

# 4RE Reading Grade 4

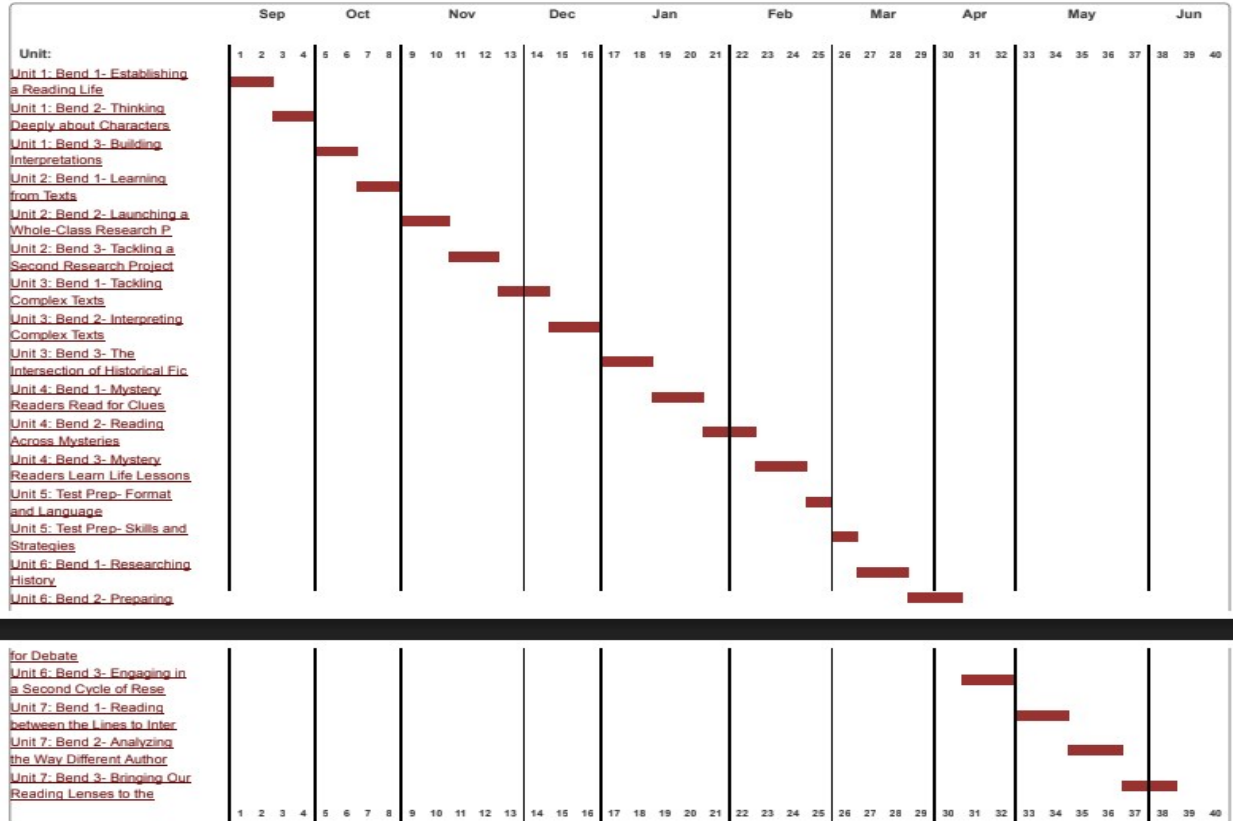


Parsippany-Troy Hills School District  
4RE Reading Grade 4 (BA)



Elementary Schools > Grade 4 > English Language Arts > 4RE Reading Grade 4 (BA)

Collaboration



## Unit Planner: Unit 1: Bend 1- Establishing a Reading Life 4RE Reading Grade 4

Thursday, October 26, 2017, 8:10PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 1 2 -2018 > Grade 4 > English - Week Last Updated: 2017 by Lisa Vallacchi Wednesday, September 20,

Hemenway, Kelly; Snellings, Tara

### Proficiency / Objectives

Readers will:

Identify strategies readers use to help them read intensely to understand a text.

Understand how to select within-reach books.

Collaborate to create a culture of reading.

