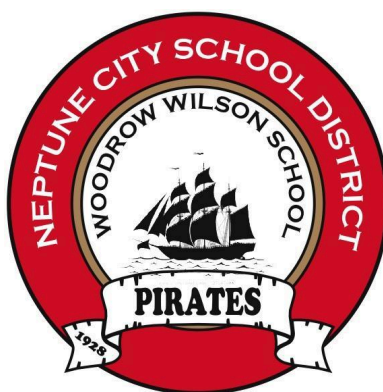# NEPTUNE CITY SCHOOL DISTRICT

Multilingual Learner Reading
Curriculum
Grade 4

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

April 1, 2025   Document *

NEPTUNE CITY SCHOOL DISTRICT
Multilingual Learner Reading Grade 4

CURRICULUM
GRADE 4

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

<u>**Acknowledgements**</u>

Neptune City School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to think critically and become effective communicators.

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

It is with great pleasure that the Neptune City School District acknowledges the professional contributions of the curriculum developers, Together they have designed a curriculum that fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

Educational Outcome Goals

The students in the Neptune City schools will become lifelong learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

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INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES
The following social and emotional competencies are integrated in this curriculum document:

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

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

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

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

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

About the Multilingual Learner Program/Curriculum:

Multilingual Learner Program

The Neptune City Multilingual Learner Program is a developmental English language program that teaches oral comprehension, speaking, reading, and writing using second language teaching techniques. English Language Learners will develop both social and academic language skills in English. MLL/Bilingual instruction will be provided to students whose WIDA Screener and/or WIDA ACCESS 2.0 test scores fall below the proficiency level of 4.5 on the WIDA Proficiency Scale.

Program Entry and Exit Criteria

All new students registering in the district whose native language is other than English must be assessed for appropriate placement in either the general education program or the Multilingual Learner program. Neptune City schools uses multiple indicators, as specified in code NJAC 6A: 15–1.3 (c) and 6A:15-1.10 (b) to determine which students need to be enrolled in the Multilingual Learner program and which students can function independently in a monolingual English classroom. These indicators are used for both identification of English language learners and for determining readiness to exit from the MLL services.

As recommended by the NJDOE the following procedures are followed:

1. Identification of the student's first language and the family's use of the language from parental or guardian input on the home language survey that is completed during registration. Completion of a review of multiple measures via student records will be conducted if necessary.

2. English-language proficiency assessment by means of a New Jersey Department of Education approved test (WIDA Screener) in English is used to determine appropriate placement based on NJDOE established norms for each grade level.

3. Based on the above criteria, initial placement of the student in the MLLor Bilingual program is determined through the administration of the WIDA Screener. The MLL teacher uses these test results as they relate to the WIDA proficiency levels and Can Do Descriptors to determine program placement.

4. Students determined to be English Language Learners can then exit the program by scoring a 4.5 or higher on the WIDA ACCESS 2.0 test and a committee review.

Curriculum: Alignment to WIDA

The purpose of a Multilingual Learner curriculum is to provide a bridge for the students within the program to the general education curriculum thereby enabling them to participate in the educational mainstream classrooms. The students are learning the English language while at the same time learning the skills being taught in the mainstream classroom. The core content is the same with modifications, supports, and differentiation to enable every student the ability to learn. The crucial difference lies in the delivery of the lesson through the accommodations made in lesson planning, pacing, and presentation.

The Neptune City Multilingual Learner curriculum is aligned to the WIDA English Language Development Standards (2020) and the philosophy behind the standards is woven into the curriculum. The WIDA English Language Development Standards (2020) are aligned to the New Jersey Student Learning Standards.

WIDA English Language Development Standards (2020) -

https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

Methods and Techniques

Using this curriculum as a guide, the MLL/Bilingual teacher, in the role of decision maker, selects

the specific method or technique best suited to achieve a particular objective. The teacher uses an eclectic combination of methods and techniques, drawing on his/her experience, knowledge, and resources of teaching and learning while responding to the language, academic, social and emotional needs of each student. The teacher must accommodate and modify the language proficiency levels of the students and adjust as the student's language proficiency changes throughout the school year. MLL/Bilingual teachers are sensitive to the academic and cultural backgrounds of each student, so that lessons and teaching methods are student centered and based on each student's individual language, academic, social, and emotional developmental needs.

Sheltered English Instruction

The Neptune City MLL/Bilingual teachers use the teaching methods inspired by the SIOP Model. SIOP is an instructional framework in which teachers use effective instructional approaches, including cooperative learning and differentiated instruction, to support both content and English language instruction. SIOP is derived from Sheltered Instruction (SI), which is an approach for teaching grade level content to English learners in ways that make the content understandable to the student by meeting the student at their level. Teachers scaffold instruction to aid in student comprehension and understanding of content topics and objectives by adjusting their speech and instructional tasks. The SIOP approach enables students to access the necessary academic vocabulary and build background knowledge to meet the objectives of the mainstream class according to their language ability.

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below. An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.
● Pre-teach or preview vocabulary
● Repeat or reword directions
● Have students repeat directions
● Use of small group instruction
● Scaffold language based on their Can Do Descriptors
● Alter materials and requirements according to Can Do Descriptors
● Adjust number of paragraphs or length of writing according to their Can Do Descriptor
● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts
through multi sensory forms such as with body language, intonation
● Pair visual prompts with verbal presentations
● Repetition and additional practice
● Model skills and techniques to be mastered
● Native Language translation (peer, assistive technology, bilingual dictionary)
● Emphasize key words or critical information by highlighting
● Use of graphic organizers
● Scaffold with prompts for sentence starters
● Check for understanding with more frequency

● Use of self-assessment rubrics
● Increase one-on-one conferencing; frequent check ins
● Use study guide to organize materials
● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
● Extended time
● Select text complexity and tiered vocabulary according to Can Do Descriptors
● Projects completed individually or with partners
● Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
● Use an online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.
● Pre-teach or preview vocabulary
● Repeat or reword directions
● Have students repeat directions
● Use of small group instruction
● Pair visual prompts with verbal presentations
● Ask students to restate information, directions, and assignments
● Repetition and time for additional practice
● Model skills/techniques to be mastered
● Extended time to complete task/assignment/work
● Provide a copy of class notes
● Strategic seating (with a purpose - e.g. less distraction)
● Flexible seating
● Repetition and additional practice
● Use of manipulatives
● Use of assistive technology (as appropriate)
● Assign a peer buddy
● Emphasize key words or critical information by highlighting
● Use of graphic organizers
● Scaffold with prompts for sentence starters
● Check for understanding with more frequency
● Provide oral reminders and check student work during independent practice
● Chunk the assignment - broken up into smaller units, work submitted in phases
● Encourage student to proofread assignments and tests

Testing Accommodations:

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

Students at Risk of Failure:
● Use of self-assessment rubrics for check-in
● Pair visual prompts with verbal presentations
● Ask students to restate information and/or directions
● Opportunity for repetition and additional practice

● Model skills/techniques to be mastered
● Extended time
● Provide copy of class notes
● Strategic seating with a purpose
● Provide student opportunity to make corrections and/or explain their answers
● Support organizational skills
● Check daily planner
● Encourage student to their proofread work
● Assign a peer buddy
● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal
High Achieving:
Extension Activities
● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
● Allow students to pursue independent projects based on their individual interests
● Provide enrichment activities that include more complex material
● Allow opportunities for peer collaboration and team-teaching
● Set individual goals
● Conduct research and provide presentation of appropriate topics
● Provide student opportunity to design surveys to generate and analyze data to be used in discussion
● Allow students to move through the assignment at their own pace (as appropriate)
Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
● Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
● Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
● Role Play-students create or participate in role playing situations or Reader's Theater
● Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
● Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
● Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
● Chunking-chunk reading, tests, questions, homework, etc. to focus on particular elements.
● Think Pair Share Write
● Think Talk Write
● Think Pair Share
● Note-taking -can be done through words, pictures, phrases, and sentences depending on level
● KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn,

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

Instructional Strategies for Multilingual Learners - Grade 4
● ELL scaffolds include using pictures to accompany words, defining words in context, checking on student understanding of word meanings through questioning, and demonstrating and modeling followed by group practice.
● Provide directions orally and use diagrams or pictures to make directions comprehensible, have students repeat directions.
● Use graphic organizers.
● Create a vocabulary word wall, with pictures (if possible).
● Make vocabulary words with images available in a student created vocabulary notebook, vocabulary bank or ring.
● Select text complexity and tiered vocabulary according to Can Do Descriptors.
● Pre-teach or preview vocabulary, or present vocabulary thematically, when possible. It helps children make associations between words and scaffolds students' learning.
● Read-alouds that include explanations of targeted vocabulary can support word learning.
● Emphasize key words or critical information by highlighting.
● Use realia and manipulatives to introduce new concepts.
● Use verbal scaffolding by restating student responses to model correct English usage and grammar. Have students repeat short sentences after you.
● Use choral repetition to provide oral language practice.
● Pair with peers who know the native language and can assist with translation.
● Allow students to respond in their own language when a peer translator is available.
● Allow projects to be completed individually or with partners.
● Use Can Do Descriptors to scaffold language, alter materials and to adjust requirements.
● Modeling and repetition for oral language practice with words that are spelled the same but pronounced differently.
● Model and encourage the use of think-alouds to model critical thinking and to help with the understanding of concepts and procedures.
● Use visual displays and gestures to explain word meanings and directions.
● Avoid jargon and idiomatic expressions without explanation.
● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
● Check for understanding with more frequency
● Use self-assessment rubrics.
● Use study guides to organize materials.
● Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.
● Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN
● Math Strategies for ELLs- http://everydaymath.uchicago.edu/teachers/
● Provide Scaffolds to Support ELLs' Understanding of Math Problems- Simplify the language of the math problem. Have students practice picking out key words and talk about what they mean using highlighters.
● Pre Teach Math Vocabulary -Previewing and pre teaching new math vocabulary words is an important scaffold necessary to help ELLs understand mathematical concepts.
● Use anchor charts as a visual reference of math concepts or for how to solve various math problems. Make copies of anchor charts for individual use.
● Teacher demonstrations, visual aids, and role play to introduce new terms. Ask students to repeat the words as you point to written words or visual models.
● Use one-word signals and gestures.
● Use video clips to provide visual examples of concepts in content areas.
● Use number stories about familiar classroom items to reduce language demands.
● Role-play instructions of games and other activities as the instructions are read aloud.
● Have students role-play story problems.
● Help children understand the number story context by using visuals, gestures, and restatements.
● Use images, models, and real objects to make the number story more comprehensible.
● Use the same number story context for each problem to reduce vocabulary load.
● Use culturally relevant information to connect to the content of story problems.
● Use sentence frames to encourage academic conversations.
● Encourage students to use pictures, number models, and symbols when explaining their thinking.
● Provide a menu of written prompts to promote academic discussions in partnerships and as a way to rehearse sharing their strategies before the whole class discussion.
● Provide students with a checklist of the tools they can use to solve a problem.
● Allow students to nonverbally show their strategies on math graphs or manipulatives.
● Use show-me directions to assess children's understanding of terms and problem statements.
● Provide a pictorial dictionary source or maintain a display of words with pictures for students' reference when reading number stories.
● When visual aids are given to students as a reference, encourage them to write the names of the items on the picture.
● Extended time.
Note: Instruction is translated in Spanish (as needed) in the Elementary Bilingual Program.
Consider the Language Functions and Sample Language Features when planning lessons as they indicate desired outcomes.
WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 -
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

Unit Plan Title	Unit 1:Interpreting Characters: The Heart of Story (Book 1)
Suggested Time Frame	September/October

Overview / Rationale

This first unit aims to launch students back into what matters most: for students to be nose-in-the-book readers. Children will be taught to read intensely to grow ideas about their characters. Across Bend I, teachers will induct children into the structures, routines, and habits of a richly literate reading workshop.

Then, in Bend II, there is an emphasis on growing significant, text-based ideas about characters. Here the focus will shift to help readers think in more complex ways about characters by drawing evidence-based conclusions, tweaking their ideas so they are grounded in the text and defensible. In Bend III, teachers will shift students' focus to building interpretations that are supported across a whole text, conveying to students that there is no one-and-only correct way to interpret literature. Children will also be taught to find meaning in recurring images, objects, and details, adding richness and depth to their interpretations.

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Summarize most important aspects of information
ELD-SI.4-12.Explain
Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by
● Identifying a theme from details
● Analyzing how character attributes and actions develop across event sequences
● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context

● Develop and describe characters and their relationships
● Develop story with complication and resolution, time and event sequences
● Engage and adjust for audience
Established Goals:
New Jersey Student Learning Standards - English Language Arts 2023
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. Cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

New Jersey Student Learning Standards - English Language Arts
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.
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.
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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

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

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

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Computer Science and Design Thinking
Interdisciplinary Connections

Computing Science

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

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

Interdisciplinary Connections

2020 New Jersey Student Learning Standards for Social Studies

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

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

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

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

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4 Life Literacies and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Essential Questions:	**Enduring Understandings:**
● What tools/strategies can I use to help me understand what I read? ● What kind of person is the main character, and how/why does he/she evolve or change over time? ● How are parts of the story important to the whole story?	*Students will be able to understand:* ● Proficient readers establish powerful reading lives by practicing reading in volume and using genre appropriate tools and strategies. ● Good readers think deeply about characters by developing ideas that are

● What is the theme or life lesson that develops throughout the story?	grounded in the text and well supported by text evidence. ● Good readers build central interpretations and then strengthen those interpretations by finding meaning in recurring images, objects, and details.
Knowledge: *Students will know:* ● Proficient readers employ strategies that assist with understanding text. ● Every story has narrative elements. ● Every story has a message or theme about life.	**Skills:** *Students will be able to…* ● Infer about characters, identifying character traits and motivations, supporting thinking with evidence. ● Analyze character response/change ● Analyze parts of a story in relation to the whole. ● Determine themes/cohesion.

Student Resources
Rich selection of diverse books.

Teacher Resources

Units of Study for Teaching Reading (Grade 4) by Lucy Calkins
    ● Unit1 *Interpreting Characters: The Heart of the Story*
    ● *Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions*
www.heinemann.com
https://readingandwritingproject.org/
 	
Mentor Texts:
The Tiger Rising by Kate DiCamillo
Big Red Lollipop by Rukhsana Khan
The Other Side by Jacqueline Woodson
 	
Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners
can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.
Can Do Descriptors-Grades 4-5 - WIDA - Can Do Descriptors Key Uses Edition - Grades 4-5
https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf
WIDA English Language Development Standards Framework, 2020 Edition WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12-
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf
Go-TO Strategies for ELLs - Go-TO Strategies for ELLs.pdf
https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view

Imagine Learning- https://www.imaginelearning.com/
Reading Assessment Calendar
https://docs.google.com/document/d/1wggbcjBv2PJuxKsr31lsMO8Oxy2CJJxeqsOCmE7wx-o/edit?usp=sharing
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins, 2015,
ISBN-13-978--0-325-07715-4
● Unit1 Interpreting Characters: The Heart of the Story
● Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions
● www.heinemann.com
Reading Strategies Book 2.0 by Jennifer Serravallo
Lesson/Video - https://cieraharristeaching.com/2022/10/summarizing-mini-lessons.html/
Checkpoints for Reading Growth 7.17.17 Copy -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view
Checkpoints for Reading Growth 7.17.17 Copy.pdf
Neptune City Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623
Ice Island Target Lesson (Teacher Copy - Grade 4)
https://drive.google.com/file/d/11F7dvCnx6HjX-iMqE2khp2t_G8alXd6q/view
Narrative Reading Learning Progression- Grades 3-5.pdf
https://drive.google.com/file/d/1OJaCCOpL1KR_XAzWD_RpIARoYPOIlQto/view
NJDOE NJSLA Constructed Response Rubric- GRADE 3 SCORING RUBRIC FOR PROSE
CONSTRUCTED RESPONSE ITEMS
https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3HighSchool.pdf
NJ DOE Digital Item Library NJ Digital Item Library- https://nj.digitalitemlibrary.com/home
Copy of Interactive/Instructional Read Aloud March 2023
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57OMmI/edit

Stage 2 – Assessment Evidence	
Performance Task(s): Pre-Assessment: *Papa's Parrot* Summative: Post-Assessment: *Slower Than the Rest* LinkIt! - Slower Than the Rest (Required) Tiger Rising - Open-Ended Question: Students will answer the question - What kind of person is Sistine? CommonLit - Students read "Ice Island" (lexile 590) and identify the theme and summarize the text.	Formative Assessments: ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Narrative Reading Self-Assessment Rubric Narrative Reading Learning Progression ● Running Records ● ELA Form A Benchmark - LinkIt! ● STAR fall assessment (Librarians administer)

| Ice_Island__Target_Lesson_TEACH… https://drive.google.com/file/d/11F7dvCn6 HjX-iMqE2khp2t_G8alXd6q/view | |

| **Stage 3 – Learning Plan** |

Multilingual Learner Reading Comprehension Strategies:
https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners
Build background knowledge - Draw on students' existing knowledge - Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.
Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.
Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful.
Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.
Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help multilingual learners pick out the important information as they listen or read.
Teach Vocabulary Explicitly
Teach vocabulary explicitly - Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.
Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").
Use a "picture-walk" for vocabulary - Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.
Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.
Give student practice with new words-Ensure that your students can:
● Define a word
● Recognize when to use that word
● Understand multiple meanings (such as the word "party")
● Decode and spell that word
Incorporate new words into discussions and activities.
● For students to really know a word, they must use it — or they will lose it.
● Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips.
● Give the students as many opportunities to use and master the new vocabulary as possible.

Check comprehension frequently -
Use informal comprehension checks -To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.
Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:
● Literal level (Why do the leaves turn red and yellow in the fall?)
● Interpretive level (Why do you think it needs water?)
● Applied level (How much water are you going to give it? Why?)
No matter what the proficiency level of the student, ask questions that require higher-level thinking
To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:
● What ideas can you add to…?
● Do you agree? Why or why not?
● What might happen if…?
● How do you think she felt…?
● Use graphic organizers
Graphic organizers allow multilingual learners to organize information and ideas efficiently without using a lot of language.
● Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.
Provide students lots of different ways to "show what they know"-
● Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.
Summarize
Ask students to use the following strategies to summarize what they have read (orally or in writing):
● Retell what you read, but keep it short.
● Include only important information.
● Leave out less important details.
● Use key words from the text.
Book 1- Interpreting Characters: The Heart of the Story - Time: Approximately 30 Days
Instructional Guidance:
Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 -
https://docs.google.com/document/d/1syUlwqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit
● Guided Reading Groups are conducted every day (10-15 minutes per group).
● Use data to group students.
Choose an instructional level text and increase the level as students become proficient readers.
● Please see the Checkpoints for Reading Growth Expectations document
Checkpoints for Reading Growth 7.17.17 Copy.pdf .
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view
● Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402
https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view
● Guided Reading Lesson Plan Template Copy of F&P Guided Reading Template -
https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit
Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer

Serravallo.
https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

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

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

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

Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

Neptune City Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Interactive / Instructional Read Aloud - 15 Minutes Daily

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

Structure of an Interactive/Instructional Read- Aloud Lesson

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

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

Copy of Interactive/Instructional Read Aloud March 2023 -
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit

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

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

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

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

Mentor Text - Tiger Rising by Kate DiCamillo

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

Lessons from the Units of Study for Teaching Reading:

Lesson (Session 1 pg. 4) Reading Intensely to Grow Substantial Ideas - You will teach students to re-read to grow ideas about what they are reading.
● You will need to have Chapters 1-4 of Tiger Rising (pgs. 1-13) read prior to this lesson.
● Homework- GETTING INTO THE FLOW AS YOU READ(Session 2 homework but align to session 1)- students should be logging their reading at home in a reading log. Students should Imagine what the character is thinking or feeling and pause for a second to describe that on a post-it. At the end of their 20 minutes of reading, students should write their thoughts and feelings as they read. Reading log is located in your resources for session 2.
Lesson (Session 5 pg. 42) Environment - Seeing and hearing inside the Text - You will teach readers to envision the story and put themselves in the characters' shoes.
● You will need to have Chapters 5-8 of Tiger Rising read prior to this lesson being taught.
● Homework- READ INTENSELY, ENVISION, AND RECORD YOUR WORK: think about the work that you did today, envisioning a scene that feels central to the story and write down what you are picturing, begin with "I am picturing…" and retell the scene making sure to include all the details that you can see in your mind's eye.
Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 5.14 pg. 178) Use Story Elements to Identify Problem(s)
● Strategy-Think through story elements to find the problem(s). Ask yourself: is there a problem one character has with another? Is there a problem brought on by the setting? Is there a problem based on something the character wants but can't have? Is there a problem connected to a theme or social issue within the story?
Added Lesson (Lesson 6.1 pg. 207) Identifying characters using pictures and Names
● You should have Chapters 9-10 (Pgs. 31-38) of Tiger Rising read prior to this lesson
● Strategy - As you read a book, remind yourself who the characters are. Look at the illustrations to see who is pictured. Look for names in the story. List (aloud or on a sticky note) the facts you know about them from the book.
Added Lesson (Lesson 6.3 pg. 209) Role-play to understand characters
● Strategy-With a partner choose a scene (or use puppets). Try to talk in the voice of the character and move like the character would move. When you finish acting out the scene, stop and talk about what you think about the characters.
Lessons from the Units of Study for Teaching Reading:
Lesson (Session 7 pg.62) Reading to Develop Defensible Ideas about Characters - You will teach students that people read characters and develop theories about them in much the same way that people read each other. It helps to pay close attention to a person's (or character's) actions and motivations, noticing if they fit with or change what readers know about the character.
● You should have Chapter 11 (pgs. 39-42) of Tiger Rising read prior to this lesson.
● HOMEWORK- PUT YOUR CHARACTERS UNDER A MICROSCOPE - Have students closely observe the actions, patterns, and personalities or their characters as they read tonight. Have them observe them as they might observe someone they know. Then have students write about their characters using any of the following sentence starters:
○ My character often… for example… This makes me think…
○ I used to think my character was… because in the text… but now I'm thinking… because…
○ I'm realizing… about my character…
○ My character is changing. He used to… but now… I think the change is caused by…
* Before or after this lesson, you may want to add in a lesson on responding to reading and what you are expecting* Teach students the RACE method to respond to reading.
Lesson - Added Lesson - Responding to Questions using the RACE format.
Teacher models how to construct a response to reading based on this format.
● For the teacher:

RACE:

R – Restate the question

A – Answer the question

C – Cite the text evidence

E – Explain and extend the evidence

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

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

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

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:

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

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

Lessons from the Units of Study for Teaching Reading:

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

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

● HOMEWORK- CONTINUE DELVING INTO THE COMPLEXITY OF CHARACTERS: Readers will read for their 20-25 minutes paying close attention to their characters' behaviors and relationships. They should answer the following questions:

○ How do other characters act toward my character?

