 4 Unit 4

In this unit, readers will explore the power of poetry. Readers of poetry often use different strategies than readers of fiction and nonfiction. As they explore the genre, structural elements and patterns will become evident as they uncover how a poet's purpose varies. Literary devices, sensory details, and interesting words and phrases enable poetry to pop off the page and become a movie in their mind. As readers of poetry explore this genre, they further their abilities to keep track of their thinking and engage in meaningful conversations with their peers.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers recognize different features and structural elements of poetry? • How do readers navigate the elements of poetry? • How do readers keep track of their thinking? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers recognize different features and structural elements of poetry. • Readers navigate poetry by using different strategies. • Readers interpret messages in poems and in books. • Readers keep track of thinking through discussions and writing about reading.
<p>Teaching Texts: SCHOOLWIDE: Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Barefoot</i> by Stefi Weisburd • <i>Forest has a Song</i> by Amy Ludwig Vanderwater • <i>Messing Around on the Monkey Bars and Other School Poems for Two Voices</i> by Betsy Franco • <i>Mirror Mirror: A Book of Reversible Verse</i> by Marilyn Singer • <i>Please Bury Me in the Library</i> by J. Patrick Lewis • <i>Zombies! Evacuate the School!</i> By Sara Holbrook <p>Shared Texts</p> <ul style="list-style-type: none"> • “Best Friend” by Robin Cohen • “Cinquain” by Paul B. Janeczko • “Oak Tree” by Georgia Heard • “On Being the Oldest” by Karen Smith • “School is Over” by Robin Cohen <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet 	<p>NJSLS-ELA Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Detail:</i> RL.4.1, RL.4.2, RL.4.3 <i>Craft and Structure:</i> RL.4.4, RL.4.5, RL.4.6 <i>Integration of Knowledge and Ideas:</i> RL.4.7, RL.4.9 <i>Range of Reading and Level of Text Complexity:</i> RL.4.10</p> <p><u>Reading Foundation Standards</u> <i>Phonics and Word Recognition:</i> RF.4.3 <i>Fluency:</i> RF.4.4</p> <p><u>Writing Standards</u> <i>Range of Writing:</i> W.4.10</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.4.1, SL.4.2, SL.4.3 <i>Presentation of Knowledge and Ideas:</i> SL.4.4, SL.4.5, SL.4.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.4.1 <i>Knowledge of Language</i> L.4.3 <i>Vocabulary Use and Acquisition:</i> L.4.4, L.4.5, L.4.6</p>

	<p><u>Career Readiness Practices</u> CRP1. CRP4.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2</p>
<p>What Students Are Reading: Students will be reading various types of poetry in this unit. Poems can be accessed in your classroom library, media center, or using various digital resources.</p> <p>It is important for students to keep up their reading stamina and skills by reading fiction and nonfiction as well during independent reading.</p> <p>Teachers can guide students to read around their level from the F & P benchmarking assessment. This tends to be one level below, on, and above. We suggest the following:</p> <ul style="list-style-type: none"> • Students reading levels K- N should select 5-6 books per week. • Students reading levels O and above should select 3-4 books per week. 	<p>Unit Timeframe: 6 Weeks</p>
<p>Vocabulary and Key Concepts: See pages 9-11 in SchoolWide binder: Poetry Grade 4</p> <p>Alliteration- figure of speech and a stylistic literary device which is identified by the repeated sound of the first or second letter in a series of words, or the repetition of the same letter sounds</p> <p>Boldface-bold type</p> <p>Couplet- literary device that can be defined as having two successive rhyming lines in a verse, and has the same meter to form a complete thought</p> <p>Images-appeals directly to the reader's taste, touch, hearing, sight, or smell; vivid phrase that evokes a particular sensation in the reader's mind</p>	<p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring,</p> <p><u>Summative</u>: SchoolWide reading assessments, Sample: Reading Response Rubric, and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, Word Study</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>

<p>Onomatopoeia-poetic structure of words to convey how something sounds</p> <p>Pattern-a repeated word, phrase, or image</p> <p>Repetition-repeating word, phrase or image to emphasize significance</p> <p>Rhyme Scheme-deliberate pattern of lines that rhyme with other lines in a poem or stanza</p> <p>Sensory- language that connects to the five senses (sight, sound, smell, taste, touch) to create an image or description</p> <p>Stanza-division of four or more lines having a fixed length, meter, or rhyming scheme</p> <p>Visualize-recall or form mental images or pictures</p>	
<p>Reading Foundation Skills: <i>Building Vocabulary</i></p>	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504
<p>Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines <u>Career Readiness, Life Literacies, & Key Skills: 9.4.5.TL.3</u> In this unit, students will have the opportunity to think creatively about the genre of poetry while appreciating the language, topics, and poetic device choices that help make the genre so creative. Students can create, type and illustrate a poem to share.</p>	