Retell and synthesize information from text to strengthen comprehension.

Visualize the characters and events in a text based on the details provided and their own prior knowledge.

Collaborate with a partner to assess their work, improve their responses, and set goals.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link –

<https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## Standards

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Literature**

**Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

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

a. Read grade-level text with purpose and understanding.

**Writing**

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

### **Speaking and Listening**

#### **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

#### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

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

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

### **Language**

#### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do readers read intensely?
2. How do readers analyze characters to improve their understanding of a story?
3. How do readers build interpretations of a story?

### Enduring Understanding

1. Readers retell, synthesize, and visualize details from a story to help them read intensely.
2. Readers focus on a character's traits, patterns in their behavior, and what these reveal about a character.
3. Readers use various story elements, connections among details and ideas, and larger life lessons to create interpretations of a story.

### Suggested Activities

#### Session 1:

##### Teaching point(s):

To grow solid, grounded ideas, readers understand that everything in the text counts and, therefore, read intensely.

Readers reread and use other strategies to help them pay attention to what they are reading.

**Connection:** Explain that this year we will focus on building big ideas from the books we read.

**Teaching:** Have students discuss with a partner strategies they use to read intensely. Add their ideas to anchor chart.

**Active Engagement:** As we reread beginning of read aloud text together, have students use the strategies we listed, jot notes on post its, and discuss with partner.

**Link:** Remind them that in order to build solid ideas, we must read intensely.

**Conferring and Small Group Work:** Students will read independently to practice reading intensely as teacher checks in with individuals or small groups.

**Share:** Reread a part of read aloud, pausing to encourage students to “walk in the shoes” of the character. Review anchor chart.

**\*\*See Teacher Notes\*\***

#### Session 2:

**Teaching point(s):**

In order to grow solid, grounded ideas about books, readers need to choose books they can read fluently and understand.

Readers have ways of evaluating books before committing to them.

**Connection:** Remind students that if a book is too hard or too easy, it is hard to read intensely.

**Teaching:** Have a student model reading an above level book.

**Active Engagement:** With a partner, discuss ways we know a book is too hard. Record on anchor chart.

**Link:** Tell students that in order to grow as readers, they need to read a lot of within reach books.

**Conferring and Small Group Work:** Students will check difficulty of current book as they read while teacher works with small groups or individuals.

**Share:** Have students share how their reading was today. Review (and add to) anchor chart. **\*\*See Teacher Notes\*\***

**Session 3:****Teaching point:**

Readers are more engaged and read more intensely when they can find books they want to read.

**Connection:** Remind students that selecting books involves more than finding the appropriate level.

**Teaching:** Students will work in groups to brainstorm how we can find books that we want to read.

**Active Engagement:** Have students discuss ideas recorded by groups.

**Link:** Review how these lists can help students find books they enjoy.

**Conferring and Small Group Work:** While students read, teacher will meet with resistant readers to help them find books. Then continue working with individuals or groups.

**Share:** Have students make book recommendations to each other.

**\*\*See Teacher Notes\*\***

**Session 4:****Teaching point:**

Readers not only retell events in chronological order, but they also relate earlier parts of a book to recent developments.

**Connection:** Remind students of the book recommendations they made to each other yesterday and review the role that retelling played.

**Teaching:** Model how to chronologically retell the important events from the read aloud so far. Then model a synthesis retelling of the most recent chapter also mentioning earlier parts of the book that are relevant. Add notes to anchor chart.

**Active Engagement:** Have students add ideas as you continue your synthesis retelling.

**Link:** Encourage students to use retelling and synthesizing as they read independently.

**Conferring and Small Group Work:** Meet with individuals or groups and have them retell the texts they are reading.

**Share:** Have students partner up. One will share their book and the other will listen and ask questions if necessary.

**\*\*See Teacher Notes\*\***

### Session 5:

#### Teaching point:

To read well and intensely, readers use the images, the mood, and the sounds to make mental movies as they read.

**Connection:** Have students close their eyes and listen to the sounds of the school. Share with a partner what they picture using what they hear and what they know.

**Teaching:** Have students act out a scene as you read aloud. Prompt the students to help them focus on the characters' actions and body language.