○ How does my character act differently with different characters-and why?

○ What am I realizing about my character's relationships?

○ What changes am I noticing in my character? What's causing them?

Lesson - Assessment:

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

● Sistine often… for example… This makes me think…

● I used to think Sistine was… because in the text… but now I'm thinking… because…

● I'm realizing… about Sistine…

● Sistine is changing. She used to… but now… I think the change is caused by…

Remind your students of the RACE Strategy to respond to reading.

● You may want to model a response based on another character in the book.

● Narrative Reading Learning Progression 3-5 -

Narrative Reading Learning Progression- Grades 3-5.pdf -
https://drive.google.com/file/d/1OJaCCOpL1KR_XAzWD_RpIARoYPOIlQto/view

● Constructed Response Rubric - NJDOE NJSLA Constructed Response Rubric - GRADE 3 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS -
https://nj.mypearsonsupport.com/resources/reporting/ELAWritingRubricsGrades3-HighSchool.pdf

● Note: See GRADES 4-5 SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

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

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

Added Lesson - Summarizing Text

Teach students how to summarize information. Show the video. Multiple mini-lessons. You can use

previously read text for the lesson/chosen strategy. Teach in workshop format.
● Summarizing Mini-lesson #1 - Write a summary in exactly 10 words
● Summarizing Mini-lesson #2 - Determine relevant vs. irrelevant information in a story to write a summary
● Summarizing Mini-lesson #3 - Determine which piece of SWBST (Somebody, Wanted, But, So, Then) is missing in each summary.
● Summarizing Mini-lesson #4 - Use the strategy of 'summary sentences' to write a complete summary
● Summarizing Mini-lesson #5 - Visualize the story to help write a summary.
Lesson/Video - https://cieraharristeaching.com/2022/10/summarizing-mini-lessons.html/
Students will apply their learning when reading independently.
Lesson (Session 13 p. 122) Grounding Evidence Back in the Text - You will teach children that strong readers defend and critique ideas by quoting specific words, sentences, and passages from the text that provide evidence of their ideas.
● Use this prompt to guide your lessons - What kind of person is Rob?
I think that Rob is_____. I know this because in the text it
states_____. This tells me that Rob
is_____.
Remind students of the RACE strategy to respond to reading.
Added Lesson - Assessment - Students summarize a literary text and interpret the author's theme citing key details from the text. Students read "Ice Island" (lexile 590) and identify the theme and summarize the text.
This is a Common Lit lesson.
● Focus on summarizing. Information is located in the Resource Folder -
ELA Resources- Reading -
https://drive.google.com/drive/folders/1VmXn6SfBa4PmDxLVXsV5dIJ8UQtdQPIR
● The video is a review of what to include when summarizing text.
● Part 5: Assessment is to be completed independently by the students. See Resource Folder.
Part III - Interpreting the Theme of the story (Approximately 13 Days)
Standard: RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.
Lessons from the Units of Study for Teaching Reading:
Lesson (Session 14 pg. 132) Looking Beyond Characters - Studying Other Elements of Story
Taught over 2-3 days.
● You will teach children that readers consider more than character when trying to interpret or make meaning of a story and you'll introduce a few lenses through which they might look to grow their understanding of a text.
● You should have read through Chapter 21 (pgs. 81-84) of Tiger Rising Prior to this lesson.
Lesson (Session 16 pg. 147) Connecting Thoughts to Build Interpretations - You will teach children that readers push themselves to have deeper thoughts and build interpretations about a story by looking across their cumulative thinking, finding patterns, and making connections.
● You will need to have read through Chapter 24 (pg. 85-97) of Tiger Rising prior to teaching this lesson.
Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 7.7 pg. 245) Notice When Wise Characters Teach
● Strategy - Look for a place where a secondary character (often one who is older or wiser *Willie Mae would be great for this lesson*) gives advice to a main character, either directly or indirectly. Think to yourself, "What is the older character teaching the younger one?" Then, try to put the lesson in your own words, stating what it is that you, the reader, might also learn.

Added Lesson (Lesson 7.11 pg. 249) Label a Theme (as a Concept/Idea)
● Strategy-Think back to the events of the story you've read so far, quickly summarizing or stating the gist of the events. Then, think, "What's a word or short phrase that captures a theme (as a concept/idea) this story explores?" Use the list of the common themes to help.
Added Lesson (Lesson 7.12 pg. 250) Distinguishing Between Plot Events and Theme(s)
● Strategy-To figure out what a story is really about, keep track of important plot events, especially those connected to the main problem(s) and (re)solution(s). Then, jot words or phrases that name the themes that relate to an important event or pattern of events.
Added Lesson (Lesson 7.13 pg. 251) Find a Story's Theme(s) by Focusing on Character
● Strategy-Describe something about a character- a trait, a feeling, a motivation, and so on based on how they handle what happens in the story. Then, use a word or phrase to name a theme that the character description makes you think about.
Added Lesson (Lesson 7.16 pg. 254) Say More about a Theme
● Strategy- Think about a theme you've identified as a single word or short phrase. Then ask yourself, "So what about it?" think back to moments that connect to one theme. Then, say more. The sentence you say may be a general observation or a value judgment.
Added Lesson (Lesson 5.19 pg. 183) Record Each Chapter's Main Event
● Strategy-Each chapter will have at least one important event connected to a problem. To remember the event, stop and jot about it or sketch it on a sticky note at the end of each chapter (sometimes you can use the chapter title to help). When you pick the book back up to keep reading, you can scan all your jots or sketches to remind yourself of what you read.
● Note - Use the Stop and Jot tracker from the book to help you and students keep track of major events in each chapter.
Added Lesson (Lesson 5.18 pg. 182) Summarize with "Somebody…Wanted…But…So…"
● Strategy - Think first, "Who is the main character?" Then, "What does the main character want?" Then, "What gets in his or her way?" And finally, "How does it end up?" Be sure the ending connects back in some way to the problem.
Lessons from the Units of Study for Teaching Reading:
Lesson (Session 17 pg. 175) A Method for Crystallizing Central Interpretations - You will teach students that when a reader wants to make a connection with a story, they will use their personal experiences to relate to the characters and storylines within a text. Creating text to self connections.
● You should have read through pages 98-105 (Chapters 25-26) of Tiger Rising prior to this lesson.
Lesson (Session 18 pg. 165) Finding Meaning in Recurring Images, Objects and Details - You will teach students why authors make certain things recur and what bigger meaning they could represent in the storyline. Particularly focusing on Kate DiCamillo's recurring details throughout Tiger Rising.
● You should have read through pages 106-108 for this lesson. but you may also want to finish the book Tiger Rising prior to this lesson.
● HOMEWORK- PUTTING IT ALL TOGETHER- Have students take their independent reading books, or the last book that they finished independently, and look back on any recurring images, objects and details. You will want them to repeat the work that you did in class that day, by jotting down the importance of each symbol and how it relates to the whole story. You may want them to jot down a quick 4 or 5 sentence interpretation to look over and discuss in class.
Lesson - Assessment - Post- Assessment Unit 1 in LinkIt! - Students will read Slower Than the Rest and answer all questions. Time - approximately 1 reading block.
Lesson - Celebration (Session 19 pg. 176)- Creating a Self-Portrait in Books - You will have the students reflect on the books they have read together and independently throughout this unit. You will celebrate how their reading lives are a reflection of who they are through different methods.

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

Bend I Establishing a Reading Life
Start with Assessment- Read Information (Printing and Copying Materials)
Session 1- Reading Intensely: Building a Foundation to Grow Substantial Ideas
You will teach students that people read intensely to grow solid ideas that are grounded in the text. Readers figure out confusing parts in books, not important things to talk about later, and do the work the author asks them.
Session 2- Taking Responsibility for Reading Lots of Within-Reach Books
You will teach students that readers need to choose books that are calibrated at the upper end of what they can read with understanding. Readers benefit from having a stack of books in waiting---and from keeping track of their volume of reading.

A Day for Assessment- "Papa's Parrot" (Online Resources)

Session 3- Collaborating to Create a Culture of Reading: An All-Hands-on-Deck Call
You will guide students through an inquiry to explore how readers create procedures and systems to find books they want to read.
Session 4- Retelling and Synthesizing to Cement Comprehension
You will teach children that in addition to retelling chronologically, readers can do a synthesis retelling by retelling only the part of the book they've just read, then summarizing the related backstory.
Session 5- Envisionment: Seeing and Hearing inside the Text
You will teach students that readers use the power of their minds' eye to put themselves into the world of their books as they read.
Session 6- Using Partners and Learning Progressions to Lift the Level of Your Work
You will teach children that readers who aim to improve a skill can use learning progressions to set goals and assess their progress. Specifically, you will teach children how to do this with the skill of envisionment and character traits.

Bend II Thinking Deeply about Characters

Session 7- Reading to Develop Defensible Ideas about Characters
You will teach students that people read characters and develop theories about them in much the same way that people read each other. It helps to pay close attention to a person's (or a character's) actions and motivations, noticing if they fit with or change what readers know about the character.
Session 8- Developing Significant Ideas: Using the Story Arc to Notice Important Details about Characters
You will teach children that readers pay special attention to details that reveal characters' desires, the obstacles they encounter, and their struggles to overcome them to best understand both characters and the story.
Session 9- Growing Grounded, Significant Ideas by Noticing Author's Craft: Finding Meaning in Repeated Details

You will teach children that readers grow significant ideas about a character by noticing what the author calls to their attention. If the author repeats something about a character over and over, or otherwise emphasizes something, readers know this is on purpose and think, "Why?"

Session 10- Improving Theories by Reaching for Precise Academic Language
You will teach students that readers' ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, true language that captures those ideas.

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

Session 12- Debating to Prompt Rich Book Conversation
You will teach students that readers can debate differing viewpoints on a provocative question about a book they have both read. In a debate, each reader supports his or her side with evidence to persuade the other person.

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

Bend III Building Interpretations

Session 14- Looking Beyond Characters: Studying Other Elements of Story
You will teach children that readers consider more than character when trying to interpret or make meaning of a story, and you'll introduce a few lenses through which they might look to grow their understanding of a text.

Session 15- Looking through Many Lenses at Not Just a Scene---But at the Whole Story So Far
You will teach children that readers who read interpretively pay attention to parts that stick out. They think about how a particular part might fit with other parts, remembering to think across the whole book.

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

Session 17- A Method for Crystallizing Central Interpretations
You will teach children that when readers develop a central interpretation of a book, they consider big life issues that relate to many people and stories, choose one that pertains to that particular book, and then figure out what the book is saying about that issue.

Session 18- Finding Meaning in Recurring Images, Objects, and Details
You will teach children that paying attention to recurring images, objects, and details helps readers develop complex interpretations about stories.

Session 19- Celebration: Creating a Self-Portrait in Books
You will celebrate the teaching and learning that have happened across the unit with students.

Unit Plan Title	Unit 2: Reading the Weather, Reading the World (Book 2)
Suggested Time Frame	October/November

Overview / Rationale

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

Bend III will take a new turn, with research teams trading topics with a team that studied a related topic. In this way, students will practice the skills of close reading as well as comparing and contrasting. Students will have the opportunity to compare and contrast not only the content of what they are learning but also aspects of authorial intent, such as the tone and craft between texts. Students will also practice the skill of evaluating sources to determine their credibility. The unit ends with a celebration and a nod towards activism.

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
Language for Language Arts
ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by

● Identifying and summarizing main ideas and key details
● Analyzing details and examples for key attributes, qualities, and characteristics
● Evaluating the impact of key word choices in a text
ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Add precision and details to define, describe, compare, and classify topic and/or entity
Language for Science
ELD-SC.4-5.Explain.Interpretive
Interpret scientific explanations by
● Defining investigable questions or design problems based on observations,
● data, and prior knowledge about a phenomenon
● Obtaining and combining evidence and information to help explain how or why a
phenomenon occurs
● Identifying evidence that supports particular points in an explanation
ELD-SC.4-5.Explain.Expressive
Construct scientific explanations that
● Describe observations and/or data about a phenomenon
● Establish neutral or objective stance in communicating results
● Develop reasoning to show relationships between evidence and claims
● Summarize and/or compare multiple solutions to a problem based on how well they meet
the criteria and constraints of the design solution
Established Goals:
New Jersey Student Learning Standards - English Language Arts 2023
RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational
text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing
key details from the text.
RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining
events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what
happened and why, based on evidence in the text.
RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect,
problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important
similarities and differences in the point of view they represent.
RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs,
diagrams, timelines, animations) support central ideas.
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support
their reasoning.
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in
informational texts from authors of different cultures.
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and
teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and
expressing their own clearly.
A. Explicitly draw on previously read text or material and other information known about
the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make

comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

New Jersey Student Learning Standards - English Language Arts 2016
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

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

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

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

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Interdisciplinary Connections

New Jersey Student Learning Standards for Science

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

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

New Jersey Student Learning Standards for Social Studies

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

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

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

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

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

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

Computer Science and Design Thinking

Computing Science

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

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

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills:
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Essential Questions:	Enduring Understandings:
- What strategies do I need to use when I read nonfiction texts? - What is the main idea and/or supporting details in a nonfiction text? - How did the author structure the text and/or what craft techniques were used? - What do I need to include in a summary?	*Students will be able to understand:* - Expository nonfiction is structured differently than fiction. - Authors use craft techniques and nonfiction text structures to write about a topic. - The main idea of nonfiction texts can be explicitly stated or implied. - Authors make choices that affect the way we read, understand, and feel about nonfiction texts.
Knowledge:	**Skills:**

Students will know:	Students will be able to…
● Nonfiction texts have different features than fiction texts and should be read differently. ● Proficient readers use text evidence when explaining what the text says and when making inferences about the text. ● Text summaries include the main idea, carefully selected details that link to the main idea, and text structure. ● Only the ideas stated in the text should be included in summaries, not personal opinions.	● Determine the main idea(s) and supporting details in a nonfiction text. ● Summarize nonfiction texts. ● Describe the overall structure of a nonfiction text. ● Analyze parts of a text in relation to the whole text. ● Distinguish between more and less important details in the text. ● Organize information into categories. ● Cross-text synthesize or integrate and reflect on information from two texts on the same topic in order to write or speak about the subject.

Student Resources
Rich selection of diverse books.

Teacher Resources
See *Reading the Weather, Reading the World-Recommended Book List* (www.heinemann.com) Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment. Can Do Descriptors-Grades 4-5 https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf WIDA English Language Development Standards Framework, 2020 Edition https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf Go-TO Strategies for ELLs.pdf - https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view Imagine Learning- https://www.imaginelearning.com/ Units of Study for Teaching Reading (Grade 4) by Lucy Calkins ● Unit 2 Reading the Weather, Reading the World ● Reading Pathways, Grades 3-5:Performance Assessments and Learning Progressions ● www.heinemann.com Weather and Climate Resource - https://www.readworks.org/article/Weather-and-Climate/f897a54e-4aee-45dd-b2e7-d4de1808f02b#!articleTab:content/contentSection:4560626d-80f7-4cdc-83ee-a82b705534d6/ Assessment Resource - https://www.nysedregents.org/ei/ela/2022/2022-released-items-ela-g4.pdf Drying Up - https://www.timeforkids.com/g56/drying-up/?rl=en-930 Superstorm Sandy by Doug Sanders on Get Epic - https://www.getepic.com/book/56622117/superstorm-sandy

Disaster Education in Japan: Preparing for Natural Disasters to Protect Kids' Lives
https://web-japan.org/kidsweb/cool/20/202011_disaster-prevention-education_en.html
Boxes & Bullets: Main Idea & Supporting Details in Nonfiction Text
https://www.youtube.com/watch?v=6VlubOGiwHQ
NLSLA ELA Features Review- https://www.youtube.com/watch?v=d6Bwksknb4s
Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view
Neptune City Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623
Copy of Interactive/Instructional Read Aloud - March 2023
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit#slide=id.p
Copy of Interactive/Instructional Read Aloud March 2023 -
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit
Mentor texts:
● Everything Weather by Kathy Furgang (from the National Geographic Kids series)
● DK Eyewitness: Hurricane & Tornado by Jack Challoner
● Hurricanes by Seymour Simon

Stage 2 – Assessment Evidence	
Performance Task(s): Pre-Assessment: *Dangerous Weather: Hurricanes and Tornadoes; Tornado Alley* Summative Assessment: *Extreme Insects! Killer Bees and Fire Ants; Amazing Fire Ant Rafts* Post Assessment-Extreme Insects! Killer Beesand Fire Ants; Amazing Fire Ant Rafts "Human Homes that Master the Weather" by Margaret Macalister Slepkow pgs. 22-27. Students read the article and use the RACE strategy to write a response. Students answer questions 25-27. Time - 1 Reading Block. Resource - 2022 Grade 4 English Language Arts Released Questions - https://www.nysedregents.org/ei/ela/2022/22-released-items-ela-g4.pdf Assessment- NJSLA Test Practice - Students read Unit 2 and answer questions 12-20. Grade 4 - Unit 2- https://nj.mypearsonsupport.com/practice-tests/english/ -	Formative Assessments: ● DRA/Running Records ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Informational Reading Self-Assessment Rubric ● Informational Reading Learning Progression

https://nj.mypearsonsupport.com/practice-tests/e Unit 2 Post Assessment in Linkit!- Post Assessment-Extreme Insects! Killer Bees and Fire Ants; Amazing Fire Ant Rafts - Answer questions 1, 2 ,4. Time- Approximately 1 Reading Block	

Stage 3 – Learning Plan

Multilingual Learner Reading Comprehension Strategies for Non-Fiction Text:
https://www.colorincolorado.org/article/increasing-ell-student-reading-comprehension-non-fiction-text
Provide explicit instruction on how expository text is structured.
Help students recognize the structure of expository text. Introduce the various parts of the text, such as the table of contents and the glossary. Discuss how these different parts are used for informational reading, how the text is organized, where different parts will be found in a textbook, and how they compare with one another.
For example, have students compare the index and the glossary, and discuss what they would use each section for. You might try asking a question such as, "If I want to know the definition of a word, will I look in the index or glossary?"
Chapter Walk
Elements that are important to introduce include:
● Sections of a textbook: table of contents, glossary, index
● Visual Cues: titles and headings, bold print, bullets
● Graphic elements: maps, graphics, pictures, sidebars, captions
Types of text
Help students understand the different types of text they will encounter, such as descriptive, sequence, and cause and effect.
Provide opportunity for ELLs to practice interacting with the text and identifying key components of the text.
Giving the students to practice these skills will build confidence and offer many learning opportunities. Practice activities can be done to demonstrate how to get information from the expository text. For example, ask students to look for the main idea of a text, and then to explain what "clues" they saw that supported their answer. Students might say things such as, "The main idea is usually in the first paragraph." Or, "I saw the summary written on the side of the page." Engaging the class in discussion about these key components will give all students a chance to demonstrate learning.
Other strategies include:
Making predictions - One method is the Directed Reading-Thinking Activity (DR-TA), which encourages students to be active readers. DR-TA is a process where the students listen to a brief summary of the text, review a few key words or pictures, and then make a prediction about the content of the text. As they begin to read the text, the teacher asks more questions about how their predictions match what they're reading.
Word splash - Students receive handouts with key words and phrases from the text "splashed" randomly across the page. The students spend some time making clusters of information that goes together. They can do this by circling groups of words, highlighting them in different colors, or drawing lines. The class discusses what they've learned from their clusters and what they predict they will learn from the text. Once again, when they begin to read the text they should make note of which parts of their prediction were correct and how they know that based on "evidence" in the text.
Practice highlighting - Students can practice highlighting text on worksheets or by using this

method: Give each student a clear plastic overhead sheet and a "write-on/wipe-off" marker. Have the student paperclip the plastic sheet to a page in the textbook and work together to circle new vocabulary words and underline key points. The plastic sheets can be wiped off and used again.