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
<p>Readers recognize different features and structural elements of poetry.</p>	<p>Readers preview a variety of different poems (Lesson 1, Lesson 8).</p> <p>Readers of poetry identify lines and stanzas and use them to read in a poetic voice.</p> <p>Readers compare and contrast structural elements of poems (Lesson 8).</p>	<p>Readers preview a variety of different poems (Lesson 1, Lesson 8).</p> <p>Readers of poetry identify lines and stanzas and use them to read in a poetic voice.</p> <p>Readers compare and contrast structural elements of poems (Lesson 8).</p>	<p>Readers can turn and talk or stop and jot their noticings about poetry in their notebooks or on a whole class anchor chart. Refer to “Do You See What I See?” p. 32 for ideas.</p> <p>Begin an anchor chart using the model below to define lines and stanzas. Use the link to make it larger.</p> <div data-bbox="1591 695 1919 948" data-label="Diagram"> </div> <p>Anchor Chart Link</p> <p>Use the anchor chart, “Structural Comparison of ‘Trampoline’ and ‘Oak Tree’” on p. 60. Readers can create a similar T-Chart in the Reader’s Notebook. (Lesson 8), Do NOT use the checklist for Lesson 8.</p>
<p>Readers navigate poetry by using different strategies.</p>	<p>Readers pay attention different elements of a poem:</p>	<p>Readers pay attention different elements of a poem:</p>	<p>Plan these lessons over multiple sessions. Do not use “Do You Hear It Here?” on</p>

	<ul style="list-style-type: none">● Rhyme (Lesson 2, Mini-Lesson 3).● Alliteration (Lesson 2)● Onomatopoeia (Lesson 2)● Sensory details (Lesson 3)	<ul style="list-style-type: none">● Rhyme (Lesson 2, Mini-Lesson 3).● Alliteration (Lesson 2)● Onomatopoeia (Lesson 2)● Sensory details (Lesson 3, Mini-Lesson 7)● Repetition (Mini-Lesson 4)● Similes and metaphors (Mini-Lesson 8)	<p>page 36. Use the anchor chart below or add to the chart above.</p> <p>Suggested anchor chart:</p> <table><tr><th colspan="2">Literary Devices in Poetry</th></tr><tr><td>Rhyme</td><td>Examples: (Patterns like couplets, aa/bb, etc...) *Refer to anchor chart on p. 75: "Examples of Rhyme Schemes"</td></tr><tr><td>Alliteration</td><td>Examples:</td></tr><tr><td>Onomatopoeia</td><td>Examples:</td></tr><tr><td>Sensory Details:</td><td>Examples: - Sight - Sound - Smell - Touch - Taste</td></tr><tr><td>Repetition</td><td></td></tr><tr><td>Similes and Metaphors</td><td></td></tr></table> <p>Optional graphic organizer on p. 40: "Can You Find the Sensory Details?" (Lesson 3).</p>	Literary Devices in Poetry		Rhyme	Examples: (Patterns like couplets, aa/bb, etc...) *Refer to anchor chart on p. 75: "Examples of Rhyme Schemes"	Alliteration	Examples:	Onomatopoeia	Examples:	Sensory Details:	Examples: - Sight - Sound - Smell - Touch - Taste	Repetition		Similes and Metaphors	
Literary Devices in Poetry																	
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Onomatopoeia	Examples:																
Sensory Details:	Examples: - Sight - Sound - Smell - Touch - Taste																
Repetition																	
Similes and Metaphors																	
Readers interpret messages in poems and in books.	<p>Readers recognize how the tone of a poem can help uncover the poet's attitude (Lesson 4).</p> <p>Readers pay attention to how the rhythm, words, and phrases a poet uses makes them feel (Lesson 4, Lesson 5, Mini-Lesson 5).</p>	<p>Readers recognize how the tone of a poem can help uncover the poet's attitude. (Lesson 4).</p> <p>Readers pay attention to how the rhythm, words, and phrases a poet uses makes them feel (Lesson 4, Lesson 5, Mini-Lesson 5).</p> <p>Readers read and re-read a poem closely to determine the</p>	<p>Readers can record helpful clues regarding tone on the graphic organizer on p.44,, "The Tone Is" (Lesson 4).</p> <p>Readers can record helpful clues regarding mood on the graphic organizer on p.49, "Feeling Moody" (Lesson 5) or "Mood Cued" on p. 85.</p> <p>Optional anchor chart: Reading closely for meaning</p>														

Readers read and re-read a poem closely to determine the meaning/message (Lesson 6, Lesson 7).

Readers notice similarities and differences in the meanings and messages of poems.

meaning/message. (Lesson 6, Lesson 7, Mini-Lesson 6).