**Active Engagement:** Continue read aloud with fewer teacher prompts. Have students partner up with one being the bullying characters and the other reading the rest.

**Link:** Remind them that readers listen to and picture books to help them create scenes in their minds.

#### Conferring and Small Group Work:

When meeting with individuals or groups, guide them to draw on details and prior knowledge to picture text in their minds.

**Share:** Have students read a scene from their books aloud to themselves and ask them to picture what is happening. Also, remind them to think about what happened earlier in the text that has helped lead to this scene.

**\*\*See Teacher Notes\*\***

### Session 6:

#### Teaching point(s):

In order to grow and improve, readers benefit from working with partners and setting goals.

To set goals, readers study their own thinking and reflect on ways to make that thinking even better.

**Connection:** Have students close their eyes and listen to the sounds of the school. Share with a partner what they picture using what they hear and what they know.

**Teaching:** Have students act out a scene as you read aloud. Prompt the students to help them focus on the characters' actions and body language.

**Active Engagement:** Continue read aloud with fewer teacher prompts. Have students partner up with one being the bullying characters and the other reading the rest.

**Link:** Remind them that readers listen to and picture books to help them create scenes in their minds.

#### Conferring and Small Group Work:

When meeting with individuals or groups, guide them to draw on details and prior knowledge to picture text in their minds.

**Share:** Have students read a scene from their books aloud to themselves and ask them to picture what is happening. Also, remind them to think about what happened earlier in the text that has helped lead to this scene.

**\*\*See Teacher Notes\*\***

### Evaluation / Assessment

#### Evaluation/Assessment

##### Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records
- Baseline performance assessment (digital resources)

##### Unit Pre-assessment

##### Formative: Test: Written

Papa's Parrot pre-assessment available in Digital Resources

## Resources

### Digital Resources

[www.heinemann.com](http://www.heinemann.com)

(see p. xv to access digital resources)

## 21st Century Skills

**NJ: 2014 SLS: 21st Century Life and Careers**

**NJ: All Grades**

### Career Ready Practices

**Career Ready Practices** CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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## Teacher Notes

### Session 1:

**Book One: Session 1** (pp. 4-12)

- Prior to this session, begin with a day for assessment (p. 2-3) Assessment is available in online resources.

- Getting Ready p. 4

- Prior to minilesson, read Ch. 1 of read aloud (Tiger Rising) to the class

- Anchor Chart Notes

\*Papa's Parrot Unit Pre-Assessment available in Digital Resources

### Session 2:

**Book One: Session 2** (pp. 13-20)

- Getting Ready p. 13

- Prior to minilesson, read Ch. 2 of read aloud (Tiger Rising) to the class

- Anchor Chart Notes

### Session 3:

**Book One: Session 3** (pp. 22-30)

- Prior to this session, return their scored performance assessments and reflect on assessment (p. 21)

- Getting Ready p. 22

- Prior to mini lesson, read Ch. 3 and 4 of read aloud (Tiger Rising) to the class - Prepare chart paper to address four inquiry questions (pp. 25-26)

### Session 4:

**Book One: Session 4** (pp. 31-41)

- Getting Ready p.31

- Prior to minilesson, read Ch. 5 and 6 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

### Session 5:

**Book One: Session 5** (pp. 42-50)

- Getting Ready p.42

- Prior to minilesson, read Ch. 7 and 8 of read aloud (Tiger Rising) to the class - Anchor Chart Notes



**Session 6:**

**Book One: Session 6** (pp. 51-60)

- Getting Ready p.51
- Prior to minilesson, read Ch. 9 and 10 of read aloud (Tiger Rising) to the class
- Before session, determine long-term partners based on common level/ability
- Review and photocopy grades 3 and 4 “Envisioning/Predicting” strand of learning progression
- Anchor Chart Notes

Atlas Version 8.2

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Unit Planner: Unit 1: Bend 2-  
Thinking Deeply about Characters  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:10PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Wee-2018 > Grade 4 > English k 3 -

Last Updated: Snellings Sunday, May 14, 2017 by

Tara

Week 4

Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives**

Readers will:

Analyze characters’ behaviors and patterns in their actions.

Identify and explain details in a story that help propel the story arc.