Margin bookmark - One way to allow students to practice making notes is by using margin bookmarks. Prepare scratch paper "bookmark" strips that fit in the crease of the textbook and within the margin of the print, or that can be attached to the outside margin using a paperclip. Students can use these bookmarks to make notes in the margin. Give them specific tasks such as, "Write the definition of one of the bold words in your own words," or "Write one fact, one question, and one thing that is important for you to remember." Provide examples so that students see how they can interact effectively with expository text.

Define the important information - Help students identify the most important information in a text using "Pack the Suitcase." Provide students with a short text (no more than two paragraphs) and a small envelope with a picture of a suitcase drawn or glued on it. Pass out pieces of scrap paper and tell students that they need to:

1. Review the text
2. Write "an important point" on each piece of paper
3. "Pack" them in their suitcase.

○ Students can use as many or as few pieces of paper as they want. When the students are finished, tell them they are going on a trip but that they packed too much — they must look in their suitcase and take out half of their items.

○ Students will really have to decide which items (points) are most important to bring on the trip. Finally, have students "travel" to the other side of the room and sit with a partner and "unpack" the suitcases.

○ See if they have the same points, and discuss any differences and how they identified what was important in the article.

Model "what good readers do" to get information from expository text.

Think Aloud - Read an introductory portion of the text to the class. Pause to model what you are thinking out loud, such as by describing what you know about the text. For example, a teacher may look at a chapter with a picture of a volcano and bold words in the text such as lava, magma, and geothermic. The teacher could say, "Hmmm … I see this picture of a volcano and I notice bold vocabulary words. The words look very scientific and technical. I bet this will be a reading about science. I think I will learn facts about volcanoes and how they work."

Demonstrate how to figure out vocabulary - As you come to new vocabulary words, pause and think about how you can figure out what that word means. Show how you look for clues such as commas after the word that contain a definition, or show how the word is related to something else you know such as a root word or cognate in another language.

Use a graphic organizer - Determine what you need to know in the text and show how to complete a graphic organizer. Talk about how the graphic organizer will help you remember the important information in the text. For example, if students need to determine the characteristics of an active volcano vs. an inactive volcano, the graphic organizer can follow a comparison outline and students fill in the correct information as related to the topic.

*Model "fix up" strategies - Show students how you "double check" information when you don't understand it or it doesn't make sense. Read a section of the text aloud — especially a complicated portion — and stop to reflect. Say out loud, "What did I just read? That didn't make sense. Let me go back and read it again." If it still seems confusing, ask the students for ideas about how you could "check" your understanding of this information.

*Determine if it's "In the Book" or "In my Head "In the Question Answer Relationship (QAR) strategy students are taught to identify if information is in the book (literal) or in their head (inferential). Demonstrate this by using questions to model how they figure that out. For example, a literal question might be, "What are three characteristics of an active volcano?" An example of an

inferential question is, "Are volcanoes dangerous?" This can be a very important skill to develop because many developing readers spend a lot of time scouring the text looking for an answer that is not defined literally in the text.

*Strategies from 7 Keys to Comprehension: How to help your kids read it and get it! by Susan Zimmerman and Chryse Hutchins.

Increase peer interaction with the content of the text in order to increase comprehension.

Giving students the chance to interact with their peers about new content will engage them and offer more opportunities to practice talking, writing, and thinking about what they have learned.

Strategies:

Develop study guides to guide ELLs through content area textbook reading - Study guides will focus student attention on the major ideas presented, and can include graphic organizers as described above, key vocabulary, and guiding questions. These study guides can be very helpful in preparing for final exams and students can use them to "quiz" each other. More advanced students can develop their own study guides in partners or in groups.

Assign reading partners - Pair ELLs with friendly fluent readers. Ask partners to read aloud to each other, alternating sentences or pages. After the first student reads, the other student summarizes what they heard. Then the two partners switch roles.

Encourage student engagement - One strategy is the "Say Something" activity. Students take turns reading aloud, and following the reading, each student 'says something,' such as asking a question, making a comment, making a connection to something already read, or responding personally to the text. The exercise also engages students as readers and gets them thinking about the text. For ELLs, teachers may want to have a "phrase wall" displayed so they have a sentence structure to begin their comments. Examples such as, "That reminds me of…" Or "Do you know…" or "That's interesting because…"

Have students retell what they have learned - After students read a section of text, have them re-tell it to a partner or write a few summary notes in their notebook and switch notes with a partner. The partner can add notes, questions or comments to the author's notes.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 -
https://docs.google.com/document/d/1syUlwqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

● Guided Reading Groups are conducted every day (10-15 minutes per group).

● Use data to group students.

Choose an instructional level text and increase the level as students become proficient readers.

● Please see the Checkpoints for Reading Growth Expectations document

Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

● Choose instructional level text that is appropriate for the genre of study.

For more information on the Structure of a Guided Reading Lesson: See

Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402;
https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view

● Guided Reading Lesson Plan Template Copy of F&P Guided Reading Template -
https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo.
https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

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

class.

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

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

Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

Imagine Learning- https://www.imaginelearning.com/

Neptune City Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

Interactive / Instructional Read Aloud - 15 Minutes Daily

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

Structure of an Interactive/Instructional Read- Aloud Lesson

● Introduce the Text -Engage student interest and activate thinking.

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

● Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.

● Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.

● Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

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

Copy of Interactive/Instructional Read Aloud March 2023 -
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1MmI/edit

Part I - Learning From Text - Approximately 12 Days

Standards:

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

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

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

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

Mentor Text- Everything Weather by Kathy Furgang

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

Lessons from the Units of Study for Teaching Reading
Lesson (Session 1 pg. 4) Reading and Learning with Intensity pg. 4
You will teach students that nonfiction readers make a commitment to learning from texts by making connections between what they already know and care about and the text.
Lesson (Session 2 pg. 15) To Learn from Nonfiction, Readers Get Their Mental Arms Around the Text
You will remind students that nonfiction readers preview texts by surveying the parts of the text as well as activating prior knowledge to anticipate how the text might go.
● Homework- REFLECTING ON YOUR NONFICTION READING LIFE- Students read and create two ways to represent their reading in their reader's notebook. They make a page to divide the notebook between fiction and nonfiction. Students write about their nonfiction reading. Show students Fig. 2-1.
Lesson (Session 3 pg. 27) Text Structures Help Accentuate What Matters
You will teach students that nonfiction readers sometimes notice the structures in a text they are reading and use those structures to help them determine the information that is most important.
● Homework - NOTE-TAKING WITH STRUCTURE IN MIND - Students take notes on their nonfiction text.
● The notes should match the structure of what is being learned in class.
● Show students the anchor chart.
● They will need to tape a copy of the chart to their notebooks. See pg. 36.
Lesson (Session 4 pg. 37) Embracing the Challenge of Nonfiction Reading
You will teach students that although there are a variety of ways that nonfiction texts can pose challenges, when readers are aware of those ways they can get themselves ready to tackle the hard parts.
● Homework - TALKING ABOUT YOUR CHALLENGE BOOK READING - Students read challenging text and answer the following questions in their notebooks. Show students Fig. 4-1.
● What are you learning? What does your family know about your topic? How is your nonfiction text challenging in a good way? What's tricky? How are you tackling reading challenges?
● Possible nonfiction text - "Weird Weather!" (Lexile 880) - See Resource Folder
● Note: The homework is challenging. You may want to have students complete it over two days.
Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 13.11 pg. 429) Write, Talk, Write
● Strategy - Start with an idea. Write more to elaborate on your thinking. Then, get together with your book club, partnership, or the class to discuss your thinking. After discussing, come back to your notebook and write about your new thinking. In particular, think about how your ideas have changed or shifted or how you've gotten a new perspective because of the conversation.
● Students can also answer questions from Session 4.
Nonfiction Text - See Resource Folder - Weather and Climate (Article-A-Day from ReadworksLexile range - 650-930).
● Weather and Climate Resource -
https://www.readworks.org/article/Weather-and-Climate/f897a54e-4aee-45dd-b2e7-d4de180 8f02b#!articleTab:content/contentSection:4560626d-80f7-4cdc-83ee-a82b705534d6/
Lesson (Session 5 pg. 47) The Challenges Posed by Texts That are Structured as Hybrids
You will teach students that one of the challenges nonfiction readers face derives from the fact that many texts are hybrid in structure. Readers of hybrid nonfiction use authors' signals to determine which lenses to read through and how the different parts of a nonfiction text fit together.

Lesson (Session 6 pg. 58) Tackling Tricky Vocabulary Through Reading, Note-Taking, and Conversation
You will teach students that when readers look in and around new vocabulary words, they can often figure out their meaning.
● Homework - DESIGNING WORD BANKS TO CAPTURE NEW WORDS - Students read and create a word bank. Show students Fig. 6-3.
Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 11.13 pg. 373) Look for Word Part Clues: Roots and Bases
● Strategy- Within a longer word, look for a meaningful part (a root or a base) you might know. Think about where you've seen or heard the root in a different word, and use that to help you remember, or figure out, what this one means. Notice other parts of the word that modify the meaning of the root or base. Then, think about how the word is being used to figure out its meaning in this context.
● Nonfiction Text - Use a section of the mentor text to do this work.
Lesson (Session 7 pg. 68) Summary Boot Camp
You will teach students that nonfiction readers create summaries of their reading that include the main ideas and key details of the topic, stated in the reader's own words.
● Homework - REFLECTING AND MAKING PLANS - Students reflect and answer the questions in their reader's notebook. Show students Fig. 7-6.
Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 9.16 pg. 316) Summarize with Explanations
● Strategy- After reading a section, state or jot the section's main idea. Next, reread to find information that goes with the idea. To summarize, share the main idea and then after each piece of information from the text, use your own words to explain how the information supports, extends or backs up the main idea.
Added Lesson - You will teach students how to answer open-ended questions using the RACE strategy
Show students how to use the RACE strategy to answer questions.
● The RACES strategy can be used also as it adds a summarization to the response.
● Complete one task with students - text- Global Warming.
● Then have students complete a task - Tornadoes or Tsunamis.
● The article section can be shared without the prompts. See Resource Folder.
● Note: Teachers create an answer key.
Assessment Lesson - "Human Homes that Master the Weather" by Margaret Macalister Slepkow pgs. 22-27. Students read the article and use the RACE strategy to write a response. Students answer questions 25-27. Time- 1 Reading Block.
● Resource - https://www.nysedregents.org/ei/ela/2022/2022-released-items-ela-g4.pdf
● Note: Teachers create an answer key.
Part II - Launching a Whole-Class Research Project - Approximately 10-12 Days
Standard:
RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
Lesson (Session 8 pg. 80) Planning for a Research Project
You will launch a whole-class investigation and will get students going in research teams. You will teach students that the first job of a research team is for its members to organize and plan for the journey ahead.
Lesson - Added Session - Work Session - Allow students to gather information for their research project in class
● You may want to plan a trip to the library.
Added Lesson (1-2 Days) - Boxes and Bullets for Note Taking Based on Research Topic

Show students the video Boxes and Bullets: Main Idea and Supporting Details in Nonfiction Text.
● Please review the resource before using it with the class. The text used is about Monarch Butterflies.
● You may want to choose a different text and model how to use boxes and bullets. Repeat lesson as needed.
● Boxes & Bullets: Main Idea & Supporting Details in Nonfiction Text - https://www.youtube.com/watch?v=6VlubOGiwHQ
● See Resource Folder.
Lesson (Session 9 pg. 92) Synthesis
You will remind students that as researchers read multiple texts on a subtopic, they read the second (and third, and so on) text differently than the first.
● They read subsequent texts asking, "Does this add to what I've already learned? Change what I learned?"
● Homework - REORGANIZING YOUR LEARNING SO IT'S EASIER TO CARRY - Students read and reorganize their notes. Share homework information with students on pg.
Added Lesson on Synthesizing
Text- "Drying Up" by Ciara Nugent-https://www.timeforkids.com/g56/drying-up/?rl=en-930 See Resource Folder.
● Synthesizing video for teacher - https://www.youtube.com/watch?v=P3EJtZ5GbFY
● Share synthesized information about droughts from Session 9.
● Repeat the lesson using the article "Drying up Text" by Ciara Nugent to practice synthesizing.
● Use the anchor chart- To Research Well (Reading the Weather, Reading the World pg. 100).
Lesson (Session 10 pg. 110) Reading Various Types of Texts
You will teach students to draw on a wealth of strategies as they continue their research in teams.
Lesson (Session 11 pg. 110) Writing to Grow Research-Based Ideas
You will teach students that they can use writing to grow their ideas about their research topics.
Lesson (Session 12 pg. 122) Don't Skip the Hard Stuff
You will teach students that readers tackle complex, technical passages head-on by reading and rereading small parts, thinking about what those parts are teaching, and using talk and writing to explain ideas.
● Homework - FINAL PREPARATIONS - Students continuing preparing for their presentations. Some of this was done in class.
Lesson (Session 13 pg. 133) Celebration: Teaching One Another
You will celebrate the work that your students have done thus far in the unit by setting them up to teach each other all about their learning.
Lesson - Assessment - Unit 2 Post Assessment in Linkit!- Post Assessment - Extreme Insects! Killer Bees and Fire Ants; Amazing Fire Ant Rafts
● Answer questions 1, 2 and 4.
● Time - Approximately 1 Reading Block
Part III - Analyzing Nonfiction Text - Approximately 9 Days
In this part of the unit, students learn about hurricanes and their impact. Students will also discover the environmental and social impacts of weather. The teacher will do most of the reading to students during this part.
Standards:
RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

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

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

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

Lesson - Study the impact of an event

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

● Read Superstorm Sandy by Ron Fridell

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

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

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

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

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

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

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

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson - Lesson 10.26 pg. 350) Compare and Contrast with Images

● Strategy - Look Closely at images and other visual features within a section and find two or more that relate to the same topic. Look for details within each feature, and compare what you learn in each. Think, "What similar information do you learn from two images or features? What information is different?

● You can use previously used nonfiction text for this lesson. You may want to consider removing subheadings from shared text.

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

You will teach students to compare and contrast information on hurricanes.

● Teacher will read a section of Superstorm Sandy by Doug Sanders on Get Epic https://www.getepic.com/ (Grade 5 text- Lexile 910L) and compare and contrast it to "Superstorm Sandy" by Ron Fridell.

● Students will compare and contrast topics, events, etc. with their nonfiction text during independent reading time.

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

● Nonfiction Text - Disaster Education in Japan: Preparing for Natural Disasters to Protect Kids' Lives - https://web-japan.org/kidsweb/cool/20/202011_disaster-prevention-education_en.html

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

● Discuss the article and compare and contrast it to the security and safety training that all students and staff participate in monthly.
● Discuss why they prepare in such a way and the author's treatment of Disaster Preparedness in Japan.
Lesson-Assessment - NJSLA Test Practice- Students read Unit 2 and answer questions 12-20. Grade 4 - Unit 2- https://nj.mypearsonsupport.com/practice-tests/english/
● Review Test Taking Features with Students Prior to giving the assessment.
NJSLA ELA Features Review https://www.youtube.com/watch?v=d6Bwksknb4s
● Processing strategies are in the Test Prep-Test Taking Strategies Unit. Please review.

Bend I Learning from Texts

Start with Assessment- Read Information (Printing and Copying Materials)

Session 1 - Reading and Learning with Intensity
You will teach students that nonfiction readers make a commitment to learning from texts by making connections between what they already know and care about and the text.
Session 2 - To Learn from Nonfiction, Readers Get Their Mental Arms Around the Text
You will remind students that nonfiction readers preview texts by surveying the parts of the text as well as activating prior knowledge to anticipate how the text might go.

A Day for Assessment- *Dangerous Weather: Hurricanes and Tornadoes; Tornado Alley* (Online Resources)
Session 3 - Text Structures Help Accentuate What Matters
You will teach students that nonfiction readers sometimes notice the structures in a text they are reading and use those structures to help them determine the information that is most important.
Session 4 - Embracing the Challenge of Nonfiction Reading
You will teach students that although there are a variety of ways that nonfiction texts can pose challenges, when readers are aware of those ways they can get themselves ready to tackle the hard parts.
Session 5 - The Challenges Posed by Texts that are Structured as Hybrids
You will teach students that one of the challenges nonfiction readers face derives from the fact that many texts are hybrid in structure. Readers of hybrid nonfiction use authors' signals to determine which lenses to read through and how the different parts of a nonfiction text fit together.
Session 6 - Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation
You will teach students that when readers look in and around new vocabulary words, they can often figure out their meaning.
Session 7 - Summary Boot Camp
You will teach students that nonfiction readers create summaries of their reading that include the main ideas and key details of the topic, stated in the reader's own words.

Bend II Launching a Whole-Class Research Project
Session 8 - Planning for a Research Project

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

Session 9 - Synthesis

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

Session 10 - Reading Various Types of Texts

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

Session 11 - Writing to Grow Research-Based Ideas

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

Session 12 - Don't Skip the Hard Stuff

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

Session 13 - Celebration: Teaching One Another

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

Bend III Tackling a Second Research Project with More Agency and Power

Session 14 - Reading and Thinking across Two Topics: Comparing and Contrasting

You will teach students that researchers often move from studying one example of something to studying a second example, thinking about ways the second example is similar to and different from what they already know.

Session 15 - Seeking Out Patterns and Relationships

You will teach students that one way to deepen expertise on a topic is to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge.

Session 16 - New Topics Lead to New Investigations

You will teach students that as researchers read across topics, the new information they learn ignites new inquiries, and then they read on to investigate their questions.

Session 17 - Readers Come to Texts with Their Own Agenda

You will teach students that researchers develop their own agendas related to their topics, and they bring these agendas with them as they read. Sometimes, these agendas run counter to how texts are organized or the author's purpose, so researchers must recognize the information they are learning to fit with their agenda.

Session 18 - Evaluating Sources

You will teach students that researchers become experts by evaluating the credibility and trustworthiness of sources.

Session 19 - Reading Closely, Thinking Deeply

You will teach students that nonfiction readers think about the decisions nonfiction writers make---the ways those authors seem to want readers to think or feel about a topic.

Session 20 - Analyzing Craft: Studying How Nonfiction Authors Achieve Their Goals

You will challenge students to ponder nuances in their reading by analyzing published texts to consider techniques that authors use to present and share information.

Session 21 - Imagining Possibilities, Celebrating Activism

You will celebrate the work you and your students have done and will bring this unit to a close with an opportunity for students to share and present their research in final projects.