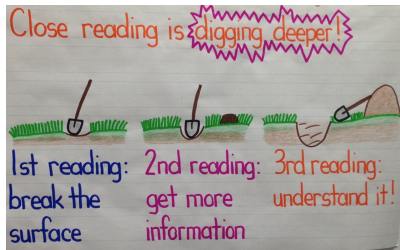
Readers interpret words and phrases to understand a poem (Mini-Lesson 1).

Readers read and reread with the message in mind to get a sense of what the poem really means (Mini-Lesson 2, Mini-Lesson 9).

Readers notice similarities and differences in the meanings and messages of poems.

Readers think about the lessons they can learn from characters' mistakes. They think about not only what the character learned from the mistake

(Lesson 6, Lesson 7).



Do **NOT** use the anchor chart, “Two Sides of a Story” on p. 90.

Optional anchor chart for Mini-Lesson or independent practice: (Mini-Lessons 1 and 2).

Interesting words and phrases:		
Word/ Phrase:	Inferred meaning:	Clues:

Refer to the anchor chart, “Fix-Up Strategies” on p. 104.

Since students are also reading just right books and not just poetry you can teach these lessons to show students that they can also interpret messages in their books. You can refer back to books you already read in the fiction unit when modeling.

		<p>but also what they (as a reader) can learn too.</p> <p>Readers find turning points in a text and use them to think about what this might reveal about a central message and theme.</p> <p>Readers think about the conflict the character faces and then what larger themes can be learned from how the character handled that conflict.</p> <p>Readers use patterns to interpret themes. They look for patterns in the</p> <ul style="list-style-type: none"> • Story elements • Author's craft • Reader's reactions • Character's choices <p>Readers ask themselves what larger ideas the patterns they find are teaching them.</p> <p>Readers notice who is narrating the text and how that point of view makes them think about the themes.</p>	
Readers keep track of thinking through discussions and writing about reading.	<p>Readers stop and jot ideas while reading poetry on post-its or in notebooks.</p> <p>Readers notice the different strategies they're using to make meaning of a poem.</p> <p>Readers record interesting words and phrases as they read in their Reader's Notebooks.</p>	<p>Readers stop and jot ideas while reading poetry on post-its or in notebooks.</p> <p>Readers notice the different strategies they're using to make meaning of a poem.</p> <p>Readers record interesting words and phrases as they read in their Reader's Notebooks.</p>	<p>These strategies are addressed in all lessons and Mini-Lessons throughout the unit.</p> <p>Mini-Lesson 10 provides an all-encompassing opportunity to "put it all together."</p>

We suggest you skip the following lessons: None

Celebration Ideas:

- Readers could analyze and share a favorite poem with a peer, small group, or the whole class.
- Create a “Power of Poetry” bulletin board and ask readers to describe the meaning of a poem that is powerful to him/her.
- Create a “Poetry Cafe” and invite guests. Readers can share their favorite poems and discuss the structure and message of the poem with the guests.
- Photocopy a page from students’ notebooks that celebrates the work they did by stopping and jotting within their Reader’s Notebook. Display it on a “Reader’s Notebook Wall of Fame” bulletin board in the classroom.



Content Area/Grade Level/Course	ELA, Grade 4: Theatre
Unit Plan Title	Unit 4: The Power of Poetry and Plays
Time Frame	3-4 Weeks (2 from reading and 2 from writing?)
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<u>Anchor Standards for Visual and Performing Arts---1.4 Theatre</u> <ul style="list-style-type: none"> • <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> • <i>Anchor Standard 2: Organizing and developing ideas.</i> • <i>Anchor Standard 3: Refining and completing products.</i> • <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> • <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> • <i>Anchor Standard 6: Conveying meaning through art.</i> • <i>Anchor Standard 7: Perceiving and analyzing products.</i> • <i>Anchor Standard 8: Interpreting intent and meaning.</i> • <i>Anchor Standard 9: Applying criteria to evaluate products.</i> • <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> • <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> 	
<u>Anchor Standards for Reading Literature</u> <ul style="list-style-type: none"> • <i>Key Ideas and Details: NJSLSA.RL3</i> • <i>Craft and Structure: NJSLSA.RL5</i> • <i>Range of Reading and Complexity of Text: NJSLSA.RL10</i> 	

Anchor Standards for Writing

- *Production and Distribution of Writing:* NJSLSA.W4 NJSLSA.W5

Anchor Standards for Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1

Career Readiness, Life Literacies, and Key Skills

- *Global and Cultural Awareness*
- *Technology Literacy*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

Unit Summary

During this mini-unit, students will connect their knowledge of narrative text to drama. Students will have opportunities to transfer their knowledge and apply it to understanding the importance of creative choice playwrights and theatre artists make. Students will have opportunities to engage in a variety of activities including composing dramatic pieces, determine character motivation, create appropriate dialogue, and determine actions to support the text. Students will also have opportunities to envision and design costumes and the set. To conclude the mini-unit, students will analyze a drama and reflect on the connections the audience makes with the performance.