Identify character traits and behaviors emphasized by the author and discuss what they reveal about the character.

Utilize precise, accurate language to describe the characters of a text.

Analyze the complexity of characters, identifying examples of different behavior in different contexts.

Create a debatable topic based on a personal viewpoint regarding a book’s character.

Debate a personal viewpoint regarding a book’s character by providing text-based evidence as support.

**Standards**

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Literature**

**Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.  
**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

**Writing**

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can**

**follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

### Language

#### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do readers read intensely?
2. How do readers analyze characters to improve their understanding of a story?
3. How do readers build interpretations of a story?

### Enduring Understanding

1. Readers retell, synthesize, and visualize details from a story to help them read intensely.
2. Readers focus on a character's traits, patterns in their behavior, and what these reveal about a character.
3. Readers use various story elements, connections among details and ideas, and larger life lessons to create interpretations of a story.

### Suggested Activities

#### Session 7:

#### Teaching point(s):

Readers notice details that show character's actions and also notice when their behaviors break a pattern they have formed.

**Connection:** Describe how people "read" others in real life and how that relates to understanding characters in text.

**Teaching:** Read a section of the read aloud and discuss the character's actions. Do the actions fit with what we know or expect from the character? Add notes to the anchor chart.

**Active Engagement:** Have students read another section with a partner and take notes on another character's behaviors.

**Link:** Connect how the skill we are working on today relates to the idea of "reading intensely" from the previous bend. Also discuss how noting facts as we read helps us develop larger ideas.

**Conferring and Small Group Work:** Engage individuals or small groups in conversations about the characters' behaviors and patterns in their own book.

**Share:** Have students discuss their characters with their partner. Provide prompts to assist their dialogue. Remind them to provide textual evidence to support their thinking. **\*\*See**

**Teacher Notes\*\***

### **Session 8:**

**Teaching point(s):**

Readers gain insight by paying attention to details that show characters' desires, the obstacles they face, and the ways they respond to those obstacles.

**Connection:** Explain that experts on a subject know which features are important and require attention and which don't. Relate this to reading.

**Teaching:** Review what a story arc is. Explain that the important details in a story are the ones that help develop the story arc. Read a passage from the read aloud and model how to use the character's desire, obstacles, and reactions to determine what details are important.

**Active Engagement:** Encourage students to think about the story arc of the books they are currently reading.

**Link:** Remind children that connecting their ideas to the character's desires and obstacles can help them "ground" their ideas.

**Conferring and Small Group Work:** Work with individuals or small groups, especially those who are focusing on what characters "do" instead of growing ideas about the characters.

**Share:** Encourage students to take a few minutes to gather the ideas they are going to share with their partner regarding their books in order to "rehearse." Then have them share. **\*\*See Teacher**

**Notes\*\***

### **Session 9:**

**Teaching point(s):** Readers grow important ideas about characters by noticing anything the author spotlights.

Readers recognize when authors intentionally repeat something, describe something in great details, or emphasize something.

**Connection:** Explain that today they will be learning another way to make their ideas about characters significant.

**Teaching:** Ask students to review things that the author of the read aloud has made a big deal about a character. List their ideas on chart paper. Why did the author do this? Does this fit with rest of the story?

**Active Engagement:** Have students work with a partner to repeat this for another character.

**Link:** Remind students how paying attention to aspects highlighted by the author can help them grow ideas about the characters.

**Conferring and Small Group Work:**

Meet with individuals or small groups to discuss objects that are important to the characters and what those objects tell us about them.

**Share:** Have students look at "Inferring About Characters and Other Story Elements" strand of the Narrative Reading Learning Progression. Have them compare their ideas with the learning progression.

**\*\*See Teacher Notes\*\***

### Session 10:

#### Teaching point(s):

Readers use exact, precise vocabulary to communicate insightful ideas about characters and text.

**Connection:** Have students reflect back on an earlier idea they had about a character and challenge them to lift the level of their thinking about that character.

**Teaching:** Read a section of read aloud and model using precise words to talk about a character.

Demonstrate several techniques that can be used, such as using comparisons or phrases.