Unit Plan Title	Unit 3: Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (If...Then…)
Suggested Time Frame	November/December

Overview / Rationale

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

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
Language for Language Arts
ELD-LA.2-3.Narrate.Interpretive
Interpret language arts narratives by
● Identifying how character attributes and actions contribute to event sequences
● Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language
ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context
● Develop and describe characters and their relationships
● Develop story with complication and resolution, time and event sequences
● Engage and adjust for audience

Established Goals:
New Jersey Student Learning Standards - English Language Arts 2023

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
including what happened and why, based on evidence in the text.
RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
B. Determine the meaning of words and phrases that allude to significant characters found in literature.
C. Recognize and explain the meaning of common idioms, adages, and proverbs.
D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
New Jersey Student Learning Standards - English Language Arts 2016
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

Computer Science and Design Thinking

Computing Science

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

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

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

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

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

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

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

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

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

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

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

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

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

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

Essential Questions:	Enduring Understandings:
- How can I read a variety of poems, with attention to mood, sounds, word choice, and images? - How can I notice how these elements and the parts of a poem work together to create meaning? - How can I read novels with a new appreciation for word choice, figurative language, and imagery?	*Students will be able to understand:* - Poets play with words, structure, and sound to create meaning in poems. - Poems evoke strong images/feelings pushing readers to create their own meaning. - Most poems require multiple, close readings to develop meaning and interpretation.
Knowledge:	**Skills:**
Students will know: - Poetry comes in various forms and is not limited to books, but can be found everywhere in the world around us. - Parts of a poem work together to make a whole that conveys an idea. - Reading poetry requires examining all the elements that go into creating poetry while also holding onto and making meaning. - Poetic lines or passages can be found in other genres of text to develop a deeper understanding of the text.	*Students will be able to…* - Explain the major differences between poems, drama, and prose. - Refer to the structural elements of poems. - Look for meaning by examining author choices. - Notice and interpret poetic moves in prose. - Apply strategies used when reading poetry to reading novels.

Student Resources
Rich selection of diverse books including but not limited to: ● *Jabberwocky* by Lewis Carroll ● *Eletelephony* by Laura Richards https://poets.org/poem/eletelephony ● *Love That Dog* by Sharon Creech ● *Locomotion* and *The Other Side* by Jacqueline Woodson ● *All the Places to Love* by Patricia MacLachlan ● *Paddle-to-the-Sea* by Holling C. Holling

Teacher Resources
Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment. Can Do Descriptors-Grades 4-5 - https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf WIDA English Language Development Standards Framework, 2020 Edition https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf Go-TO Strategies for ELLs Go-TO Strategies for ELLs.pdf - https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view Units of Study for Teaching Reading (Grade 4) by Lucy Calkins, 2015, ISBN-13: 978-0-325-00739-0 ● If...Then...Curriculum: Assessment-Based Instruction Grades 3-5 ● Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions ● RAZ-Plus: Poetry books, and Reader's Theater ● Commonlit ● The Reading Strategies Book 2.0 by Jennifer Serravallo ● www.heinemann.com ● http://www.poetryfoundation.org ● http://www.poetry4kids.com Imagine Learning- https://www.imaginelearning.com/ Differences in Poetry, Prose and Drama - 4th Grade Reading - eSpark Instructional Video - https://www.youtube.com/watch?v=XAZMDeNn7gg Poetry, Prose, Drama…What is the Difference - https://www.joliet86.org/assets/1/6/Poetry,_Prose,_Drama_differences.pdf Mood in Poetry - https://www.youtube.com/watch?v=uoBTp4cZJes Similes and Metaphors Video - https://www.youtube.com/watch?v=yDOf299VY Mountains - student copy - Grade 4 https://drive.google.com/file/d/1Orko0qID3pizF_hsU7A2eaulA8Ni3z75/view?usp=sharing Valentine for Ernest Mann https://drive.google.com/file/d/1S4I16hhEFC9Mqdmw1AQ2WFXAU6PoSiXB/view Valentine_for_Ernest_Mann-student_copy- Grade 4.pdf - https://drive.google.com/file/d/1S4I16hhEFC9Mqdmw1AQ2WFXAU6PoSiXB/view April-student_copy-Grade 4.pdf - https://drive.google.com/file/d/1k47qacAQKo4moy5Ao1gQSAZPi-q6P_0p/view

Good_Morning__Dear_Students-student_copy.pdf
https://drive.google.com/file/d/1G_42iKzNNxdhpE2wdgyotboBd2tevPAn/view
Metaphor or Similar .pdf
https://drive.google.com/file/d/1eS0cqA6H7DUmDNdEy-sjGd7cdCcOe17U/viewMood .pdf
https://drive.google.com/file/d/161wt72TnJm81DWs82F9lDHuv2tmw0cCm/view
A Pencil- https://www.poetrysoup.com/poem/a_pencil_1442419
Copy of Interactive/Instructional Read Aloud March 2023 -
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit
Summarizing a text https://www.youtube.com/watch?v=iD5e1MmGzys
Learn About Idioms for Kids - https://www.youtube.com/watch?v=m4aPQJFmh8Y
4th Grade ELA 7.1.5 Idioms, Adages and Proverbs -
https://www.youtube.com/watch?v=VBtFyIueBV8
https://www.mathworksheets4kids.com/language-arts/proverbs-adages/chart.pdf
Common Idioms, Adages and Proverbs, PBS Learning Media -
https://ny.pbslearningmedia.org/resource/ela-lesson-23-grades-4-5/ela-lesson-23-common-idiomsadagesand-proverbs/
Grade 4 Mini-Assessment Springtime Poetry Set
https://achievethecore.org/content/upload/Grade%204%20springtime%20poetry%20pair.pdf
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins
  ● *If...Then...Curriculum: Assessment-Based Instruction Grades 3-5*
  ● *Reading Pathways Grades 3-5: Performance Assessments and Learning Progressions*
www.heinemann.com
https://readingandwritingproject.org/
http://www.poetryfoundation.org
http://www.poetry4kids.com
Mentor Texts:
The Hippopotamus by Ogden Nash https://www.bartleby.com/199/20.html
Dust of Snow by Robert Frost https://www.poetryfoundation.org/poems/44262/dust-of-snow
The Traveling Onion by Naomi Shihab Nye https://poets.org/poem/traveling-onion
Each Kindness by Jacqueline Woodson
Valentine for Ernest Mann by Naomi Shihab Nye https://poets.org/poem/valentine-ernest-mann
Tiger Rising by Kate DiCamillo

Stage 2 – Assessment Evidence	
Performance Task(s):	Formative Assessment
Pre-Assessment/Summative Assessment	● Anecdotal Notes
Distribute a copy of a poem with questions:	● Student Discussions/Notes
1.Describe the structure of the poem.	● Narrative Reading Self-Assessment Rubric
2.What do these lines mean? (include lines)	● Narrative Reading Learning Progression
3.What is the author's message/theme?	
Summative Assessment:	
AssessmentPoetry_Drama_and_Prose__1-Assessme…	
https://drive.google.com/file/d/1X3J3auZUI4Pk02w5R89MMu-kE3Kt1h-/view?usp=sharing	

Grade 3 Mini-Assessment Springtime Poetry Set - https://achievethecore.org/content/upload/Grade%204%20springtime%20poetry%20pair.pdf Performance Task(s): Pre-Assessment/Summative Assessment Distribute a copy of a poem with questions: 1. Describe the structure of the poem. 2. What do these lines mean? (include lines) 3. What is the author's message/theme?	

Stage 3 – Learning Plan

Multilingual Learner Strategies for Teaching Figurative Language and Poetry:
https://compcenternetwork.org/sites/default/files/archive/Mini_Lesson_2-Teaching_Figures_of_Speech.pdf
Strategies for teaching figurative language - For English language learners (ELLs), this language is difficult to understand since it cannot be translated literally.
● Explicit instruction is often needed to provide the knowledge necessary to understand not only the figurative language expressions but the context surrounding them as well.
● Explicit instruction, however, is needed for ELLs to transfer specific metaphorical expressions from a first language to a second.
A three-step process for finding meaning in figurative language that focuses the reader on a problem-solving approach.
1. Locate the figurative language (word or phrase) within the passage being read.
2. Decipher the literal meaning and determine if that is the message the author is actually trying to convey to the reader.
3. Use background knowledge about the word or phrase to decide what meaning the author intended.
Connect to the Real World
● Students can remember figurative language more easily in natural language settings as they relate the figurative language to their real life.
● Student-created and concrete tools, such as figurative language posters that illustrate the literal and figurative meanings of the sayings, are helpful for students to learn figurative language expressions
Learning Log / Chart-
● Figurative Language
● Literal meaning
● Intended meaning
● Connection to real life
Strategies for teaching and reading poetry
Teaching and Reading Poetry with English Language Learners | Colorín Colorado
Familiarize students with different kinds of poems
Start by choosing simple poems that aren't too abstract or complex. Depending on the English level of the students, there are a variety of ways to start bringing poetry in the classroom. You can find many examples of poetry collections and novels at the National Poetry Month resource page.
Talk about the differences between stories and poems. Provide students with a copy of a short story they've already read and a short poem. Ask them to work in groups and make a list of the differences between the two pieces, noting characteristics such as length or style. Have students

share those differences with the class.

Start with poems that are manageable. Make sure the poems you present first have simple and familiar language, images, and themes so that they are accessible to ELLs. One MLL teacher recommends using poetry with "predictable language patterns, repeated words, phrases, lines, and identifiable rhymes" so that they are easier for students to read (Alpha, 2009).

Give students a chance to illustrate poems. Have students work in pairs to discuss and illustrate a short poem, or one or two lines of a longer poem. This will encourage them to think about meaning, and then express their interpretation in their own way. Ask students to share their illustrations with the class so that everyone has a chance to think about the different meanings that their classmates discovered.

Read a variety of poems out loud. Reading a poem out loud brings it to life. Students will begin to understand and notice different rhythms, rhymes, and feelings represented, as well as understand how the language creates an image or mood. The poem should be read in a natural voice, and the teacher can highlight the fact that you do not always stop at the end of each line, but instead use the poem's punctuation as a cue to where the pauses should be.

Be sure to include some poems written for kids and young adults. Children's poetry can be so much fun, and it also gives students a chance to talk about important ideas and feelings. Share the work of poets such as Juan Felipe Herrera, Francisco X. Alarcón, Pat Mora, Naomi Shihab Nye, Rene Saldana, Jr., Janet Wong, Margarita Engle, Nikki Grimes, and Nikki Giovanni, as well as these video interviews with poets from PBS Teachers.

Discuss the vocabulary used in different poems. Poems offer a wonderful opportunity to teach new vocabulary related to a topic or idea, as well as a chance to think about language. Why did the poet choose a certain word? How does that word make you feel? What kind of sound does the word convey?

Poetic Word Wall - Students may want to pick a word or phrase that is meaningful from a poem and write it on a "poetic word" wall — sort of a graffiti wall of sentiments. Students can continue to add to the wall as they discover new items, or even as they write their own poems.

Thinking Map - Students working in pairs take a word of interest from a poem and place it in the center bubble. They then fill in as many bubbles around the word with synonyms or related words. For example, if the word is "longing," students may write words in other bubbles such as, "missing, nostalgic, sorrow, homesick, desire, etc." Students can discuss how the poem would be different if one of the other words had been used. Pairs can share their word lists with other students and ask questions about new words they learn. Bubble Thinking Map.

Give students a chance to read poems out loud together as a class and to each other. Reading poems out loud will improve students' confidence and oral language skills, as well as their reading fluency. See more ideas below.

Look for opportunities to include poetry in other contexts. There is a wide variety of poems that can accompany social studies, history, science, and even math lessons! Poems are also wonderful additions to a discussion on culture and holidays.

Encourage students to immerse themselves in poetry

Look for opportunities to include poetry in other contexts. There is a wide variety of poems that can accompany social studies, history, science, and even math lessons! Poems are also wonderful additions to a discussion on culture and holidays.

Use graphic organizers. These tools can be helpful when talking about a poem's structure or rhyming scheme so that students can reinforce their knowledge about the poetry form and meaning.

Discuss grammatical/syntax patterns found in poems. Poems may have unusual sentence structures that students will not encounter in prose text. Analyzing such sentences can help ELLs develop a better understanding of conventional English syntax.

Continue reading poetry out loud to your students. When introducing more complex poems

with increasingly difficult English vocabulary, read the poem through and ask students for an initial impression regarding the meaning of the poem. A student might say, "I think it's about someone who lost someone they love." This can begin a discussion with questions such as, "Why do you think that? Is there a certain word or phrase that makes you think that? Does someone else have a different idea?"

Encourage students to share their personal interpretations. Students will soon see that each reader finds a different meaning in the poem, and that's ok. Students shouldn't be bogged down looking for the right and wrong answers.

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teacher
https://docs.google.com/document/d/1syUlwqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

● Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students.
Choose an instructional level text and increase the level as students become proficient readers.
Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

● Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy
Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402 -
https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view

● Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template -
https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo.
https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

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

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

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

Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

Neptune City Board of Education Approved Technology List:
https://www.educationframework.com/Districts/main.aspx?districtid=30623

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

Interactive / Instructional Read Aloud- 15 Minutes Daily
Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes.
During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for

highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning. Structure of an Interactive/Instructional Read - Aloud Lesson

● Introduce the Text - Engage student interest and activate thinking.

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

● Discuss the Text - Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.

● Revisit the Text - (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.

● Respond to the Text - (Optional) Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

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

Copy of Interactive/Instructional Read Aloud March 2023 -
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit

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

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

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

Lesson - Difference in Poetry, Prose, and Drama

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

● Differences in Poetry, Prose, and Drama | 4th Grade Reading | eSpark Instructions

● https://www.youtube.com/watch?v=XAZMDeNn7gg

Activity - Discuss the major differences between poems, prose, and drama.

● Read prose, "Four Skinny Trees" by Sandra Cisneros.

● Read drama, "The Woman and Her Bear" by Pat Betteley.

● Read the poem, "Diary of a Sweatshirt" by Diana Murray.

● These are CommonLit resources. You must log in to your free account for the answer keys. CommonLit Poems .pdf -
https://drive.google.com/file/d/1X40-h9gbmRtdJ94Pt3CStBuZr0fe9Vt0/view

Notes - Poetry, Prose, Drama… What is the Difference?
https://www.joliet86.org/assets/1/6/Poetry,_Prose,_Drama_differences.pdf

Lesson - Learning about Figurative Language

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

● Similes and Metaphors | Award Winning Similes and Metaphors Teaching Video | …
https://www.youtube.com/watch?v=yDOf299VYdU

Metaphor or Similar .pdf -
https://drive.google.com/file/d/1eS0cqA6H7DUmDNdEy-sjGd7cdCcOe17U/view

Lesson - Idioms, Adages, Proverbs

Teacher's will teach students the meanings of additional figurative language - idioms, adages, proverbs.

● View/discuss idioms - Learn About Idioms for Kids
https://www.youtube.com/watch?v=m4aPQJFmh8Y
● View/discuss idioms, adages, and proverbs.
4th Grade ELA 7.1.5 Idioms, Adages and Proverbs
https://www.youtube.com/watch?v=VBtFyIueBV8
● Notes for students -
https://www.mathworksheets4kids.com/language-arts/proverbs-adages/chart.pdf
● Activity- Idioms, Adages, Proverbs Activity-Grade 4.pdf -
https://ny.pbslearningmedia.org/resource/ela-lesson-23-grades-4-5/ela-lesson-23-common-idioms-adages-and-proverbs/
Lesson - Readers Identify Poetic Devices (Mood)
You will teach students how to identify mood in poetry.
● Discuss the video - Mood in Poetry - https://www.youtube.com/watch?v=uoBTp4cZJes
● You do not need to view the entire video. You can stop the video after the first poem -
Laughter. Mood .pdf
https://drive.google.com/file/d/161wt72TnJm81DWs82F9lDHuv2tmw0cCm/view
Lesson - Assessment - Poetry_Drama_and_Prose__1-Assessment.pdf
https://drive.google.com/file/d/1X3J3auZUI4Pk002w5R89MMu-kE3Kt1h-/view?usp=sharing
Lessons from If...Then...Curriculum: Assessment-Based Instruction Grades 3-5
Important Note: Students have now explored the differences between poetry, prose, and drama.
They have learned about mood and some forms of figurative language, idioms, adages, and
proverbs and are ready to analyze Love That Dog by Sharon Creech and other suggested poems.
Lesson - Establish Context
● Tell students that the unit is about poetry. Discuss different elements of poetry.
4th Grade ELA 6.2.4 Elements of Poetry
https://www.youtube.com/watch?v=9P1RTtpigWg
● Share that in this unit students will read Love that Dog by Sharon Creech.
● This is a free verse poem that tells a story.
● Discuss the meaning of free verse with students. Free Verse Poems: Lesson for Kids -
https://study.com/academy/lesson/free-verse-poems-lesson-for-kids.html
Lesson (pg. 79) Readers Identify a Variety of Poems -You will teach students that poems come
in many shapes and sizes. When readers encounter a poem for the first time, they read it
carefully, paying attention to the form, length, structure, style, and mood. Use poems from Love
that Dog as resources for this (look at the back of the book for the poems referenced throughout
the book).
● Focus Questions - Does it tell a story? Does it ask or answer a question? Does it give an
opinion? Does it paint a picture? Does it bring up a social issue? A problem in our world?
Is the poem short or lengthy? Does it have repeating lines? Is it divided into couplets or
stanzas? Does it follow a rhyme scheme? Or is it free verse?
Lesson (pg. 92) Poetry Breaks Language Rules - You will teach students that poets have a
license. They are allowed to use language in ways that breaks the rules. Readers of poetry notice
how poets play with language to create rhyme and rhythm.
Assessment - Students will read the passage "Good Morning Dear Students" by Kenn Nesbitt
and answer the questions on CommonLit. Good_Morning__Dear_Students-student_copy.pdf
- https://www.commonlit.org/en/texts/good-morning-dear-students
https://drive.google.com/file/d/1G_42iKzNNxdhpE2wdgyotboBd2tevPAn/view
Part II - Reading for Deeper Comprehension- Approximately 14 Days
Lesson (pg. 80) Readers Notice Mood in Poetry - You will teach students that readers notice
the poem's mood. They figure out the mood by paying attention to the setting, the choice of
words, and the feelings the poem creates. Allow students to connect this skill to creating a mental

movie as they read a novel.

Lessons from The Reading Strategies Book 2.0 by Jennifer Serravallo:

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

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

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

Lesson - (pg. 85) Readers Look for Meaning in Poetry - You will teach students that readers of poetry pay attention to meaning, as well as the sound of the poem. Looking for the theme and what the poet wants the reader to take away from the poem.

● Use "Mountains" by Rukiye Henderson from Commonlit.

Mountains-student_copy-Grade 4.pdf

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

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

https://drive.google.com/file/d/1k47qacAQKo4moy5Ao1gQSAZPi-q6P_0p/view

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

Valentine_for_Ernest_Mann-student_copy- Grade 4.pdf -

https://drive.google.com/file/d/1S4I16hhEFC9Mqdmw1AQ2WFXAU6PoSiXB/view

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

Lesson (pg. 86) Poetry Readers Stop and Consider the Unusual - You will teach students that poems make us see everyday things in a new and different way. They make us stop and smell the roses or to wonder about and rethink the world around us. You can choose a poem or use this poem about a pencil. A Pencil - https://www.poetrysoup.com/poem/a_pencil_1442419 -

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

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

Lesson (2 Days) - Identifying Theme and Summarizing Poems

Teachers will teach students how to summarize poems.

● Use a previously discussed strategy for summarizing to summarize a chosen poem.

● Resource - Summarizing a text - https://www.youtube.com/watch?v=iD5e1MmGzys

● The example provided is a summary of Cinderella. You will want to choose a poem to summarize. Love that Dog by Sharon Creech is a good example to use.

● Activity - Students summarize the Poem "Life Doesn't Frighten Me" by Maya Angelou located in the NJSLA Practice Test pg. 10.

● Students should answer the questions also.

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

Lesson - Assessment-Students will complete the assessment

● Grade 4 Mini-Assessment Springtime Poetry Set

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

Lesson (2 Days) - (pg. 92) Every Poem Has a Theme - You will teach students that every poem has a theme. The ideas and images in a poem all go together to convey the poem's main message. That message is everywhere in the words, in the images, and in the mood.

● Note - You may need more than one day on theme depending on the poem(s) you choose to use with your students.

Assessment - Students will read and answer the questions about the Theme of the poem "Poetry Means the World to Me" by Tony Medina on CommonLit -
https://www.commonlit.org/en/texts/poetry-means-the-world-to-me

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

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

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

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

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

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

Bend I Discovering Poetry in Poems and Prose

Start with Pre-Assessment:
Distribute a copy of a poem with questions:
1. Describe the structure of the poem.
2. What do these lines mean? (include lines)
3. What is the author's message/theme?

Session 1 - Readers Identify a Variety of Poems
You will teach students that poems come in many shapes and sizes. When readers encounter a poem for the first time, they read it carefully, paying attention to the form, length, structure, style, and mood.

Session 2 - Poetry in Novels
You will teach students that readers look for poetic passages in novels. They notice when authors use figurative language, intense imagery, or repetition to help readers better understand the story.