Standard Number(s)

NJSLS Visual and Performing Arts

Creating

- 1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
- 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
- 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
- 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
- 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.
- 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
- 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

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

Performing

- 1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
- 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
- 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
- 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.
- 1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

Responding

- 1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
- 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
- 1.4.5.Re8b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
- 1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
- 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
- 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Connecting

- 1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
- 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
- 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

Interdisciplinary Connections Standards

[NJSLC Career Readiness, Life Literacies and Key Skills](#)

Career Readiness Practices

- CRP 4, CRP 9

Global and Cultural Awareness

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Technology Literacy

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

NJSLS ELA

NJSLS ELA--Reading Literature

- 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.4.5. 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.
- Review previously taught domain specific vocabulary: theatre artist, improvisation ('improv'), pantomime, cast of characters, narrator, set, scenery, props, & costume
- 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 ELA--Reading Foundations

- 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.

NJSLS ELA--Speaking and Listening

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

NJSLS ELA--Writing

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

WIDA ELD Standards

- Social and Instructional Language: ELD Standard 1
- The Language of Language Arts: ELD Standard 2

Essential Question(s)

- Why is it important to understand the creative choices of playwrights and theatre artists?
- How does the theatre experience help people reflect on their own life and personal relationships?

Enduring Understandings

- Theatre artists make thoughtful choices for their performance to have the biggest impact on the audience.
- Dramas/plays often reflect history and culture.

Interdisciplinary Connections

- Students can use technology to compose scripts and create costumes and props.
- Students will practice transferring knowledge from narrative literature, like story elements, to literary dramas.
- Students can engage in reading and writing activities that support their overall growth and performance in the ELA content area.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes	<i>Check all that apply.</i> 21st Century Skills																		
<table><tr><td><input checked="" type="checkbox"/></td><td>Global Awareness</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Environmental Literacy</td></tr><tr><td><input type="checkbox"/></td><td>Health Literacy</td></tr><tr><td><input type="checkbox"/></td><td>Civic Literacy</td></tr><tr><td><input type="checkbox"/></td><td>Financial, Economic, Business, and Entrepreneurial Literacy</td></tr></table>	<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy	<table><tr><td><input checked="" type="checkbox"/></td><td>Creativity and Innovation</td></tr><tr><td><input type="checkbox"/></td><td>Critical Thinking and Problem Solving</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Communication</td></tr><tr><td><input checked="" type="checkbox"/></td><td>Collaboration</td></tr></table>	<input checked="" type="checkbox"/>	Creativity and Innovation	<input type="checkbox"/>	Critical Thinking and Problem Solving	<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Collaboration
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<input checked="" type="checkbox"/>	Communication																		
<input checked="" type="checkbox"/>	Collaboration																		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Use and understand domain specific vocabulary:
 - Drama: A work of literature written to be performed by theatre artists in front of an audience in form of a play, film, or television program
 - Playwright: The author of a play
 - Act: Section of a play that is similar to a chapter in a book
 - Scene: Change in the place or time of the play's action
 - Script: Written version of the play made up of two parts---the dialogue and the stage directions
 - Stage Directions: Usually written in italics, they give information about the presentation of the play and are not meant to spoken by the theatre artists
 - Tell the actors what they should do, where they should stand on stage, and which emotions to show
 - Tells the actors where they should stand on the stage
 - Gives information about the: costumes, set/scenery, lighting, necessary props, sound/special effects
 - Protagonist: The main character, usually the hero.
 - Antagonist: The character who opposes the protagonist, often a villain.

- Melodrama: Genre of theatre that uses exaggerations in plot and characters to appeal to audience's emotions. Popular in Europe and America from the late 1700s to the early 1900s although it is still used today. Characters are easily identifiable figures such as villains, victims and heroes.
- Review previously taught domain specific vocabulary: theatre artist, improvisation ('improv'), pantomime, cast of characters, narrator, set, scenery, props, & costume
- Read and interpret how stage directions and voice inflections reveal character motivation and feelings.
- Read and interpret how stage directions impact the physical movements of the character in play.
- Perform scenes from a drama to show characters' feelings, voice inflections and motivations and actions.
- Identify the culture of a story and how the elements of the story reflect that culture, including the theme or message.
- Identify the perspective of the audience impacted by the characters' circumstances and choices.
- Identify the different roles portrayed in a melodrama (dramatic convention) and how performers' actions, dialogue, and voice inflections portray that role.
- Determine the stock characters: villain, victim and heroes in a melodrama and compare them to a contemporary one.
- Identify and discuss the Greenhouse Effect and how it contributes to climate change.
- Write and create a drama to show an alternate ending by creating alternate choices and circumstances for the characters.
- Take on different roles in the process of creating a written drama.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, class participation, shared & independent writing
- *Summative*: *Compose a script, play review, domain specific vocabulary, identify story elements in drama
- *Benchmark*: No benchmark due to sub-unit format
- *Alternative*: As per teacher discretion