**Active Engagement:** Read another section and have children describe the character using precise words.

**Link:** Have students assess their prior writing about their own books and set goals to lift the level. Then have them share their goal with a classmate. Add notes to anchor chart.

**Conferring and Small Group Work:** Meet with groups to discuss their goals and to support precise language.

**Share:** Explain how readers take a theory about a character and then look for evidence in the book to support it. Have students create a theory chart with their idea and supporting evidence. **\*\*See**

**Teacher Notes\*\***

### Session 11:

#### Teaching point(s):

Readers understand that characters are complex and aren't just one way.

Readers look for textual evidence that shows this complexity to build solid ideas about the characters.

**Connection:** Explain how characters that initially seem like villains can turn out to have redeeming qualities.

**Teaching:** Discuss how a student can be different under different circumstances. Create a T-chart to show how two sides of a person can be recorded.

**Active Engagement:** Read a section of the read aloud that introduces a new side of a character. Create a T-chart to record class's observations.

**Link:** Have students think about the complexity of the character in their own book. Add to the anchor chart.

**Conferring and Small Group Work:** Meet with small groups to help them make connections among their observations and to grow their observations into text-based ideas.

**Share:** Have them share their work from today with a partner. Offer prompts to push them towards bigger ideas.

**\*\*See Teacher Notes\*\***

### Session 12:

**Teaching point(s):** When different readers have different viewpoints about a book, it can spark a debate.

When debating a topic, each person presents his/her side, supports it with evidence, and tries to persuade the other person to agree.

**Connection:** Explain that when they have different views about a character or a book than their partner, it can result in even more dialogue.

**Teaching:** Teach students that debates can only happen about an idea that can be argued from both sides. Model and discuss how to develop an evidence-based argument for one side a debate topic.

**Active Engagement:** Have students work together to gather evidence to support the other side of the debate. Provide sentence starters for support. Conduct the debate.

**Link:** Encourage students to generate debatable ideas from the book they've been reading.

**Conferring and Small Group Work:** Meet with students who have been reading a common book and assess how they find debatable topics and prepare. Offer support as needed. **Share:** Have some partners debate, while others observe and take notes.

**\*\*See Teacher Notes\*\***

### Session 13:

#### Teaching point(s):

Strong readers defend and critique ideas by using specific passages from the text.

**Connection:** Describe the importance of finding evidence that is grounded in the specific words of the text.

**Teaching:** Demonstrate how readers search for an exact page of text that forwards or supports a particular idea. Use the passage to construct an argument. Refer to the sentence starters prompts from previous debate session.

**Active Engagement:** Have students help continue the argument using evidence from the book.

**Link:** Encourage students to use their own book to generate debatable ideas and collect text evidence.

#### Conferring and Small Group Work:

Confer with the students who were not met with during previous debate session and assess if they identified debatable topics. Also, offer guidance to those who you met with yesterday if they are having difficulty locating text based evidence.

**Share:** Have students engage in debates with their partners. Encourage students to reflect on and write about their growth throughout this bend.

**\*\*See Teacher Notes\*\***

### Evaluation / Assessment

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work
- Anecdotal notes

### Resources

#### Digital Resources

www.heinemann.com

(see p. xv to access digital resources)

### 21st Century Skills

### Teacher Notes Session

#### 7:

**Book One: Session 7** (pp. 62-72)

- Getting Ready p.62
- Prior to mini lesson, read Ch. 11 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

#### Session 8:

**Book One: Session 8** (pp. 73-82)

- Getting Ready p.73
- Prior to mini lesson, read Ch. 12 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

#### Session 9:

**Book One: Session 9** (pp. 83-91)

- Getting Ready p. 83
- Prior to minilesson, read Ch. 13 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

#### Session 10:

**Book One: Session 10** (pp. 92-102)

- Getting Ready p. 92

- Prior to mini lesson, read Ch. 14-15 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

### Session 11:

**Book One: Session 11** (pp. 103-112)

-Getting Ready p. 103

- Prior to mini lesson, read Ch. 16-17 of read aloud (Tiger Rising) to the class

- Copies of "Inferring About Characters and Other Story Elements" strand of Narrative Reading Learning Progression

- Anchor Chart Notes

### Session 12:

**Book One: Session 12** (pp. 113-121)

-Getting Ready p. 113

- Prior to mini lesson, read Ch. 18-19 of read aloud (Tiger Rising) to the class

- Prepare a list of possible debate topics and gather multiple copies of short stories and picture books that can be used for debates.