Session 3 - Readers Notice Mood in Poetry
You will teach students that readers notice the poem's mood. They figure out the mood by paying attention to the setting, the choice of words, and the feelings the poem creates.

Session 4 - Readers Look for Meaning in Poetry
You will teach students that readers of poetry pay attention to meaning, as well as the sound of the poem.

Session 5 - Poetry Breaks Language Rules

You will teach students that poets have a license. They are allowed to use language in ways that breaks the rules. Readers of poetry notice how poets play with language to create rhyme and rhythm.

Bend II Reading for Deeper Comprehension
Session 6 - All Parts of a Poem Work Together to Make Meaning
You will teach students that readers understand that all the parts of a poem work together to make meaning. Readers push themselves to read new sections by asking if the new part fits with what they have already read.
Session 7 - Rereading is Essential to Understanding Poetry
You will teach students that readers look back across several powerful passages to think about how those parts go together. They think about what big idea or questions they have based on rereading well-crafted parts.
Session 8 - Poetry Readers Create Mental Images
You will teach students that readers have to think hard to create mental images. They use the words of the poem and their imaginations to picture these images clearly.
Session 9 - Poetry Readers Stop and Consider the Unusual
You will teach students that poems make us see everyday things in a new and different way. They make us stop and smell the roses, or to wonder about and rethink the world around us.
Session 10 - New Insight Found in the Ending
You will teach students that poetry readers pay close attention to the last lines of a poem. They recognize that often the ending of a poem offers new insight into the rest of the text.
Session 11 - Every Poem Has a Theme
You will teach students that every poem has a theme. The ideas and images in a poem all go together to convey the poem's main message. That message is everywhere in the words, in the images, and in the mood.

Bend III Looking at Life and Literature through the Lens of Poetry
Session 12 - Poetry Reflects the World
You will teach students that readers of poetry learn to pay attention to the world around them. Poems teach them to be reflective.
Session 13 - Poetry Connections
You will teach students that once readers connect with specific lines of poetry, they carry those words with them throughout their lives. Poetry can become a lens through which readers live their lives.
Session 14 - Themes and Messages Across Literature
You will teach students that readers carry the messages they have learned from poetry into their reading of other texts. They stop at key parts to think about how characters in the book they are reading might learn from the wisdom of a poem or how a novel might offer a similar theme or ask similar questions.
Session 15 - Keeping Poetry in Your Heart
You will teach students that readers of poetry often have a few lines that they know by heart. These lines influence the way they live, and contain valuable life messages.

Unit Plan Title	Unit 4: Reading History: The American Revolution (Book 3)
Suggested Time Frame	January/February

Overview / Rationale

This unit builds upon the work of the nonfiction unit, *Reading the Weather, Reading the World*, and guides students on a journey of learning to read like historians. This unit has also been designed so that it can support students in both reading and writing (*Bringing History to Life*) about the focal topic, the American Revolution.

In Bend I, students embark on a research project about the events leading up to the American Revolution. They will begin building their knowledge about the era by reading accessible texts. Teachers will then show students how researchers pay attention to text structures in order to organize their notes and their thinking. As students narrow their research focus to a subtopic, teach them how to synthesize new information into what they already know, paying special attention (as historians do) to the people, geography, and chronology of the event they are studying. Primary sources will also be introduced in this bend.

Bend II moves forward to the eve of the American Revolution. Teach students that historians learn about multiple points of view in order to gain a more complete picture of events in the past. Students will continue their research in preparation to debate the question of independence from Great Britain. They will gather their evidence and angle it to support their side.

Bend III will take a new turn, as students work in partnerships to begin a new research project, on the time period after the Second Continental Congress. Students will learn to preview and paraphrase increasingly complex texts, and to study all parts of a text to extract the main ideas. Vocabulary will have a special emphasis. Teach strategies for learning not only the definitions for new domain-specific words, but how those words are used at a deeper level. By the end of this unit, students will begin to see how the past and the present are connected, and how the past continues to affect us today.

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships

● Summarize most important aspects of information
ELD-SI.4-12.Explain
Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence
Language for Language Arts
ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and summarizing main ideas and key details
● Analyzing details and examples for key attributes, qualities, and characteristics
● Evaluating the impact of key word choices in a text
ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Establish objective or neutral stance
● Add precision and details to define, describe, compare, and classify topic and/or entity
● Develop coherence and cohesion throughout text
ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by
● Identifying main ideas
● Analyzing points of view about the same event or topic
● Evaluating how details, reasons, and evidence support particular points in a text
ELD-LA.4-5.Argue.Expressive
Construct language arts arguments that
● Introduce and develop a topic clearly; state an opinion
● Support opinions with reasons and information
● Use a formal style
● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section
Language for Social Studies
ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by
● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
● Analyzing sources for a series of contributing factors or causes
● Evaluating disciplinary concepts and ideas that are open to different interpretations
ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that
● Introduce phenomena or events
● Describe components, order, causes and effects, or cycles using relevant examples and details

● Generalize probable causes and effects of developments or events
ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by
● Identifying topic and purpose (argue in favor or against a position, present a balanced
● interpretation, challenge perspective)
● Analyzing relevant information from multiple sources to develop claims in response to compelling questions
● Evaluating point of view and credibility of source, based on distinctions between fact and opinion
ELD-SS.4-5. Argue. Expressive
Construct social studies arguments that
● Introduce topic
● Select relevant information to support claims with evidence from multiple sources
● Establish perspective
● Show relationships between claims with reasons and multiple sources of evidence

Established Goals:
New Jersey Student Learning Standards - English Language Arts 2023
RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an Informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2 Summarize informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text explaining events, procedures, ideas, or concepts in a historical scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas and concepts or information in a text or part of a text.
RI.PP.4.5 Compare and contrast multiple accounts of the same event for topic; noting important similarities and differences in the point of view they represent.
RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

New Jersey Student Learning Standards - English Language Arts 2016
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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

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

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

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

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Interdisciplinary Connections
New Jersey Student Learning Standards for Social Studies

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

Chronological sequencing helps us track events over time:

• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

Computer Science and Design Thinking

Computing Science

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

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

Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy

Economic and Government Influences:

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

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:

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

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

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

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

9.4 Life Literacies and Key Skills

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

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

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

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

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

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

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

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

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

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

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

Essential Questions:	Enduring Understandings:
● What is the main idea and/or supporting details in a nonfiction text? ● How would I describe the overall structure of the text? ● What is the author's point of view or perspective? Is it firsthand or secondhand? ● What do I need to include in a summary?	*Students will be able to understand:* ● The main idea of nonfiction texts can be explicitly stated or implied. ● Authors make choices based on their perspective that affect the way we read, understand, and feel about texts. ● Firsthand accounts differ from secondhand accounts in the information provided. ● Researchers need to integrate and reflect information from more than one text to be able to expound on a topic.
Knowledge:	**Skills:**
Students will know: ● Nonfiction texts have different features than fiction texts and should be read differently. ● Proficient readers use text evidence when explaining what the text says and when making inferences about the text. ● Text summaries include the main idea, carefully selected details that link to the main idea, and text structure. ● Authors use reasons and evidence to support particular points in a text.	*Students will be able to…* ● Determine the main idea(s) and supporting details in a nonfiction text. ● Summarize nonfiction texts. ● Describe the overall structure of a nonfiction text. ● Determine the author's point of view or perspective. ● Analyze parts of a text in relation to the whole text. ● Organize information into categories. ● Cross-text synthesize or integrate and reflect on information from two texts on the same topic in order to write or speak about the subject.

Student Resources
Rich selection of diverse books.

Teacher Resources
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins ● Unit 3 *Reading History: The American Revolution* ● *Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions* www.heinemann.com https://readingandwritingproject.org/

Mentor Texts:
Liberty! How the Revolutionary War Began by Lucille Recht Penner
The Revolutionary War by Josh Gregory
George vs. George by Rosalyn Schanzer
Short Nonfiction for American History: The American Revolution and Constitution by Anne Goudvis and Stephanie Harvey

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.
Can Do Descriptors-Grades 4-5 WIDA - Can Do Descriptors Key Uses Edition - Grades 4-5 - https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf
WIDA English Language Development Standards Framework, 2020 Edition WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 - https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf
Go-TO Strategies for ELLs Go-TO Strategies for ELLs.pdf - https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view
Imagine Learning- https://www.imaginelearning.com/
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07717-8
● Unit 3 Reading History: The American Revolution
● Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions
● www.heinemann.com
Mentor Texts:
● Liberty! How the Revolutionary War Began by Lucille Recht Penner
● The Revolutionary War by Josh Gregory
● George vs. George by Rosalyn Schanzer
● Short Nonfiction for American History: The American Revolution and Constitution by Anne Goudvis and Stephanie Harvey
● The American Revolution- Reader - https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QDTEA_OVERBOARD!-student_copy.pdf - https://drive.google.com/drive/folders/19HBg6aExkegwMa3x7TmMchdBAHjGF-QD
An Eyewitness Account of the Boston Tea Party .pdf - https://drive.google.com/file/d/1yPotvVY03JQC92m7VQe5IjicX2AkOv-7/view

Stage 2 – Assessment Evidence	
Performance Task(s): Pre-Assessment: *A New Start* and *Text 2- Letter*	Formative Assessments: ● Link-it Form B

Second Continental Congress Debate Revolutionary War Research Project <u>Summative Assessment:</u> *Kid Power!* and "How I Harnessed the Wind" Linkit! Post assessment for the unit Post-Assessment: "Kid Power!" and Video or Text William Kamkwamba's TED talk, "How I Harnessed the Wind"	● STAR winter assessment (Librarians administer) ● Running Records ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Informational Reading Self-Assessment Rubric ● Informational Reading Learning Progression

Stage 3 – Learning Plan
Multilingual Learner Reading Comprehension Strategies: Reading Comprehension Strategies for English Language Learners	Colorín Colorado - https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners Multilingual Learner Reading Comprehension Strategies for Non-Fiction Text: https://www.colorincolorado.org/article/increasing-ell-student-reading-comprehension-nonfiction-text Provide explicit instruction on how expository text is structured. Help students recognize the structure of expository text. Introduce the various parts of the text, such as the table of contents and the glossary. Discuss how these different parts are used for informational reading, how the text is organized, where different parts will be found in a textbook, and how they compare with one another. For example, have students compare the index and the glossary, and discuss what they would use each section for. You might try asking a question such as, "If I want to know the definition of a word, will I look in the index or glossary?" Chapter Walk Elements that are important to introduce include: ● Sections of a textbook: table of contents, glossary, index ● Visual Cues: titles and headings, bold print, bullets ● Graphic elements: maps, graphics, pictures, sidebars, captions Types of text Help students understand the different types of text they will encounter, such as descriptive, sequence, and cause and effect. Provide opportunity for ELLs to practice interacting with the text and identifying key components of the text. Giving the students to practice these skills will build confidence and offer many learning opportunities. Practice activities can be done to demonstrate how to get information from the expository text. For example, ask students to look for the main idea of a text, and then to explain what "clues" they saw that supported their answer. Students might say things such as, "The main idea is usually in the first paragraph." Or, "I saw the summary written on the side of the page." Engaging the class in discussion about these key components will give all students a chance to demonstrate learning. Other strategies include: Making predictions - One method is the Directed Reading-Thinking Activity (DR-TA), which encourages students to be active readers. DR-TA is a process where the students listen to a brief summary of the text, review a few key words or pictures, and then make a prediction about the content of the text. As they begin to read the text, the teacher asks more questions about how

their predictions match what they're reading.

Word splash - Students receive handouts with key words and phrases from the text "splashed" randomly across the page. The students spend some time making clusters of information that goes together. They can do this by circling groups of words, highlighting them in different colors, or drawing lines. The class discusses what they've learned from their clusters and what they predict they will learn from the text. Once again, when they begin to read the text they should make note of which parts of their prediction were correct and how they know that based on "evidence" in the text.

Practice highlighting - Students can practice highlighting text on worksheets or by using this method: Give each student a clear plastic overhead sheet and a "write-on/wipe-off" marker. Have the student paperclip the plastic sheet to a page in the textbook and work together to circle new vocabulary words and underline key points. The plastic sheets can be wiped off and used again.

Margin bookmark - One way to allow students to practice making notes is by using margin bookmarks. Prepare scratch paper "bookmark" strips that fit in the crease of the textbook and within the margin of the print, or that can be attached to the outside margin using a paperclip. Students can use these bookmarks to make notes in the margin. Give them specific tasks such as, "Write the definition of one of the bold words in your own words," or "Write one fact, one question, and one thing that is important for you to remember." Provide examples so that students see how they can interact effectively with expository text.

Define the important information - Help students identify the most important information in a text using "Pack the Suitcase." Provide students with a short text (no more than two paragraphs) and a small envelope with a picture of a suitcase drawn or glued on it. Pass out pieces of scrap paper and tell students that they need to:

4. Review the text
5. Write "an important point" on each piece of paper
6. "Pack" them in their suitcase.

○ Students can use as many or as few pieces of paper as they want. When the students are finished, tell them they are going on a trip but that they packed too much — they must look in their suitcase and take out half of their items.

○ Students will really have to decide which items (points) are most important to bring on the trip. Finally, have students "travel" to the other side of the room and sit with a partner and "unpack" the suitcases.

○ See if they have the same points, and discuss any differences and how they identified what was important in the article.

Model "what good readers do" to get information from expository text.

Think Aloud - Read an introductory portion of the text to the class. Pause to model what you are thinking out loud, such as by describing what you know about the text. For example, a teacher may look at a chapter with a picture of a volcano and bold words in the text such as lava, magma, and geothermic. The teacher could say, "Hmmm … I see this picture of a volcano and I notice bold vocabulary words. The words look very scientific and technical. I bet this will be a reading about science. I think I will learn facts about volcanoes and how they work."

Demonstrate how to figure out vocabulary - As you come to new vocabulary words, pause and think about how you can figure out what that word means. Show how you look for clues such as commas after the word that contain a definition, or show how the word is related to something else you know such as a root word or cognate in another language.

Use a graphic organizer - Determine what you need to know in the text and show how to complete a graphic organizer. Talk about how the graphic organizer will help you remember the important information in the text. For example, if students need to determine the characteristics of an active volcano vs. an inactive volcano, the graphic organizer can follow a comparison outline and students fill in the correct information as related to the topic.

*Model "fix up" strategies - Show students how you "double check" information when you don't understand it or it doesn't make sense. Read a section of the text aloud — especially a complicated portion — and stop to reflect. Say out loud, "What did I just read? That didn't make sense. Let me go back and read it again." If it still seems confusing, ask the students for ideas about how you could "check" your understanding of this information.

*Determine if it's "In the Book" or "In my Head" In the Question Answer Relationship (QAR) strategy students are taught to identify if information is in the book (literal) or in their head (inferential). Demonstrate this by using questions to model how they figure that out. For example, a literal question might be, "What are three characteristics of an active volcano?" An example of an inferential question is, "Are volcanoes dangerous?" This can be a very important skill to develop because many developing readers spend a lot of time scouring the text looking for an answer that is not defined literally in the text.

*Strategies from 7 Keys to Comprehension: How to help your kids read it and get it! by Susan Zimmerman and Chryse Hutchins.

Increase peer interaction with the content of the text in order to increase comprehension. Giving students the chance to interact with their peers about new content will engage them and offer more opportunities to practice talking, writing, and thinking about what they have learned. Strategies:

Develop study guides to guide ELLs through content area textbook reading - Study guides will focus student attention on the major ideas presented, and can include graphic organizers as described above, key vocabulary, and guiding questions. These study guides can be very helpful in preparing for final exams and students can use them to "quiz" each other. More advanced students can develop their own study guides in partners or in groups.

Assign reading partners - Pair ELLs with friendly fluent readers. Ask partners to read aloud to each other, alternating sentences or pages. After the first student reads, the other student summarizes what they heard. Then the two partners switch roles.

Encourage student engagement - One strategy is the "Say Something" activity. Students take turns reading aloud, and following the reading, each student 'says something,' such as asking a question, making a comment, making a connection to something already read, or responding personally to the text. The exercise also engages students as readers and gets them thinking about the text. For ELLs, teachers may want to have a "phrase wall" displayed so they have a sentence structure to begin their comments. Examples such as, "That reminds me of…" Or "Do you know…" or "That's interesting because…"

Have students retell what they have learned - After students read a section of text, have them re-tell it to a partner or write a few summary notes in their notebook and switch notes with a partner. The partner can add notes, questions or comments to the author's notes.

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teacher
https://docs.google.com/document/d/1syUlwqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit

● Guided Reading Groups are conducted every day (10-15 minutes per group).
Use data to group students.
Choose an instructional level text and increase the level as students become proficient readers.
● Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view
● Choose instructional level text that is appropriate for the genre of study.
For more information on the Structure of a Guided Reading Lesson: See
Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402;
https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view
● Guided Reading Lesson Plan Template - Copy of F&P Guided Reading Template -

https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit
Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo.
https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing
Getting ready - Please read pages xv-xvi in advance, to prepare for the unit.
As always, please preview the resources, as well as any web-based resources accompanying online materials, before giving them to your students to make sure they are best-suited for your particular class.
Important Note: Use grade level (or slightly above grade level) text as your teaching resource when choosing additional text from the Board of Education approved resources. Please review the "Checkpoints" document to ensure the appropriate level text is being used.
Checkpoints for Reading Growth 7.17.17 Copy.pdf -
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view
Neptune City Board of Education Approved Technology List
https://www.educationframework.com/Districts/main.aspx?district id=30623
Interactive / Instructional Read Aloud - 15 Minutes Daily
Teachers will conduct an Instructional/Interactive Read Aloud every day for 10-15 minutes. During the interactive/instructional read-aloud, the teacher reads aloud a selected text to children, occasionally pausing for conversation. The instruction (stopping points) is organized for highly intentional teaching. The texts are on or beyond the instructional reading level for a particular grade. The text-based discussion and strategies help children to construct meaning.
Structure of an Interactive/Instructional Read-Aloud Lesson
● Introduce the Text -Engage student interest and activate thinking. Read the Text- Stop a few times to invite thinking and a brief conversation. Students may turn and talk in pairs or threes, etc.
● Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.
● Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.
● Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.
Use the mentor text for the unit for the Read Aloud as well as the mini-lessons. The mini lessons stem from the Read Aloud. For more information:
Copy of Interactive/Instructional Read Aloud March 2023 -
https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit
Part I Researching History - Approximately 11 Days
Lesson 1 (Session 1 pg. 4) Researchers Orient Themselves to a Text Set - You will teach students that researchers often learn about a topic by locating accessible resources through which they can build their own prior background knowledge and overview of the topic. They also skim to pay attention to recurring subtopics.
Lesson 2 (Session 2 pg. 12) - Readers Use Text Structures to Organize Incoming Information and Notes - You will teach students that when researchers preview a text, they try to identify the text structure, because knowing this can help them understand the important parts and organize their reading and notetaking.
Lesson 3 (Session 3 pg. 23) - Special Challenges of Researching History - You will teach

students that researchers pay particular attention to people, geography, and chronology when they read history. By paying attention to who, where, and when, researchers begin to organize their new knowledge.