Teaching and Learning Activities

Activities

**Each activity must be completed, however, teachers may choose to use another vetted developmentally appropriate text.*

All underlined resources can be found in the [Theatre Resources for Wayne Teachers](#) folder.

- Introduce important vocabulary listed in the Objective Section
- Read and discuss the following from Pandora's Box:
 - How do the stage directions impact the characters' actions, dialogue, and feelings?
 - How do the stage directions impact the characters' physical movements?
- In small groups and perform a scene from Pandora's Box using the stage directions to show the characters feelings and physical movements. (Teachers can reference Fiction Lesson 13 for support.)

- In small groups, read and identify changes in the development of theatre in three historical periods: Ancient, Medieval and Renaissance.
- Use the video clip to teach students about melodrama. Then Watch *Muppet Melodrama* and discuss the following:
 - How do the artistic choices of the performers affect the audience reactions watching the performance?
 - Who is the villain, victim, and heroes (protagonist and antagonist) in the melodrama performance?
 - How do the performer's action, words, and voice inflections reflect their role in the melodrama?
 - Compare the Muppet Melodrama with the theatre descriptions: Intro of Theatre, Ancient, Medieval and Renaissance. See resource folder for student handout: The Evolution of Theatre.
- Discuss climate change with students prior to reading the drama with "A Guide to Climate Change."
- Read and perform The Greenhouse Effect Skit and discuss the following:
 - What is the Greenhouse Effect and how does it affect the atmosphere?
 - How does this lead to climate change?
 - How do we contribute to the Greenhouse Effect and what can we do to reduce greenhouse gasses?
- Revisit the texts *Rough Face Girl* and *The Korean Cinderella* from Schoolwide Fiction Unit and discuss the following:
 - Identify the culture of each story and how the clothing and words reflect that culture.
 - How do the circumstances and choices of the main characters make the audience feel?
 - Discuss how the culture of each story would be represented in a performance of the drama.
- Work in a small group to write and create a drama to show an alternate ending for either *Rough Face Girl* or *The Korean Cinderella* by creating alternate choices and circumstances for the characters.

	<ul style="list-style-type: none"> ○ Students can choose different roles when creating their drama (stage director, costume designer, set designer, etc.) ○ Include dialogue stage directions, costume and set design in written drama, Costume Design Template and Stage Template ○ Students will perform the alternate ending drama with their group. Students can practice performance techniques using the Pantomime & Improv Activities. <ul style="list-style-type: none"> ● Analyze Pandora's Box or another drama of choice and complete the Play Review.
<i>Differentiation Strategies</i>	Differentiated Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504
Resources	
Theatre Resources for Wayne Teachers	

Social Studies: Cracking Open Content Areas,
Colonial America
Grade 4 Unit 5

In this unit, readers will actively read like researchers. Using the topic of Colonial America as a vessel to explore the wide world of content areas, readers will demonstrate ownership by creating enduring understandings and essential questions to actively seek new knowledge and revise existing theories. Readers will seek knowledge about Colonial America and other content area subject matter by using multiple texts within different genres. They will set goals for their research, use domain specific vocabulary, take notes, and integrate information from multiple perspectives. Students read as inquirers of information. Citing evidence, readers will share and present their findings to their peers in a celebration of learning.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers integrate information from various texts? • Why are there multiple perspectives on similar topics? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles. • Readers create goals to help them focus their studies. • Readers use spelling patterns, context clues and text features to determine the meaning of domain specific words and phrases. • Readers integrate information from multiple perspectives. • Readers keep track of thinking by using note-taking strategies. • Readers and writers notice and apply appropriate grammatical structure
<p>Teaching Texts: SCHOOLWIDE: Colonial America Mentor Texts (Read Aloud)</p> <ul style="list-style-type: none"> • <i>Colonial Voices: Hear Them Speak</i> by Kay Winters • <i>Katie's Trunk</i> by Ann Turner • <i>The New Americans: Colonial Times, 1620-1689</i> by Betsy Maestro and Giulio Maestro • <i>A Primary Source History of the Colony of Rhode Island</i> by Joan Axelrod-Contrada • <i>The Real Story about Government and Politics in Colonial America</i> by Kristine Carlson Asselin • <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> by Elizabeth Raum <p>Shared Texts & Documents</p> <ul style="list-style-type: none"> • "Jamestown Was Established May 14, 1607" • "Not Everyone Was Free" by Marcia Amidon Lusted from <i>Appleseeds Magazine</i> 	<p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.4.1, RL.4.2, RL.4.3 <i>Craft and Structure:</i> RL.4.4 <i>Integration of Knowledge and Ideas:</i> RL.4.9 <i>Range of Reading and Level of Text Complexity:</i> RL.4.10</p> <p><u>Reading Standards for Information</u> <i>Key Ideas and Details:</i> RI.4.1, RI.4.2, RI.4.3 <i>Craft and Structure:</i> RI.4.4, RI.4.5, RI.4.6 <i>Integration of Knowledge and Ideas:</i> RI.4.7, RI.4.8, RI.4.9 <i>Range of Reading and Level of Text Complexity:</i> RI.4.10</p>