- Anchor Chart Notes

### Session 13:

**Book One: Session 13** (pp. 122-130)

-Getting Ready p. 122

- Prior to mini lesson, read Ch. 20 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

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## Unit Planner: Unit 1: Bend 3- Building Interpretations 4RE Reading Grade 4

Thursday, October 26, 2017, 8:16PM

Elementary Schools > 2017-2018 > Grade 4 > English Last Updated: Friday, July 7, 2017 by Tara

Language Arts > 4RE Reading Grade 4 > Week 5 - Week 6 Snellings

Hemenway, Kelly; Snellings, Tara

### Proficiency / Objectives Readers

will:

Understand other story elements, such as setting, plot, and mood, which readers focus on to help them interpret a text.

Connect isolated, important parts of the text to the whole story.

Make connections among their own ideas about a text to build their interpretations.

Identify the life issues being addressed in a story and analyze what the author is trying to teach about those issues.

Identify recurring objects, phrases, and images in a story and analyze their significance.

Celebrate their reading and learning by creating self portrait bookmarks.

## Standards

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Literature**

**Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

## Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

## Writing

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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

## Speaking and Listening

### Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

### Presentation of Knowledge and Ideas

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**



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.

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career**

**readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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**Essential Questions**

1. How do readers read intensely?
2. How do readers analyze characters to improve their understanding of a story?
3. How do readers build interpretations of a story?

**Enduring Understanding**

1. Readers retell, synthesize, and visualize details from a story to help them read intensely.
2. Readers focus on a character's traits, patterns in their behavior, and what these reveal about a character.
3. Readers use various story elements, connections among details and ideas, and larger life lessons to create interpretations of a story.

**Suggested Activities**

**Session 14:**

**Teaching point(s):**

Readers build a larger interpretation of a book by adding up all of the story elements, not just characters.

**Connection:** Remind students that while we have been focusing on characters lately, they have actually been observing many more story elements as well.

**Teaching:** Reread a section of the read aloud previously discussed through the lens of character analysis. This time focus on other aspects of the text.

**Active Engagement:** Have students discuss the story elements they notice. Add them to the anchor chart.

**Link:** Ask students to go back to their own book and read backward as well as forward focusing on elements other than characters.

**Conferring and Small Group Work:** While conferring with individuals or small groups, focus on giving clear explanations and examples of new terms (such as setting, plot, mood, etc.).

**Share:** Have students assess their work from today using “Determining Themes” strand of Narrative Reading Learning Progression. Share their thoughts with a partner. **\*\*See Teacher Notes\*\***

**Notes\*\***

**Session 15:**

**Teaching point(s):**

Readers pay attention to the parts of a text that stand out as important but also think about how they fit with all of the other parts.

Readers think across the whole book, rather than just one small part.

**Connection:** Explain that although yesterday we focused on one small part, a story is made up of many parts, much like a train and its many cars.

**Teaching:** Using the read aloud, model how to note what seems like an important part of the text and then think about how it fits in with the rest of the story. Add to the anchor chart.

**Active Engagement:** Ask students to retell what you did.

**Link:** Guide students toward using this same process in their own books. Explain that finding links between parts of the story helps deepen their interpretation of a text.

**Conferring and Small Group Work:** When meeting with individuals or groups, guide them from finding similarities in scenes to making an interpretation.

**Share:** Introduce the bend’s anchor chart titled “How to Build an Interpretation.” Review the strategies covered in previous bends that can be added.

**\*\*See Teacher Notes\*\***

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### Session 16:

#### Teaching point(s):

Once readers have built up a lot of thinking about different aspects of their book, they look for patterns and connections between their different ideas.

**Connection:** Suggest that after collecting thoughts about different aspects of their books, the next step involves using that collection to grow bigger ideas about whole books.

**Teaching:** Share some Post-its that reflect class's thinking from the read aloud. Model how to consider two of them side by side to come up with an idea. Discuss if there are other ideas that are related in the same way.