Added Lesson From Reading Strategies Book 2.0 by Jennifer Serravallo

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

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

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

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

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

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

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

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

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

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

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

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

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

Part II - Preparing for Debate - Approximately 6 Days

Lesson 11 (Session 10 pg. 84) Recognizing Different Perspectives
You will teach students that historians pay careful attention to multiple points of view, so that they can try to form a more complete understanding of what happened in the past.
Added Lesson - This is the homework listed for Session 10 -
● This should be done as a class text should be read aloud by the classroom teacher.
● The teacher will read both "Tea Troubles: The Boston Tea Party"
https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/8433/G4B3_TeaTroubles.pdf ; An Eyewitness Account of the Boston Tea Party An Eyewitness Account of the Boston Tea Party An Eyewitness Account of the Boston Tea Party .pdf -
https://www.varsitytutors.com/earlyamerica/early-america-review/volume-1/eyewitness-account-boston-tea-party
● Then look at them side by side, and think, "Do these authors have similar points of view? Do they have different ones? And how do I know?"
● Use your copy of "Analyzing Perspective" (on Heinemann website under homework) strand of the progression to identify and compare the perspective of each author.
Lesson 12 (Session 11 pg. 94) - Readers Find--and Angle--Evidence to Support Their Claim
You will teach students that readers study historical evidence to determine their own point of view, and then they analyze the evidence to figure out how to make it support their point of view.
Use the box on pg 98:
Ways to Spin Evidence to Fit your Argument
This (Document type: painting/letter/advertisement) shows_____.
I notice that _____.
It could support my argument because_____.
Lesson 13 (Session 12 pg. 103) Rehearsing a Debate
You will teach students that debaters research both sides of an issue to present their position effectively with reasons and evidence and rebut the position of their opponent.
● HOMEWORK- PREPARING FOR A NEW ROUND OF DEBATE: The night before they go to court, lawyers often sit in bed thinking "I have collected lots of evidence, but what is the exact order I should present it in?" Tonight, you are going to do the same type of work. Look over your notes, and think to yourself, "Should I present my best evidence first or last? Where should I put my least convincing evidence?" You may want to make a little list for yourself that you keep with you, which will remind you of the order in which you would like to present.
Lesson- (Session 13 pg. 111) Staging a Second Continental Congress Debate
You will have students celebrate their learning through a whole-class debate as they reenact the Second Continental Congress.
Lesson-Assessment - This is a content assessment. Students read and answer the questions about the Tea Overboard by Mike Weinstein (Lexile 820). CommonLit Passage - TEA_OVERBOARD!-student_copy.pdf -
https://drive.google.com/file/d/1aIpdpcKRjXNwTXyNyyeCNTliC3kShfkm/view
Part III - Engaging in a Second Cycle of Research- Approximately 5 Days
Lesson 14 (Session 16 pg. 134) Readers Study All Parts of a Text to Determine Main Ideas
You will teach students that nonfiction readers know that there are specific places in a text where an author often reveals important information related to the main idea: introductions, conclusions, and text features.
Lesson 15 (Session 17 pg. 144) Readers Alter Their Strategies Based on the Kind of Text They are Reading - You will teach students that readers draw on prior knowledge of text structure to read nonfiction.
● HOMEWORK: For tonight's homework, you might want to encourage students to work on volume. Urge them to read for as many pages as they can, perhaps even surpassing

their last reading time entry in their log. Remind students to be aware that oftentimes nonfiction texts can be both expository and narrative, and that the envisionment work that they do for each genre will be different. You might ask students to find another scene in their book that feels particularly significant to the experiences people had during the American Revolution. Urge them to go back and reread that scene intensely, several times, and see how it connects to other scenes. Finally, you might ask them to find at least one other scene that connects to the other one they have chosen and reread that second scene, as well.

Lesson 16 (Session 18 pg. 151) - Developing a Richer Conceptual Knowledge of Key Vocabulary-You will teach students that when readers approach a new word, they not only learn the definition of it, but also work to understand the word and how it is used at a deeper level.

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

Lesson 17 (Session 19 pg. 159) Questioning and Hypothesizing to Reach Deeper Conclusions - You will teach students that when researchers ask questions that don't have clear or quick answers, they draw on their growing body of knowledge about the topic to consider several possible answers to their questions.

Lesson 18 (Session 20 pg. 163) Reading History for Universal Messages, for Meaning You will teach students that readers draw upon their knowledge of interpretation to ask questions about history, and to figure out the big lessons that they can learn from the past

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

Bend I Researching History

Start with Assessment- Read Information (Printing and Copying Materials

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

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

A Day for Assessment- *A New Start* and *Text 2- Letter*
Second Continental Congress Debate/Revolutionary War Research Project (Online Resources)

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

Session 4 - Prioritizing--Note Taking on What's Really Important
You will remind students that when researchers take notes, they read a chunk of the text straight through and pause to talk it over in their mind before they record important parts.

Session 5 - Synthesizing across Texts

You will remind students that researchers synthesize information about a key subtopic by reading an overview text, then reading across several sources about that one subtopic, and thinking about how the new information fits with what they have already read.

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

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

Session 8 - Readers Bring Their Topics to Life
You will teach students that researchers can bring their topics to life when they draw on all they know about reading fiction to make a scene come alive.

Session 9 - A Celebration of Learning
You will have students celebrate the learning of this bend by teaching other students what they've learned about a subtopic of the American Revolution.

Bend II Preparing for Debate

Session 10 - Recognizing Different Perspectives
You will teach students that historians pay careful attention to multiple points of view, so that they can try to form a more complete understanding of what happened in the past.

Session 11 - Readers Find--and Angle--Evidence to Support Their Claim
You will teach students that readers study historical evidence to determine their own point of view, and then they analyze the evidence to figure out how to make it support their point of view.

Session 12 - Rehearsing a Debate
You will teach students that debaters research both sides of an issue to present their position effectively with reasons and evidence and rebut the position of their opponent.

Session 13 - Staging a Second Continental Congress Debate
You will have students celebrate their learning through a whole-class debate as they reenact the Second Continental Congress.

Bend III Engaging in a Second Cycle of Research

Session14 - Building the Prior Knowledge that Makes Texts Accessible
You will teach students that readers often read much easier texts to get background knowledge on a topic before tackling harder texts.

Session 15 - Strategies for Tackling Increasingly Complex Texts
You will teach students that readers use special strategies for making sense of a complex text. They begin by previewing the text closely, and then they read a section, paraphrase what they just read, and notice whether it goes with what they have read before or introduces something new.

Session 16 - Readers Study All Parts of a Text to Determine Main Ideas
You will teach students that nonfiction readers know that there are specific places in a text where an author often reveals important information related to the main idea: introductions, conclusions, and text features.

Session 17 - Readers Alter Their Strategies Based on the Kind of Text They are Reading
You will teach students that readers draw on prior knowledge of text structure to read nonfiction.

Session 18 - Developing a Richer Conceptual Knowledge of Key Vocabulary
You will teach students that when readers approach a new word, they not only learn the definition of it, but also work to understand the word and how it is used at a deeper level.
Session 19 - Questioning and Hypothesizing to Reach Deeper Conclusions
You will teach students that when researchers ask questions that don't have clear or quick answers, they draw on their growing body of knowledge about the topic to consider several possible answers to their questions.
Session 20 - Reading History for Universal Messages, for Meaning
You will teach students that readers draw upon their knowledge of interpretation to ask questions about history, and to figure out the big lessons that they can learn from the past.

Unit Plan Title	Unit 5- Reading Test Prep (Guidance to Create Your Own Unit)
Suggested Time Frame	March

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

One thing to remember as teachers prepare students for state reading assessments is that the assessments are in fact, reading tests. They assess the level at which a student can read with strong comprehension. The level of text that fourth graders are expected to read and comprehend are higher than ever before. The good news is much of what is tested is what is taught throughout the year. Students who read at high reading levels with solid reading rates, meaning they read with stamina and fluency, do well. Students who read below grade level, or who read so slowly that they take an unusually long time to finish books and texts, perform poorly on state tests. Thus, the best preparation for state assessments is to teach students to be stronger readers, tackling stamina, volume, and comprehension simultaneously. The major aim of this unit is to support students in bringing forward strategies for each genre that they have been taught throughout the year. Strengthen the work that started back in September. Support students in thinking logically and flexibly, transferring all they know to their test-taking. |

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information

ELD-SI.4-12.Explain
Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence
Language for Language Arts
ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by
● Identifying a theme from details
● Analyzing how character attributes and actions develop across event sequences
● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context
● Develop and describe characters and their relationships
● Develop story with complication and resolution, time and event sequences
● Engage and adjust for audience
ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and summarizing main ideas and key details
● Analyzing details and examples for key attributes, qualities, and characteristics
● Evaluating the impact of key word choices in a text
ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Establish objective or neutral stance
● Add precision and details to define, describe, compare, and classify topic and/or entity
● Develop coherence and cohesion throughout text
ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by
● Identifying main ideas
● Analyzing points of view about the same event or topic
● Evaluating how details, reasons, and evidence support particular points in a text
ELD-LA.4-5.Argue.Expressive
Construct language arts arguments that
● Introduce and develop a topic clearly; state an opinion
● Support opinions with reasons and information
● Use a formal style

Established Goals:

New Jersey Student Learning Standards for English Language Arts 2023

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

New Jersey Student Learning Standards - English Language Arts 2016

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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

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

Computer Science and Design Thinking Standards for Social Studies
Computing Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. New Jersey Student Learning Standards for Social Studies 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning:
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Essential Questions: What can I do to prepare to answer questions based on a passage? ● Can I predict the answers to questions based on a passage? ● How do I analyze charts and	**Enduring Understandings:** *Students will be able to understand:* Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage

graphs to determine important elements that answer questions?	it is. ● Test takers prepare to answer questions by predicting the answers before finding them. ● Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart.
Knowledge: *Students will know:* Test takers preview the text to determine the genre and preparation for questions. ● Test takers predict the answers and then find them in the text. ● Test takers use charts and graphs to answer questions on the test.	**Skills:** *Students will be able to…* Scan passages and questions to determine the genre. ● Predict answers before finding them. ● Use charts and graphs to locate answers.

Student Resources
Rich selection of diverse books. Rich selection of diverse articles/passages Commonlit.org https://www.commonlit.org/ New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests https://nj.mypearsonsupport.com/practice-tests/english/
Teacher Resources
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins www.heinemann.com https://readingandwritingproject.org/ Test Prep Unit as a Reference- http://www.woodburnsd.org/wsd-curriculum/wp-content/uploads/WSD-Fourth-Grade-Reading-Unit-6.pdf New Jersey Student Learning Assessments (NJSLA) Resource Center- https://nj.mypearsonsupport.com/ New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests- https://nj.mypearsonsupport.com/practice-tests/english/ NJ Digital Item Library- https://nj.digitalitemlibrary.com/home

Can Do Descriptors: The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.
Can Do Descriptors-Grades 4-5 WIDA - Can Do Descriptors Key Uses Edition - Grades 4-5 - https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf
WIDA English Language Development Standards Framework, 2020 Edition WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12 - https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf76
Go-TO Strategies for ELLs Go-TO Strategies for ELLs.pdf - https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view
Imagine Learning- https://www.imaginelearning.com/
New Jersey Student Learning Assessments (NJSLA) Resource Center New Jersey Assessments Resource Center - https://nj.mypearsonsupport.com/
New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice Tests

English Language Arts Practice Tests - https://nj.mypearsonsupport.com/practice-tests/english/
New Meridian Resource Center
https://resources.newmeridiancorp.org/released-items/?fwp_subject_facet=ela-literary-analysis
(Highly suggest using this website for specific NJSLA tasks)
Commonlit.org CommonLit - https://www.commonlit.org/
NJ Digital Item Library - https://nj.digitalitemlibrary.com/home
ACCESS for ELLs Practice Test- https://wida.wisc.edu/assess/access/preparing-students/practice
Test Prep-Test Taking Strategies-Grade 4.docx -
https://docs.google.com/document/d/1zjyUXuV4XnNMSwL4HTCCRyZd8jWmTbRD/edit?rtpof=true&sd=true
Reading/Literature Sample Test 2011-2013 - Grade 4 -
https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-4-sample-test.pdf
NJSLA ELA Features Review https://www.youtube.com/watch?v=d6Bwksknb4s

Stage 2 – Assessment Evidence	
Performance Task(s): Summative Assessment: *Bullying Hurts Everyone*	Formative Assessments: ● Running Records ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Informal teacher observations ● Practice tests given throughout the unit ● Exit slips ● Conference notes ● NJSLA ELA Test Prep Booklet https://nj.mypearsonsupport.com/practice-tests/ ● Informal teacher observations ● Practice tests given throughout the unit ● Small group notes ● New Jersey Student Learning Assessments (NJSLA) English Language Arts/ Literacy Practice ● Tests English Language Arts Practice Tests - ● https://nj.mypearsonsupport.com/practicetests/english/

Stage 3 – Learning Plan
Multilingual Learner Test Strategies: Multiple Choice Test Strategies for Multilingual Learners   When reviewing practice test responses, explain and demonstrate how to use different strategies. It is important to teach how to eliminate choices and make educated guesses. Explain why an answer is correct.

Strategies include:
● READ with your EYES, not your mouth. You will read 3 to 4 times faster.
● Read the QUESTION FIRST, before the text or diagram.
● Look for KEYWORDS in the question.
● SCAN the paragraph or diagram for KEY WORDS. If there are no keywords, look for SYNONYMS (business = company).
● Read the sentence BEFORE, WITH, and AFTER the keyword/s.
● If the question asks WHY? Or What is the PURPOSE?, read the first sentence or first paragraph. These usually contain the answer.
● Think of the ANSWER in your mind before looking at the multiple choices. This way the choices given on the test won't confuse you.
● Read ALL the ANSWERS.
● Eliminate the WRONG answers.
● You can usually eliminate answers with 'all', 'every', and 'none'.
● Pay attention to negative words in the question such as NO, NONE, or NOT. Answer the negative question.
● Make an educated GUESS if you are unsure of the correct answer.
● DO NOT CHANGE your answer, usually your first choice is the right one.
Assemble test prep material by collecting state tests from previous years. Make your packet of texts from actual tests. Assemble texts from the last few years of state tests, using texts from your grade and put the passages in order of difficulty.
When possible, assess students on a computer device to mimic the conditions for state testing. Some platforms are: LinkIt!, Freckle.com, CommonLit.org.
Students will experience the following when taking the New Jersey Student Learning Assessment (NJSLA).
● Multiple Choice - allows a single answer choice to be selected; student responds by clicking on the circle to the left of the option
● Multiple Select - will allow more than one answer choice to be selected; student responds by clicking on the square(s) to the left of the option(s)
● Part A & Part B questions - Part B of the question is asking for evidence to support Part A of the question
● Drag and Drop - student responds by selecting an available response choice and dragging it to the drop area and release
● Inline Choice - requires students to use a drop-down menu to make a response selection
● Text extraction - allows highlighted text to be pulled to a drop area
● Tabbed Passages - when there are multiple passages provided for a question students can move between passages by clicking on the tabs at the top of the page under the item directions
● Constructed Response Box - an open-ended response is required and should be typed in the response box provided; students will be asked to refer to one or more passages or media in the unit
Test-Taking Vocabulary
If your students are unfamiliar with test-taking vocabulary, or you feel they need a refresher, introduce key terms before beginning lessons. You may wish to do a mini-lesson highlighting the following keywords, their meaning, and their characteristics or components:
● Genres: narrative, expository/informational, opinion/persuasive
● Types of writing: story, article, journal entry, essay, recipe, blog, poem, interview, passage, etc.
● Actions: write, explain, evaluate, summarize, synthesize, compare/contrast, describe, support, etc.
● Computer-based testing tools: bookmark, scroll bar, text highlight, pointer, notepad, answer eliminator

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

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

Note: The New Jersey Student Learning Assessments (NJSLA) Resource Center should also be reviewed and integrated in this unit. New Jersey Assessments Resource Center - https://nj.mypearsonsupport.com/

The NJSLA Resource Center has a Test Preparation link that provides Tutorials and Practice Tests. The NJSLA Online Student Assessment Tutorials help familiarize students and teachers with the NJSLA format, computer-based testing tools, and vocabulary. Teachers and students should work through the tutorial together. Tutorials - https://nj.mypearsonsupport.com/tutorial/

Additionally, the online practice test set includes:

● Unit 1: Literary Analysis Task (LAT), Unit 2: Research Simulation Task (RST), and Unit 3: Narrative Writing Task (NWT). English Language Arts Practice Tests - https://nj.mypearsonsupport.com/practice-tests/english/

Sample Questions from the NJSLA Practice Test:

Unit 1: Literary Analysis Task (LAT)

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

Unit 2: Research Simulation Task (RST)

1. Part A: What is the meaning of thriving as it is used in paragraph 14 of the article?
○ Part B: What phrase in the article helps the reader understand the meaning of the word thriving?
2. Part A: What is the main idea of "A Howling Success"?
○ Part B: Which detail from the article best supports the answer to Part A?
3. Compare ideas from both "A Howling Success" and "The Missing Lynx." Drag the sentences and drop them into the Venn Diagram.
4. You read the articles "A Howling Success" and "The Missing Lynx." Think about the key details in each article that show how people can help animals.
Write an essay comparing and contrasting the key details presented in the two articles about how endangered animals can be helped. Use specific details and examples from both articles to support your ideas.

Unit 3: Narrative Writing Task (NWT)

1. Part A: What does that bottle erupted like Mount Vesuvius mean as used in the paragraph?
○ Part B: Which detail from paragraph 14 supports the answer to Part A?
2. Part A: Derrick and the narrator start to make fish faces. How does this affect what happens

next in the story?

○ Part B: Choose two details from paragraphs 28 through 33 that support the answer to
Part A.

3. Drag and drop into the chart the way that Dad responds to each event during the camping trip.
Not every response will be used.

4. Part A: What is the central message of the story?

○ Part B: Which sentence from the story supports the answer to Part A?

5. This story tells about Derrick's first camping trip. Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

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

Test Taking Strategies - Lessons Approximately 10 Days

Important Note: While the texts to the lessons below are being provided, you should use the New Jersey Student Learning Assessment Practice Tests and the New Jersey Digital Item Library NJ Digital Item Library - https://nj.digitalitemlibrary.com/home to teach the lessons. The same lessons can be done with different texts. Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons. The information below is provided to demonstrate how the lesson could go and involve processing strategies.

Reading/Literature Sample Test 2011-2013 - Grade 4 -
https://www.ode.state.or.us/wma/teachlearn/testing/samples/2011_12/grade-4-sample-test.pdf

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

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

First we're going to read the topic sentence, any bold, underlined, or italicized words, headings or captions, and look for any important sounding words so that we have an idea of the type of passage it is. Then we'll look at the questions to see if that can help us any further, before we go back and read everything carefully. Don't forget that good readers quickly scan the passage before going back and carefully reading the same text.

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

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

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

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

The most predictable types of questions are:

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

We are going to read with our partners a short passage as if we were reading a test passage. (show on

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

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

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

Teacher lead:

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

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

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

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

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

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

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

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

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

"These are some wonderful examples of kinds of questions that 'Alert test takers can predict!'"

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

Teach: All questions fall under two headings: Whole-text questions and Detail Questions. (write these in T-chart format on poster paper-or have this up and ready) The reason it is important to know is so that if it is a whole text question, you know to think across the WHOLE story. Thinking about what happens, thinking about the main ideas and characters over all. Whereas a detail question will ask you to zoom in on one particular detail, that detail may be in one particular word, one character, in one line, or in one section, or in one paragraph of the passage.

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

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

Teacher projects possible detail or whole questions on board and asks students to identify whether the sentence is a "whole" or "detail" text question.)
Example questions:
● Which is the main idea?
● What is the passage mostly about?
● What is the best title for the passage?
● Which choice best tells what the passage is about?
● What does the character do after he goes to the park?
● Which detail best supports the idea that…?
● Which event in the story happens first?
● What happens right before…?
Pair share: Students will pair share in discussion and identify which question is a "Whole text" or "Detail text" question.
While students pair share the teacher will float and listen to discussion and will identify students which correctly have identified the questions. The teacher will call upon the identified students who correctly labeled the questions to share.
Independent work: (Use Laurel Hill excerpt from previous lesson, have students independently read excerpt passage with questions attached. The students will label the questions as either "whole text" or "detail text".
Lesson- Test takers prepare to answer questions by predicting the answers before finding them.
Teach: (Guided practice: Laurel Hill passage only use question 1 as example)
Watch as I read the passage. You will also notice that I will immediately read the questions, then I will predict an answer. After I write down my predicted answer, I will refer back to the text and locate my predicted answer in the text. Once I feel like I have found the answer in the text I will highlight it. I will then confidently copy the predicted answer from the text into the answer section. (Teacher will need to have a short passage from the sample Oaks test w/questions and blocked off answers, no multiple choice available)
(use same passage with question 2) A group of students will read a short passage and questions on the SMART board and predict possible answers found in the text.
Independent: (use same passage for remaining questions)
(Have students practice the first few times by reading the passage and the questions. After they read both the passage and the questions, have the student fill in their own answers without looking at any multiple choice answers; they may highlight the predicted possible answers in the text part that supports their answers.)
Lesson- Test takers confidently tackle test questions by recognizing and understanding common test language and by being alert for deceptive answers.
Teach: Hmmmmm. WHY would the test writer want to fool you? Well, there are many answers to that like: A) The test writer wants you to fail. B) The right answer really isn't important. C) The test writer thinks she or he is smarter than you are. D) If you don't really understand what you're reading, your teacher can better focus on your reading needs.
Well, that is an EASY one, isn't it?!? The answer is obviously D because it's a test to determine how you read, how well you understand what you're reading, and what holes are in your reading and comprehension of the text. However, on the tests that you'll take, the answers aren't that easy to deduce or figure out. We need to think like a detective by using clues and asking questions to better understand what we're looking for. For example, let's look at Philippe and the Blue Parrot that I will put up on the board for you. (FYI TEACHERS: Believe it or not, there is a TYPO in paragraph 5 – you may want the students to try and find it.) THEN: (Teacher shares and reads Philippe and the Blue Parrot using the document camera and then focuses on Question Number SRV 1 (Vocabulary): Don't forget --- test writers want to trick you by making all the answers seem correct.
1: Philippe's mother told him to watch for the golden earring. When used this way the

word watch means to
A. guard against.
B. examine closely.
C. look for carefully.*
D. measure time.