- “Roger Williams: Founder of Rhode Island”
- “Savannah, Georgia: Setting the Stage”
- “Speech by Powhatan, as recorded by John Smith 1609”
- “William Penn: Founder of Pennsylvania”
- *William Penn’s Treaty with the Indians* by John Hall

SCHOOLWIDE:

Grammar Mentor Texts (Read Aloud)

- *Bedhead*, Palatini
- *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!*, Truss
- *The Ghost-eye Tree*, Martin, Jr. and Archambault
- *Hoops*, Burleigh
- *I and You and don’t Forget Who: What Is a Pronoun?*, Cleary
- *The Journey of Oliver K. Woodman*, Pattison
- *Miss Rumphius*, Cooney
- *Mother to Tigers*, Lyon
- *One Tiny Turtle*, Davies
- *Walk with a Wolf*, Howker

OTHER:

- [Language Standards Staircase](#)
- SchoolWide Grammar Binder
- Leveled Classroom Libraries
- [Mentor Text Author Pages & Summary Spreadsheet](#)

Reading Foundation Standards

Phonics and Word Recognition: RF.4.3

Fluency: RF.4.4

Writing Standards

Research to Build and Present Knowledge: W.4.8, W.4.9

Range of Writing: W.4.10

Speaking and Listening Standards

Comprehension and Collaboration: SL.4.1, SL.4.2, SL.4.3

Presentation of Knowledge and Ideas: SL.4.4, SL.4.5, SL.4.6

Language Standards

Conventions of Standard English: L.4.1, L.4.2

Knowledge of Language: L.4.3

Vocabulary Use and Acquisition: L.4.4, L.4.5, L.4.6

Career Readiness Practices

CRP1. CRP4. CRP8. CRP9.

WIDA ELD Standards

Social and Instructional Language: ELD Standard 1

The Language of Language Arts: ELD Standard 2

The Language of Social Studies: ELD Standard 5

What Students Are Reading:

Students will read a variety of texts including nonfiction, fiction, and poetry. If you do not have enough texts that match your students’ reading levels about Colonial America you can group students into 2-4’s and they can rotate who gets to read the texts. You can also have students maintain their independent reading book baggies to keep stamina and engagement high going into the summer.

Unit Timeframe:

4 Weeks shared with 3 Weeks of Writing

<p>Vocabulary and Key Concepts: See vocabulary on pages 10 - 12 of Schoolwide: Colonial America Grade 4 binder</p> <p>First hand account - direct personal observations or experiences</p> <p>Second hand account - not directly known or experienced</p> <p>Essential question -a thought provoking question</p> <p>Domain specific vocabulary - words that are common in a specific subject area but may not be used in everyday conversation.</p>	<p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring, and SchoolWide grammar reflection</p> <p><u>Summative:</u> SchoolWide reading assessments (Link-It and in the binder), Sample: Reading Response Rubric, SchoolWide news article. and teacher created assignments</p> <p><u>Benchmark:</u> Fountas & Pinnell, Word Study</p> <p><u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills: <i>Building Vocabulary</i></p>	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines





Social Studies Standards: 6.1.5.HistoryCA.1, 6.1.5.GeoSV.5, 6.1.5.HistoryCC.3, Amistad Mandate

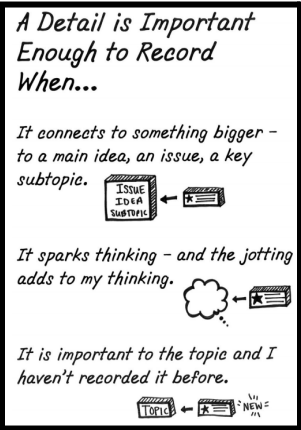
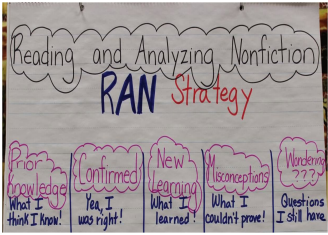
Career Readiness, Life Literacies, & Key Skills: 9.4.5.IML.1, 9.4.5.IML.6, 9.4.5.TL.3

In this unit, students will use primary and secondary sources in this interdisciplinary Social Studies unit to learn about the cultural, political and socio-economic climate during Colonial America. The article “Not Everyone Was Free” provides an opportunity for the inclusion of the Amistad Mandate naturally into this unit. Students will have opportunities to learn how and why the colonies formed using various maps to understand the physical features of the land. Teachers can also use the “Jamestown Was Established May 14, 1607” and “Speech by Powhatan” to introduce the contentious nature of the European settlers and Native American population that ultimately led to future conflict. During this unit, students will use writing skills to complete a news article using their research of Colonial America. Students can use their computer devices to participate in many classroom activities.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers						
Readers create goals to help them focus their studies.	<p>Readers establish goals and purposes using the essential question, “Why is the early Colonial history of our country important to us today?” (Lesson 1).</p> <p>Readers generate specific sub-question, guided by their essential question (Lesson 6).</p>	<p>Readers generate their own essential question on a topic of their choosing for their independent reading.</p> <p>Readers establish goals and purposes using student generated essential questions. (Lesson 1).</p> <p>Readers generate specific sub-question, guided by their essential question (Lesson 6).</p>	<p>Readers can use sticky notes and/or their Writer’s Notebooks to set goals and jot important information relevant to their essential questions (Lesson 1).</p> <p>Readers can choose a topic for independent reading and generate their own essential question (Lesson 1).</p> <p>Use the anchor chart below as a guide (Lesson 6).</p> <p>You can also refer to the “Unit Matrix” on p.115</p> <table><tr><td colspan="3">“Why is the early Colonial history of our country important to us today?”</td></tr><tr><td>What motivates people to</td><td>How were the political, economical,</td><td>What were the effects of European</td></tr></table>	“Why is the early Colonial history of our country important to us today?”			What motivates people to	How were the political, economical,	What were the effects of European
“Why is the early Colonial history of our country important to us today?”									
What motivates people to	How were the political, economical,	What were the effects of European							

			<table><tr><td>leave their homeland and settle in a new place?</td><td>and social aspects of colonial life different from today?</td><td>colonization on the American Indians?</td></tr></table>	leave their homeland and settle in a new place?	and social aspects of colonial life different from today?	colonization on the American Indians?			
leave their homeland and settle in a new place?	and social aspects of colonial life different from today?	colonization on the American Indians?							
Readers use spelling patterns, context clues and text features to determine the meaning of domain specific words and phrases.	<p>Readers determine the meaning of bold words or repeated words (Lesson 3).</p> <p>Readers recognize spelling patterns to spell words correctly and gain clear meaning of words</p> <ul style="list-style-type: none">Grammar Binder: Sentence Structure (Lesson 6)	<p>Readers determine the meaning of bold words or repeated words (Lesson 3).</p> <p>Readers use many strategies to figure out the important words that go with a topic.</p> <ul style="list-style-type: none">Break a word into prefix, suffix, and rootThink about the part of speechThink about the connotation and feeling of the wordUse an online dictionaryTry a synonym <p>Readers collect content specific words in their reading notebook and sort them into categories.</p>	<p>Use charts in Reader’s Notebooks (Lesson 3).</p> <p>Defining Important Vocabulary</p> <table><tr><td>Word</td><td>Inferred meaning</td><td>Clues (text features, context clues, etc.)</td></tr><tr><td></td><td></td><td></td></tr></table>	Word	Inferred meaning	Clues (text features, context clues, etc.)			
Word	Inferred meaning	Clues (text features, context clues, etc.)							
Readers integrate information from multiple perspectives.	<p>Readers analyze information on the same topic from different genres:</p> <ul style="list-style-type: none">Fiction and nonfiction (Lesson 4)Poetry (Lesson 5) <p>Readers compare and contrast different points of view on the same topic (Lesson 5).</p>	<p>Readers analyze information on the same topic from different genres:</p> <ul style="list-style-type: none">Fiction and nonfiction (Lesson 4)Poetry (Lesson 5) <p>Readers compare and contrast different points of view on the same topic (Lesson 5).</p>	<p>Click here for an optional anchor chart to reference. (Lesson 4)</p> <p>Use the chart below as an anchor chart or students can create it in</p>						