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

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

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

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

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

Class will then see a visual representation of what their fellow classmates determined to be the best and least possible answers by choosing one of the four corners of the room which have been determined "A," "B," "C," or "D," by quietly and safely walking to a specific corner with their partners placing a sticky note there with the written "answer." (Sticky notes will stay in the corners.)

Students will be able to complete the prompt SRC 3 (page 3 of the Test Sampler): "Philippe painted his first Blue Parrot in the Sun … (students should be able to determine the answer to be D "to make a birthday present for his mother.")

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

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

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

Here is a sample item from the OAKS test. Look at the heading and the blurb underneath. Remember to use what you know. The heading and blurb will tell us what the article is about before we even read it. I know that this article is going to be about salt marshes. Maybe, I don't know what a salt marsh is,

but the purpose of the blurb in a title is to get my schema going. In the blurb it talks about beaches. Right now my schema is telling me that a beach and a salt marsh have something in common. See what I did there? I used the text feature to get my schema going and predict what the article will be about even if a part of it was tricky. (What is marsh?) Test-takers know what text features do and take advantage on the test.

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

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

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

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

Let's get back together. Who would like to share their predictions? (Teacher takes two or three answers from volunteers. After the share, the teacher acknowledges what a great job the students did.)

Let's quickly look at one question. What page should you go to if you want to read a little bit to get an idea of what the whole book is about? Who can answer this and tell me why using the table of contents? Exactly, Page 5 is the introduction, and the introduction will give us an overview of the book Lesson - Test takers answer questions about the purpose and main idea by thinking about the whole passage.

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

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

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

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

broken into smaller sections. Remember: mostly, main, my own.

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

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

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

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

Let's look at this recipe for cheesy biscuits. (Teacher projects the text Cheesy Biscuits.) I read this once and I feel confident that I can answer the questions. I know the ingredients and main steps to take: mixing the ingredients, roll them out, put them in the oven. I am done, right? Ready to do the questions.

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

My options are:

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

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

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

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

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

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

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

Teach- I'm going to read the poem, "The Little Boy and The Old Man" out loud and as I'm reading, I'm thinking in my mind, "What does the author want me to feel or learn as I read this poem?" (At this point read the poem out loud. When you're finished, go back and do a think aloud. Talk to yourself about how the poem made you feel and what you're learning. Make sure that you refer now

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

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

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

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

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

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

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

A. Flower Festival
B. Candle Festival
C. Thai New Year
D. Rocket Festival

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

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

You can attend two festivals during which month?

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

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

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

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

Teach: Students, I am going to use an article that we have already read, but today my focus is determining the meaning of words, when I'm not sure what they mean. I will be working on two different ways to determine the definition of a word.
(Teacher will find a good example of a sentence that displays this trait. For example, "He crushed the candy into dust when he pulverized it." Or, "He pulverized the candy, crushing it into dust.")
The first strategy is to refer to the sentence where the highlighted word is found. Oftentimes the author will define the words right before or right after using the vocabulary word. This is called, 'reading around the word.' It is a strategy that can help you figure out what a word means.
(Teacher will display the article for the students with pre-selected words highlighted. Teacher will find a good example of a sentence that displays this second trait. For example, "He pulverized the candy. After wiping the dust off his hands…" Or, "Dust flew into the air when he pulverized the candy.")
The second strategy I'm going to use to define a word I come across is to use the context, or the words around the highlighted word, to help me figure out what the words mean. Oftentimes, the parts of the sentence before and after the word will give us clues as to what the word means. Remember, good readers can determine the meaning of the word by using context clues or reading around the word.
(Teacher will have a selected article with selected vocabulary words that would exemplify these vocabulary traits. Have a few specific examples that can be used this time.)
Good readers can determine the meaning of the word by using context clues or reading around the word. Let's try this as a class a couple times. While we read this article, we will identify some words that we may not fully understand.
The second time we do this, you will need to identify a word that you may not fully understand. Then you and your partner will try to use the context clues to help you understand what the word means. Good readers can determine the meaning of the word by using context clues or reading around the word.
Lessons Resource - Test Prep-Test Taking Strategies-Grade 4.docx -
https://docs.google.com/document/d/1zjyUXuV4XnNMSwL4HTCCRyZd8jWmTbRD/edit?rtpof=true&sd=true
Please note that students must find textual evidence to support their answers on the New Jersey Student Learning Assessment. Please be sure to practice the skill in all lessons.

Creating a Test Prep Unit:

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

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

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

- **Multiple Choice**- allows a single answer choice to be selected; student responds by clicking on the circle to the left of the option
- **Multiple Select**- will allow more than one answer choice to be selected; student responds by clicking on the square(s) to the left of the option(s)
- **Part A & Part B questions**- Part B of the question is asking for evidence to support Part A of the question

- **Drag and Drop**- student responds by selecting an available response choice and dragging it to the drop area and releasing
- **Inline Choice**- requires students to use a drop-down menu to make a response selection
- **Text extraction**- allows highlighted text to be pulled to a drop area
- **Tabbed Passages**- when there are multiple passages provided for a question students can move between passages by clicking on the tabs at the top of the page under the item directions
- **Constructed Response Box**- an open-ended response is required and should be typed in the response box provided; students will be asked to refer to one or more passages or media in the unit

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

- **Genres**- narrative, expository/informational, opinion/persuasive
- **Types of writing**- story, article, journal entry, essay, recipe, blog, poem, interview, passage, etc.
- **Actions**- write, explain, evaluate, summarize, synthesize, compare/contrast, describe, support, etc.
- **Computer-based testing tools**- bookmark, scroll bar, text highlight, pointer, notepad, answer eliminator

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

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

Note: The New Jersey Student Learning Assessments (NJSLA) Resource Center should also be reviewed and integrated in this unit. https://nj.mypearsonsupport.com/

The NJSLA Resource Center has a Test Preparation link that provides Tutorials and Practice Tests. The NJSLA Online Student Assessment Tutorials help familiarize students and teachers with the NJSLA format, computer-based testing tools, and vocabulary. Teachers and students should work through the tutorial together. https://nj.mypearsonsupport.com/tutorial/

Additionally, the online practice test set includes: Unit 1: Literary Analysis Task (LAT), Unit 2: Research Simulation Task (RST), and Unit 3: Narrative Writing Task (NWT). https://nj.mypearsonsupport.com/practice-tests/english

Sample Questions from the NJSLA Grade 4 Practice Test:

Unit 1: Literary Analysis Task (LAT)

1. Part A: What is the meaning of the word **drift** as it is used in paragraph 18 of "Just Like Home?"

○ Part B: Which detail from the story helps the reader understand the meaning of **drift**?
2. Select **three** phrases that help describe the setting in the column titled Phrases that Describe the Setting. Then select **three** pieces of supporting evidence in the column titled Evidence from "Just Like Home."
3. Part A: In "Just Like Home," what can be learned about Priya from her statement, "It looks like home?"
    ○ Part B: Which detail supports the answer to Part A?
4. Part A: Which sentence summarizes the speaker's thoughts in "Life Doesn't Frighten Me?"
    ○ Part B: Which lines from the poem show evidence of the answer to Part A?
5. Think about how "Just Like Home" and "Life Doesn't Frighten Me" communicate ideas by using different structures. Complete the chart by matching each structural element to the story or the poem. You may drag and drop some structural elements more than once.
6. Identify a theme in "Just Like Home" and a theme in "Life Doesn't Frighten Me." Write an essay that explains how the theme of the story is shown throughout the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.
7. Drag **two** traits that describe the Lion into the appropriate place on the chart. Then drag the sentence that provides evidence of each trait into the chart.

Unit 2: Research Simulation Task (RST)

1. Part A: Read the sentence from paragraph 7 of "The Wild Horses of Assateague Island." What does the word **adapted** mean as it is used in the sentence?
    ○ Part B: Which statement from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?
2. Today you will research wild horses in the United States and read three articles about them. As you review these sources, you will gather information about the illustrations and answer questions about wild horses so you can write an essay.
    ○ Select **two** ways the horses solved problems listed in the chart. Then select **two** outcomes of the problems of the horses. Complete the chart by dragging and dropping one phrase from the article into each box of the chart.
3. Part A: Watch the section from 0:40 to 1:38 of the video. What is the meaning of the word **channel** as it is used in this section of the video?
    ○ Part B: Which detail from this part of the video supports the answer to Part A?
4. Your class has been studying the survival of the ponies on Assateague Island. Using information from the article, and the video, write a report describing the role that both the horses and humans play in the horses' survival. Be sure to include evidence from the article, and the video to support your answer.

Unit 3: Narrative Writing Task (NWT)

1. Part A: Which is the **best** summary of the story?
    ○ Part B: Which **two** sentences from the story **best** support the answer to Part A?
2. Part A: Which is a main theme of the story?
    ○ Part B: Which sentence from the story best supports the answer to Part A?

3. In "Those Wacky Shoes," a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events. Imagine that you, like the girl in the story, find a pair of wacky shoes that won't come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.
4. Drag the five sentences into the boxes below in the correct order to create a summary of "The Peanut Man."

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

You are encouraged to design your own unit, however you may want to reference the link below as a guide when preparing for standardized testing.
http://www.woodburnsd.org/wsd-curriculum/wp-content/uploads/WSD-Fourth-Grade-Reading-Unit-6.pdf

Unit Plan Title	Unit 6: Historical Fiction Book Clubs (Book 4)
Suggested Time Frame	April/May

Overview / Rationale

This unit is organized so that students read in the company of friends, reading shared historical fiction from a particular era with support from a book club. Clubs are important because it is helpful for young people to develop interpretations in the company of others. When reading historical fiction, the novels themselves are inherently complex. The characters live in places our students have not lived, in times they have not known. The first bend teaches readers to read complex texts with strong literal comprehension, monitoring for sense, actively working to fit the pieces together, and working with support from a book club to keep track of multiple plotlines, many characters, and shifts in time and place.

The second bend embarks upon the heady intellectual work of interpretation. As stories become more complicated, teach students that novels are about ideas, not just about plots.

In the third bend, teach students to deepen their understanding by turning to nonfiction, beginning with primary source images. By studying images from the time period, students deepen their engagement with that period, building knowledge and adding to the details they have learned to recognize as historical to that era. Students will eventually turn to other nonfiction sources. Learning to go outside the text for explanations will be crucial to the information they learn from their historical narratives. At the culmination of this unit, students should be powerful readers.

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue

● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence
Language for Language Arts
ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by
● Identifying a theme from details
● Analyzing how character attributes and actions develop across event sequences
● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context
● Develop and describe characters and their relationships
● Develop story with complication and resolution, time and event sequences
● Engage and adjust for audience
ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by
● Identifying main ideas
● Analyzing points of view about the same event or topic
● Evaluating how details, reasons, and evidence support particular points in a text
Language for Social Studies
ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by
● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
● Analyzing sources for a series of contributing factors or causes
● Evaluating disciplinary concepts and ideas that are open to different interpretations
ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that
● Introduce phenomena or events
● Describe components, order, causes and effects, or cycles using relevant examples and details
● Generalize probable causes and effects of developments or events
ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by
● Identifying topic and purpose (argue in favor or against a position, present a balanced
● interpretation, challenge perspective)
● Analyzing relevant information from multiple sources to develop claims in response to compelling questions
● Evaluating point of view and credibility of source, based on distinctions between fact and opinion
ELD-SS.4-5.Argue.Expressive
Construct social studies arguments that
● Introduce topic
● Select relevant information to support claims with evidence from multiple sources
● Establish perspective
● Show relationships between claims with reasons and multiple sources of evidence
Established Goals:

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

New Jersey Student Learning Standards - English Language Arts 2016
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

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

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Computer Science and Design Thinking

Computing Science

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

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

Computer Science and Design Thinking

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements).

9.4 Life Literacies and Key Skills
9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Essential Questions:	**Enduring Understandings:**
● What tools/strategies can I use to help me understand what I read? ● Who are the main/minor characters, and what are their roles in the story? ● In what time period does this story take place? ● How is the main character's perspective shaped by the time period? ● How do the big ideas of the story transcend time?	*Students will be able to understand:* ● Readers of historical fiction must figure out the main character's timeline and the historical timeline. ● Readers of historical fiction must turn to nonfiction to deepen their understanding of the time period. ● A character's perspective is shaped by the times and by the character's life experience or role in the story. ● Proficient readers read analytically, studying the parts of the story that clue them into the facts, feelings, and setting of the story.
Knowledge: *Students will know:* ● Proficient readers employ a variety of strategies that may change by genre. ● Historical fiction contains real historical facts embedded in a realistic, made up story.	**Skills:** *Students will be able to…* ● Infer about characters. ● Identify character traits and motivations. ● Support thinking with evidence.

● Minor characters are important to the plot of the story. ● Themes and ideas are universal.	● Analyze character's perspective in relation to the historical timeline. ● Analyze parts of a story in relation to the whole. ● Determine themes/cohesion and support them with evidence across the story.

Student Resources
Students read various fiction and nonfiction books/texts from various historical time periods. Great Depression Club: *The Babe and I* by David Adler *Bud, Not Buddy* by Christopher Paul Curtis *On the Blue Comet* by Rosemary Wells *The Great Depression: An Interactive History Adventure* by Michael Burgan Revolutionary War Club: *Katie's Trunk* by Anne Warren Turner *Secret Weapons* by Jessica Gunderson *Revolutionary War on Wednesday* by Mary Pope Osborne *Life During the American Revolution* by Kristen Rajczak

Teacher Resources

Units of Study for Teaching Reading (Grade 4) by Lucy Calkins
  ● Unit 4 *Historical Fiction Clubs*
  ● *Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions*
www.heinemann.com
https://readingandwritingproject.org/
 	
Mentor Texts:
Number the Stars by Lois Lowry
Rose Blanche by Christophe Gallaz and Roberto Innocenti
The Tiger Rising by Kate DiCamillo
 	
Can Do Descriptors:
The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.
Can Do Descriptors-Grades 4-5 WIDA - Can Do Descriptors Key Uses Edition - Grades 4-5
  -    https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf
WIDA English Language Development Standards Framework, 2020 Edition WIDA English Language

Development Standards Framework, 2020 Edition Kindergarten - Grade 12 -
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf
Go-TO Strategies for ELLs Go-TO Strategies for ELLs.pdf -
https://drive.google.com/file/d/1r8NFIkl6YQHDJcoG7tewEoXsIKP79dk3/view
Imagine Learning- https://www.imaginelearning.com/
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins, 2015, ISBN-13: 978-0-325-07718-5
● Unit 4 Historical Fiction Clubs
● Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions
www.heinemann.com
Mentor Texts:
Number the Stars by Lois Lowry
Rose Blanche by Christophe Gallaz and Roberto Innocenti
The Tiger Rising by Kate DiCamillo
"Understanding Point of View: First Person and Third Person" by Waterford.org
https://www.youtube.com/watch?v=n0ceZ5NglbQ
Practicing Point of View- Grade 4.pdf -
https://drive.google.com/file/d/1MvbiWudxJuj8PW7Bng97zaJSwqAhrH07/view
Narrator and Point of View
https://drive.google.com/file/d/1NgFDnYzOnt-Md1Cgr2F67u6atblHiXHV/view?usp=sharing
Songbird's_Winter__Target_Lesson_STUDENT_COPY_.pdf -
https://drive.google.com/file/d/1YIUcOYPUfiuJA0Lu2hZvVsS1CpYZSxFb/view
Additional Assignments- CommonLit (log in for answer keys)- "Rosa Refuses by Ruth Spence
Johnson (Lexile 710 Rosa_Refuses-student_copy.pdf) -
https://drive.google.com/file/d/1CeOxyU7J8rYQ03iV1DHLDyYEsQY7pYsC/view
"Two Destinies" by B.C Bond (Lexile 750) Two_Destinies-student_copy.pdf -
https://drive.google.com/file/d/1oCNQ8Fx8nj5v_r9aZsrRR_ZXWJGdsqsI/view
Make Connections Between Text & Visual/Oral Presentations | 4th Grade | eSpark Instructional …
https://www.youtube.com/watch?v=eDF3BNL2Vxw

Stage 2 – Assessment Evidence	
Performance Task(s): Pre-Assessment: *Blizzard* Summative Assessment: *The Sign of the Cat* Assessment- " The Sign of the Cat" Students infer about characters using textual evidence, analyze perspective, analyze parts of a story in relation to the whole and determine themes.	Formative Assessments: ● Running Records ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Narrative Reading Self-Assessment Rubric ● Narrative Reading Learning Progression

Stage 3 – Learning Plan
Multilingual Learner Reading Comprehension Strategies: Reading Comprehension Strategies for English Language Learners | Colorín Colorado -   https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners   Build background knowledge- Draw on students' existing knowledge- Students may already possess

content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content. Allow students to use their native language with peers for a quick brainstorm about what they know about a topic before presenting their ideas to the whole class.

Build students' background knowledge- Students with limited or interrupted schooling may not have that same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that may need to be explicitly explained.

Take students on a "tour of the text"- At the beginning of the year and each time you hand out a new textbook, take students on a "virtual tour." Show them different elements of the text, such as the table of contents and the glossary, and discuss how these sections can be helpful. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be useful.

Use a "picture-walk"- This strategy can be used for fiction or non-fiction books. "Walk through" the book with the students, pointing out pictures, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may be related to the story or content.

Use outlines to scaffold comprehension- Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help multilingual learners pick out the important information as they listen or read.

Teach Vocabulary Explicitly

Teach vocabulary explicitly- Focus on key vocabulary- Choose vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary.

Include signal and directional words- Remember that students may also need explicit instruction in signal or directional words ("because" and "explain"), in addition to key content vocabulary ("photosynthesis" and "revolution").

Use a "picture-walk" for vocabulary- Once students know a new word's definition, ask them to connect those new words to the pictures they see in the text.

Teach students to actively engage with vocabulary- Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read.

Give student practice with new words-Ensure that your students can:

Define a word

Recognize when to use that word

Understand multiple meanings (such as the word "party")

Decode and spell that word

Incorporate new words into discussions and activities99

For students to really know a word, they must use it — or they will lose it. Use new words in class discussions or outside of class in other contexts if appropriate, such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible.

Check comprehension frequently

Use informal comprehension checks -To test students' ability to sequence material, for example, print sentences from a section of the text on paper strips, mix the strips, and have students put them in order.

Test comprehension with student-friendly questions- After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:

● Literal level (Why do the leaves turn red and yellow in the fall?)
● Interpretive level (Why do you think it needs water?)
● Applied level (How much water are you going to give it? Why?)

No matter what the proficiency level of the student, ask questions that require higher-level thinking

To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as:
- What ideas can you add to…?
- Do you agree? Why or why not?
- What might happen if…?
- How do you think she felt…?
- Use graphic organizers

Graphic organizers allow multilingual learners to organize information and ideas efficiently without using a lot of language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and timelines.

Provide students lots of different ways to "show what they know"- Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English.

Summarize

Ask students to use the following strategies to summarize what they have read (orally or in writing):
- Retell what you read, but keep it short.
- Include only important information.
- Leave out less important details.
- Use key words from the text.

Instructional Guidance:

Elem. Reading Instruction Checklist- Guidance for administrators and elementary teachers 2024 - https://docs.google.com/document/d/1syUlwqFjgYQfXVnFKfHWKJGSg-OpvqGFnRgs-3Jt_gY/edit 100
- Guided Reading Groups are conducted every day (10-15 minutes per group).

Use data to group students. Choose an instructional level text and increase the level as students become proficient readers. Please see the Checkpoints for Reading Growth Expectations document Checkpoints for Reading Growth 7.17.17 Copy.pdf
https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

Choose instructional level text that is appropriate for the genre of study. For more information on the Structure of a Guided Reading Lesson: See Structure of A Guided Reading Lesson .pdf from The Fountas and Pinnell Literacy Continuum, Grades Pre-K-8, Pinnell and Fountas (2017). pg. 402; https://drive.google.com/file/d/1bE6uSmU7ZXJzpElwyg--LfN2Yx2znSmp/view

Guided Reading Lesson Plan Template- Copy of F&P Guided Reading Template - https://docs.google.com/document/d/1ZR4KGBp6EDK1JBHnQTRschDyo7kvSl64_rHVwxV64bM/edit?usp=sharing

Guidance for how to teach the added lessons using The Reading Strategies Book 2.0 by Jennifer Serravallo.
https://docs.google.com/document/d/1uJXKiHi0brpXbNb3z2FH5zNVKYhVDvi57HtKsMrX_HU/edit?usp=sharing

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

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

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

Checkpoints for Reading Growth 7.17.17 Copy.pdf - https://drive.google.com/file/d/1U2YAbpUlS747X1lT5e-rfm8FJBqbh1SG/view

Neptune City Board of Education Approved Technology List:

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

Interactive/ Instructional Read Aloud- 15 Minutes Daily

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

Structure of an Interactive/Instructional Read- Aloud Lesson

● Introduce the Text -Engage student interest and activate thinking.