	<p>Readers interpret information from firsthand accounts and secondhand accounts (Mini-Lesson 3).</p> <p>Readers analyze historical images to clarify understanding of a topic (Mini-Lesson 3 and Mini-Lesson 4).</p>	<p>Readers interpret information from firsthand accounts and secondhand accounts (Mini-Lesson 3).</p> <p>Readers analyze historical images to clarify understanding of a topic (Mini-Lesson 3 and Mini-Lesson 4).</p>	<p>Reader's Notebooks</p> <div><p>Text 1: _____</p><p>Both:</p><p>Text 2: _____</p></div> <p>Refer to the anchor chart. "Primary vs. Secondary Sources," p. 94 (Mini-Lesson 3).</p> <p>Optional anchor chart: (Mini-Lesson 3)</p> <div><p><i>Questions to Ask About a Primary Source:</i></p><ul style="list-style-type: none">• What do you notice? • What type of document is it? • Who created it? • When and where was it made? • Why was it created?</div> <p>You can use the "Visual Analysis Worksheet" on p. 95 and the "Written Document Analysis Worksheet" on p. 97 (Mini-Lesson 4).</p> <p>Readers can use sticky notes and/or their Reader's Notebook to record evidence that supports the author's message (Mini-Lesson 5).</p> <p>Invite readers to discuss or record their emotional responses in their Reader's Notebooks (Mini-Lesson</p>
	<p>Readers examine historical accounts from different perspectives to understand that there are always multiple sides to a story or an event (Mini-Lesson 5).</p> <p>Readers analyze poetry to generate or understand feelings about historical topics and connect it to</p>	<p>Readers examine historical accounts from different perspectives to understand that there are always multiple sides to a story or an event (Mini-Lesson 5).</p> <p>Readers analyze poetry to generate or understand feelings about historical topics and connect it to</p>	

	ideas from other texts on the same topic (Mini-Lesson 6).	ideas from other texts on the same topic (Mini-Lesson 6).	6).
Readers keep track of thinking by using note-taking strategies.	<p>Readers think about what information is important and take notes to record relevant ideas (Lesson 2).</p> <p>To record important information and events, readers use:</p> <ul style="list-style-type: none"> Timelines (Lesson 8) 	<p>Readers think about what information is important and take notes to record relevant ideas (Lesson 2).</p> <ul style="list-style-type: none"> Distinguish between important and unimportant information (Mini-Lesson 1) Determine the main idea and supporting details (Mini-Lesson 2) <p>To record important information and events, readers use:</p> <ul style="list-style-type: none"> Timelines (Lesson 8) 	<p>Encourage students to jot only important details by using this anchor chart:</p>  <p>The teacher can use a RAN Chart (Reading & Analyzing Nonfiction) Chart. Use Post-its to stop and jot, and move post-its to the different columns as you deepen understanding of the topic.</p> <p>Example of an anchor chart (Lesson 2).</p>  <p>Readers can use “Time Line Organizer” on p. 74 and boxes and bullets in their Reader’s Notebook</p>

	<ul style="list-style-type: none">Boxes and bullets to summarize (Mini-Lesson 1) <p>Readers of content area texts organize the notes that they have collected (Mini-Lesson 7).</p> <p>Readers researching content areas choose many ideas and supporting details to share or present and weed out unimportant details (Mini-Lesson 8).</p>	<ul style="list-style-type: none">Boxes and bullets to summarize (Mini-Lesson 1) <p>Readers of content area texts organize the notes that they have collected (Mini-Lesson 7).</p> <p>Readers researching content areas choose many ideas and supporting details to share or present and weed out unimportant details (Mini-Lesson 8).</p>	<p>(Lesson 8 & Mini-Lesson 1).</p> <p>Refer to the “Unit Matrix” on p. 115; however, Boxes and Bullets for each subtopic on separate pages in student’s Reader’s Notebooks would more clearly organize information (Mini-Lesson 7).</p> <p>Example:</p> <div><div>Subtopic #1: _____</div><div><ul style="list-style-type: none">_______________</div></div> <p>Readers can refer to their boxes and bullets from Mini-Lesson 7 to choose only the most important information to share.</p> <p>Oral presentations done in full class or small groups can be assessed using the “Self Assessment” rubric on p.126 (Mini-Lesson 8).</p>
Readers and writers notice and apply appropriate grammatical structure	Readers and writers encounter examples of grammatical structures and conventional decisions when they read and write. (Grammar Binder: Culminating Mini Lesson)		

We suggest you skip the following mini-lessons:

- Lesson 7
- Mini-Lesson 9
- Mini-Lesson 10

Teacher Notes:

- Grammar Mini-Lessons incorporated into this unit are:
 - Sentence Structure, 6 (Homophones)
 - Culminating Mini-Lesson

Celebration Ideas:

- Sharing Our Findings Oral Presentation - Lesson 8
- Live Museum to present research
- Host a “Content Cafe” to discuss our findings (use “Idea Starters and Connectors” anchor chart on p.147)