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

● Discuss the Text- Invite students to talk about the book. As students reflect on the meaning of the whole text, guide them toward some of the key understandings and main messages of the text.

● Revisit the Text- (Optional) You may want to revisit the book (on the same day or on subsequent days) to reread it, or parts of it, so that students can notice more about how it is crafted and build a deeper meaning.

● Respond to the Text- (Optional)- Engage students in additional experiences to enhance their appreciation and interpretation of the text, e.g., writing about reading, art, drama, and inquiry-based projects.

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

Copy of Interactive/Instructional Read Aloud March 2023 - https://docs.google.com/presentation/d/1_HdEZR4MgTw11PSDO4anS6I9KRHTvrxMqTy57O1M-mI/edit

Part I - Tackling Complex Texts- Approximately 7 Days

Standard:

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

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

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

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

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:

Added Lesson (Lesson 5.7 pg. 171) Learn More About the Setting

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

● Discuss the setting and what it feels like.

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

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

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

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

● HOMEWORK- WRITING ABOUT READING: EVENTS ON TWO TIMELINES

For homework tonight, in addition to reading, will each member of your club take on a

character other than the main character, and will you add that minor character to your timeline, or create a timeline for that minor character as best you can? Then will you take an important moment in the story and jot how your minor character responded differently than the main character to that event? We'll talk more about this tomorrow.

Lesson (Session 4 pg. 34) Characters' Perspectives are Shaped by Their Roles
You will teach students that to deepen their understanding of characters and perspective, readers step into characters' shoes and realize that their thoughts and decisions are shaped by the times in which they live and their roles.

Added Lesson - Compare and Contrast the point of view from which different stories are narrated, including the difference between first-and third person narrations.
Use text you are currently reading to discuss the points of view and narration.
Show the video
https://www.youtube.com/playlist?app=desktop&list=PLbr-wro4ipgNJ2MnSzHbc2vZwftKmF5
Discuss Number the Stars. Who is narrating Number the Stars? Annemarie Johansen What point of view is being told?

● Homework- Practicing Point of View Practicing Point of View- Grade 4.pdf -
https://drive.google.com/file/d/1MvbiWudxJuj8PW7Bng97zaJSwqAhrH07/view

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 6.23 pg. 229) Analyze Author Choices: Point of View and Perspective
● Strategy- Identify point of view (first, third) that the author chose. Consider why the author chose that narrator-how does it help you understand or relate to the characters? How does it impact how you experience the story? Now consider the perspective the narrator has. How does the narrator's identity impact how we experience the story? Understand the character(s)?

Part II - Interpreting Complex Texts - Approximately 9 Days
Standards:
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

Lesson (Session 5 pg. 44) Making Significance
You will teach students that strong readers read complex texts alertly, poised to interpret as they read. To do this, they recognize when a passage is significant and think about how that passage connects to other parts of the text, and then figure out what it is really saying.

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

Lesson (Session 6 pg. 54) Seeing Big Ideas in Small Details
You will teach students that when readers think or write about big ideas from a book, they support their ideas with small moments, small details, and small objects found in the text.

Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 7.22 pg. 260) Recognize Objects as Symbols
● Strategy- Notice when an object keeps reappearing in a story or is described in detail. Consider what is important about that object, or why it matters. Ask yourself, "Is this connected to a theme in the story? What might the object symbolize or represent?
● Use current or previous text.

Lesson (Session 7 pg. 63) Determining Themes
You will remind students that when readers have developed an interpretation of a book, they keep it in mind, using it like a lens, growing and shaping that interpretation as they read on.

Lesson (Session 8 pg. 74) Deepening Interpretation through Collaboration and Close Reading
You will teach students that readers are open to new ideas, both as they read and in conversation with

other readers, and they can use these ideas to make their interpretations more powerful.

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

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

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

Lesson (Session 9 pg. 83) Attending to Minor Characters

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

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

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

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

Lesson Assessment - Log into CommonLit. The lesson is Identifying Theme and Summarizing with "Songbird's Winter" Students read the story and answer the questions (summary and theme). Have students provide textual evidence for the theme. Student CopySongbird's_Winter__Target_Lesson_STUDENT_COPY_.pdf
-https://drive.google.com/file/d/1YIUcOYPUfiuJA0Lu2hZvVsS1CpYZSxFb/view

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

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

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

Key Terms:

● A printed version of a story is presented on paper, such as books, short stories, and scripts for plays.

● An oral version of a story is presented in spoken words, such as songs and radio broadcasts.

● A visual version of a story is presented with images, such as pictures, movies, or stage performances.

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

Activities

● Ask students to draw a picture of one of the scenes they read in the book. Have them explain what they drew and why it helps tell the story (i.e., what does their drawing show about the story?). Students should be able to link specific details from the text with their illustrations.

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

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

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

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

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

● HOMEWORK- USING IMAGES TO HELP ENVISION WHAT YOU READ. Students examine images and jot a few notes. Discuss in class. Teacher's guide pgs. 112.
Lesson from The Reading Strategies Book 2.0 by Jennifer Serravallo:
Added Lesson (Lesson 10.24 pg. 348) Consider Primary Sources
● Strategy- Identify the author of the primary source and their perspective. Read it to learn its main ideas(s) and key details. Then think, " How is this document connected to the main text? How did what I just learned give me extra information about the topic?"
● This can be done with text and photographs as well.
Lesson (Session 12 pg. 114) - (2 Days) - Turning Reading into a Project: Add Background Information to Deepen Understanding
You will teach students that readers make their reading into a project, particularly by researching on the run as they read. Extend this lesson one day to allow students to do some research in class.
Lesson (Session 13 pg. 123) Readers Learn History from Historical Narratives
You will teach students that readers learn facts and information from historical narratives, and that as they do so, they organize their thinking and their notes to gather and sort these facts.
Lesson (Session 14 pg. 126) Some People's Perspective Is Not All People's Perspective
You will teach students that as readers come to know people's perspectives, they are careful not to make assumptions or to overgeneralize.
Lesson (Session 15 pg. 135) Seeing Power in Its Many Forms
You will teach students that readers deepen their thinking by investigating power dynamics in their stories.
● HOMEWORK- CONSIDER THE DYNAMICS OF POWER TO DEEPEN OR REVISE YOUR INTERPRETATION. Students read their independent reading book and apply skills they have learned during this unit. Teacher's guide pg. 142.
Lesson (Session 16 pg. 143) Finding Thematic Connections across Texts
You will teach students that readers look for similar themes across different books to deepen their understanding.
● HOMEWORK- COMPARE THEMES ACROSS BOOKS AND REAL LIFE. Students choose two-three books read recently and write down similarities that apply across these books.
Lesson (Session 17 pg. 152) Celebration
You will teach students that readers can create their own celebrations, continue to build their own reading lives, and become the kind of people they want to be, as inspired, educated, and influenced by texts.
Lesson - Assessment- Linkit! Post Assessment-"The Sign of the Cat" Students infer about characters with textual evidence, analyze perspective, analyze parts of a story in relation to the whole and determine themes.
Bend I Tackling Complex Texts

Start with Assessment- Read Information (Printing and Copying Materials

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

A Day for Assessment- *Blizzard* (Online Resources)

Session 3 - Thinking across Timelines: Fitting History and Characters Together
You will teach students that readers keep track of the ways in which characters' timelines fit with the historical timelines, deepening understanding of both characters and historical events.
Session 4 - Characters' Perspectives are Shaped by Their Roles
You will teach students that to deepen their understanding of characters and perspective, readers step into characters' shoes and realize that their thoughts and decisions are shaped by the times in which they live and their roles.

Bend II Interpreting Complex Texts

Session 5 - Making Significance
You will teach students that strong readers read complex texts alertly, poised to interpret as they read. To do this, they recognize when a passage is significant and think about how that passage connects to other parts of the text, and then figure out what it is really saying.
Session 6 - Seeing Big Ideas in Small Details
You will teach students that when readers think or write about big ideas from a book, they support their ideas with small moments, small details, and small objects found in the text.
Session 7 - Determining Themes
You will remind students that when readers have developed an interpretation of a book, they keep it in mind, using it like a lens, growing and shaping that interpretation as they read on.
Session 8 - Deepening Interpretation through Collaboration and Close Reading
You will teach students that readers are open to new ideas, both as they read and in conversation with other readers, and they can use these ideas to make their interpretations more powerful.
Session 9 - Attending to Minor Characters
You will teach students that one way readers broaden or deepen their interpretation of a text is to attend to the perspectives of minor characters.
Session 10 - Self-Assessing Using Qualities of a Strong Interpretation
You will teach your students that as readers build interpretations, they draft and revise their ideas by comparing them to qualities of a strong interpretation.

Bend III The Intersection of Historical Fiction and History

Session 11 - Turning to Primary Sources to Better Understand History
You will teach students that historical fiction readers often deepen their sense of an unfamiliar era by studying images--photographs and illustrations from the time period.
Session 12 - Turning Reading into a Project: Add Background Information to Deepen Understanding
You will teach students that readers make their reading into a project, particularly by researching on the run as they read.
Session 13 - Readers Learn History from Historical Narratives
You will teach students that readers learn facts and information from historical narratives, and that as they do so, they organize their thinking and their notes to gather and sort these facts.
Session 14 - Some People's Perspective Is Not All People's Perspective
You will teach students that as readers come to know people's perspectives, they are careful not to make assumptions or to overgeneralize.
Session 15 - Seeing Power in Its Many Forms

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

Session 16 - Finding Thematic Connections across Texts

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

Session 17 - Celebration

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

Unit Plan Title	Unit 7: Reading with the Lens of Power and Perspective (Curricular Calendar)
Suggested Time Frame	June (If time permits)

Overview / Rationale
This unit is intended to support fourth graders as they experience what it can mean to read a text with a specific lens--and it will help them to read with two lenses that play a particularly important role in critical reading. These two lenses are power and perspective. In Bend I, launch students into a study of power. Students will analyze who has power in the story and the impact this power has on characters and the events in the story. Bend II focuses on perspective. The work of perspective is second in the unit because it is often very tricky for students to discover the perspective from which a story is being told. This starts with readers thinking about who the narrator is in a story, and then can become more complex as readers think about the perspectives that they are (and are not) getting. Reading with awareness of perspective helps students consider how the story is shaped by the teller--work that will be important in fifth grade. Finally Bend III brings power and perspective together moving students toward critical reading, helping them become active and questioning readers. This unit is also intended as a book club unit so students can continue to work on raising the level of their conversations around books.

Stage 1 – Desired Results

WIDA 2020 Standards:
Social and Instructional Language
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation

● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence
Language for Language Arts
ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by
● Identifying a theme from details
● Analyzing how character attributes and actions develop across event sequences
● Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context
● Develop and describe characters and their relationships
● Develop story with complication and resolution, time and event sequences
● Engage and adjust for audience
ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by
● Identifying main ideas
● Analyzing points of view about the same event or topic
● Evaluating how details, reasons, and evidence support particular points in a text
Language for Social Studies
ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by
● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
● Analyzing sources for a series of contributing factors or causes
● Evaluating disciplinary concepts and ideas that are open to different interpretations
ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that
● Introduce phenomena or events
● Describe components, order, causes and effects, or cycles using relevant examples and details
● Generalize probable causes and effects of developments or events
ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by
● Identifying topic and purpose (argue in favor or against a position, present a balanced
● interpretation, challenge perspective)
● Analyzing relevant information from multiple sources to develop claims in response to compelling questions
● Evaluating point of view and credibility of source, based on distinctions between fact and opinion
ELD-SS.4-5.Argue.Expressive
Construct social studies arguments that
● Introduce topic
● Select relevant information to support claims with evidence from multiple sources
● Establish perspective
● Show relationships between claims with reasons and multiple sources of evidence
Established Goals:
New Jersey Student Learning Standards - English Language Arts 2023
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says

explicitly and make relevant connections when drawing inferences from the text.

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

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

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

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

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

New Jersey Student Learning Standards - English Language Arts

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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.

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

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

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.

Computer Science and Design Thinking

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

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

Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation, and Training

Career Awareness and Planning:
9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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

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

Essential Questions:	**Enduring Understandings:**
● Who has the power in the story, and does this power have a positive or negative influence? ● Who are the main/minor characters, and what are their roles in the story? ● Who is the narrator, and what perspective does he/she have? ● What is the author's perspective? ● What is my perspective? Is this fair?	*Students will be able to understand:* ● Good readers can choose to read with a particular lens that shapes what they see. ● Good readers think deeply about characters by developing ideas that are grounded in the text and well supported by evidence. ● Good readers build central interpretations and then strengthen those interpretations by finding meaning in images, objects, and details.
Knowledge: *Students will know:* ● Point of view and perspective shape the way a story is told. ● Power impacts the events in a story. ● Themes and ideas are universal.	**Skills:** *Students will be able to…* ● Identify who has power in the story and analyze the effects of this power. ● Analyze character/narrator/author perspective. ● Compare/Contrast their own unique perspective with that of the character, narrator, or author.

Student Resources
Rich selection of diverse books. Consider books in a series for this unit (i.e., *Magic Treehouse* and *Dragon Slayers' Academy* series).

Teacher Resources
Units of Study for Teaching Reading (Grade 4) by Lucy Calkins ● *Reading with the Lens of Power and Perspective* ● *Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions* www.heinemann.com https://readingandwritingproject.org/ Mentor Texts: *Save Me a Seat* by Sarah Weeks and Gita Varadarajan

Stone Angel by Jane Yolen
Voices in the Park by Anthony Browne
Cinderella (Little Golden Book) by Jane Werner
Four Feet, Two Sandals by Karen Lynn Williams and Khadra Mohammed
Tia Isa Wants a Car by Meg Medina
The True Story of the Three Little Pigs by on Scieszka
The Present Short Film https://www.youtube.com/watch?v=WjqiU5FgsYc
Video "Elbow Room" https://www.youtube.com/watch?v=aHVx4nqgMPQ
Video "Canadian Tire: Wheels" https://www.youtube.com/watch?v=pFuwUiHo-WI
Video "Canadian Tire: Outsider" https://www.youtube.com/watch?v=Nh8gA_fIq_A

Stage 2 – Assessment Evidence	
Performance Task(s): Follow Format of Pre/Summative Assessments using suggested texts: *Kenny and the Little Kickers* by Claudio Marzollo Video Clip: "Little Mermaid Happy Ending" https://www.youtube.com/watch?v=TDX87iJEL8M Video Clip: 'On the Road: Middle School Football Players Execute Life Changing Play' https://www.youtube.com/watch?v=0Ejh_hb15Fc	Summative Assessments: ● Link-it Form C ● STAR spring assessment (Librarians administer) Formative Assessments: ● Running Records/DRA ● Anecdotal Notes ● Student Discussions/Notes ● Graphic Organizers ● Narrative Reading Self-Assessment Rubric ● Narrative Reading Learning Progression

Stage 3 – Learning Plan

Bend I Reading with the Lens of Power

Session 1 - Readers Build on What They've Learned
You will teach students to draw on many of their burgeoning skills and strategies from the previous units. As you read aloud, remind students that they know a lot of ways to think about fiction texts, and that when they read, they will want to let the book prompt them to do particular work. Readers can choose to read with a particular lens, and that choice of lens will shape what a reader sees.

Session 2 - Developing Theories of Power
You will teach students that one lens that readers can read with is the lens of power. That is, readers ask: "Who has the power in this story, and what are the signs of that person having power?"

Session 3 - Finding Evidence of Power in Characters
You will teach students that readers look for text evidence to determine which characters have more or less power.

Session 4 - Looking for Power Shifts
You will teach students that readers notice when power shifts. That is, sometimes one person or group gains power, or loses power. Readers notice which characters are gaining or losing power.

Session 5 - Finding Complications in Characters
You will remind students that readers recognize that characters are complex and may seem one way in some relationships or settings, and another way in a different context. Readers look for text evidence that shows complexity to build solid ideas about characters and books.

Session 6 - Connecting Thoughts to Build Interpretations
You will remind students that readers push themselves to have deeper thoughts and build interpretations about a story by looking across their cumulative thinking, finding patterns, and making connections.

Session 7 - A Method for Crystallizing Central Interpretations
You will remind students that when readers develop a central interpretation of a book, they consider big life issues that relate to many people and stories, choose one that pertains to that particular book, and then figure out what the book is saying about that issue.

Session 8 - Finding Meaning in Recurring Images, Objects, and Details
You will remind students that paying attention to recurring images, objects, and details helps readers develop complex interpretations about stories.

Session 9 - Investigating Power by Paying Attention to People who are Attracted to Power
You will teach students that when readers investigate power, they not only notice who has the most power, but they also pay attention to people who are attracted to power, which might include hanger-ons, collaborators, even bystanders.

Session 10 - Investigating All Kinds of Power
You will teach students that not all power is bad. When readers investigate power, they keep in mind there are many kinds of power, and that power can be used for the good or for the bad.

Bend II Reading with the Lens of Perspective

Session 11 - Discovering Point of View
You will teach students that figuring out who tells the story matters. Readers ask, "Who is the narrator?" If the narrator is involved in the events, readers are especially alert for clues, noticing pronouns, what others call the narrator and the relationship the narrator has to others.

Session 12 - Learning Perspective through Point of View
You will teach students that investigating perspective is more than figuring out who is telling the story. Readers need to pay careful attention to whose internal thinking the story gives them access to, whose head they can get inside.

Session 13 - Perspective Limits What Readers See
You will teach students that readers want to figure out how the perspective of a story allows them to see some things and not to see other things. The way a story is told gives readers access to the inner-story of different characters. If the narrator is involved in the events, then the reader gets to know the narrator's thoughts and feelings about the event. This is first person point of view.

Session 14 - Limited and Omniscient Third Person Point of View
You will teach students that in third-person point of view, the narrator tells readers what is happening in the story. Third-person limited is when the narrator tells the reader the thoughts and feelings of one character. Third-person omniscient is when the narrator is all-knowing and tells the inner-story of every character that appears.

<u>Session 15 - Learning Perspective by Walking in a Character's Shoes</u>
You will teach students that getting to know a character means you come to understand that person's perspective. Knowing the perspective is one thing, understanding it is another thing. Once you have walked in the character's shoes for awhile, you come to not only see what the narrator sees, but to remember what she remembers, to feel what she feels...and you also come to understand why the narrator interacts with the world that way.

<u>Session 16 - Analyzing Another Character's Perspective</u>
You will teach students that one way to think about perspective in a story is to reread the part of a story that tells about a major event in the story, and then ask how each character perceives that event. Then analyze what is similar and different in the way they perceive the event and why.

<u>Session 17 - Exploring Perspective through Role Play</u>
You will teach students that it can be very helpful for them to act out pivotal scenes, especially within book clubs. Different club members can step into the shoes of different characters who were in the scene. Then begin their conversation anew, with fresh insight into how each character really felt about what was going on and why.

<u>Session 18 - Looking at Perspective as a Writer's Craft</u>
You will teach students that who tells a story affects how it is told. The choice of perspective is a deliberate one, made by the author and that readers can question how the story might have been told, if it were told through another perspective.

Bend III Bringing Critical Lenses of Power and Perspective to Any Text

<u>Session 19 - The Power of the Reader's Perspective</u>
You will teach students that the reader's perspective is distinct from the different characters' perspectives. Distinguishing their own unique perspective can help readers start to take steps toward questioning the perspective of characters and eventually the author.

<u>Session 20 - Developing an Empathetic Mindset about Characters</u>
You will teach students that readers should have an empathetic mindset by not just judging characters and being surprised that they do not think as the reader does but to understand the character's perspective and their own and consider where they differ and why that might be.

<u>Session 21 - Questioning Author Choices</u>
You will teach students that readers try to understand things from the perspective of the characters in the story by questioning which characters the author seems to want readers to like or to be more/less sympathetic to.

<u>Session 22 - Transferring the Work to Other Texts</u>
You will push students to think about how perspective and power relate and how to continue to use these lenses to read any fiction or nonfiction text.