**Active Engagement:** Have students engage in the same task as modeled by the teacher using two different Post-its. Provide thought prompts. Have partners share how they connected the idea to make meaning.

**Link:** Have students go off to read their books. Encourage them to engage in this same type of thinking and connecting as they read.

**Conferring and Small Group Work:** Meet with individuals or groups to guide them on making connections among their thinking. Challenge some to look for more than one interpretation and write about them.

**Share:** Have them work with their partners to strengthen their interpretations.

**\*\*See Teacher Notes\*\***

### Session 17:

#### Teaching point(s):

When readers are building a central interpretation, they consider what big life issue the story is addressing and what it is trying to say about that issue.

**Connection:** Note that students' interpretations are beginning to relate to many parts of the book, instead of one small part.

**Teaching:** Remind students that authors try to teach kids ways to respond to issues that they might be faced with in their life.

**Active Engagement:** Have partners create a list of possible life issues. Discuss as a class. Ask if any of these issues are addressed in the read aloud and what the author wants us to know about them.

**Link:** Remind children to think about issues that the author addresses in their books and what the author may be trying to teach about those issues.

**Conferring and Small Group Work:** Provide support for those students having difficulty identifying the overall theme of their stories. Use picture books to further this discussion with those who need additional guidance.

**Share:** Have students look at the "Interpretive" section of the learning progressions and assess their work so far. Encourage them to think about what their next steps are for improvement. **\*\*See**

**Teacher Notes\*\***

### Session 18:

#### Teaching point(s):

Readers identify things that are repeated in a story, think about the reason an author chose to do this, and analyze what its bigger meaning might be.

**Connection:** Remind students of the discussion in Bend II about an author's use of repetition.

**Teaching:** Begin a list of recurring objects, phrases, etc. used in the read aloud.

**Active Engagement:** Have partners continue the list the teacher started. Have students discuss their possible significance.

**Link:** Discuss with students that just as they share events in their lives that are important to them over and over, so do authors repeat important objects and phrases in their writing.

**Conferring and Small Group Work:** When meeting with individuals or groups, support them in deepening their interpretations and writing about their ideas.

**Share:** Read the remainder of the read aloud text. Pause to give students an opportunity to write about what they are thinking. Have some share their ideas.

**\*\*See Teacher Notes\*\***

**Session 19:****Teaching point(s):**

The books and characters that readers love help define who they are as readers and as people.

**Connection:** Describe how just like the saying, “You are what you eat,” people also “are what they read.”

**Teaching:** Share how favorite books and authors help define who a person is.

**Active Engagement:** Have students list characters, authors, and books they have read during this unit that will stay with them.

**Link:** Explain that just as artists create self-portraits to show who they are, people create self-portraits as readers with the books they chose to read.

**Conferring and Small Group Work:** Have students study their logs, reread their books, and create their self-portrait bookmarks. Confer with students to remind them how much they have learned this unit.

**Share:** Form groups of four to read excerpts of the books they’ve chosen to each other. Have them explain why this book or character matters so much to them.

**\*\*See Teacher Notes\*\***

**Evaluation / Assessment****Formative: Other: Teacher Observation**

- Teacher observation
- Small group work
- Anecdotal notes

**Unit Post-assessment****Summative: Test: Written**

\*Slower than the Rest Unit Post-Assessment available in Digital Resources

**Resources**

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)  
 (see p. xv to access digital resources)

**21st Century Skills****Teacher Notes****Session 14:****Book One: Session 14** (pp. 132-140)

- Getting Ready p. 132
- Prior to mini lesson, read Ch. 21 of read aloud (Tiger Rising) to the class
- Copies of “Determining Themes” strand of Narrative Reading Learning Progression - Anchor Chart Notes

**Session 15:****Book One: Session 15** (pp. 141-146)

- Getting Ready p. 141
  - Prior to mini lesson, read Ch. 22 of read aloud (Tiger Rising) to the class -
- Anchor Chart Notes

**Session 16:****Book One: Session 16** (pp. 147-156)

- Getting Ready p. 147
  - Prior to mini lesson, read Ch. 23-24 of read aloud (Tiger Rising) to the class -
- Anchor Chart Notes

**Session 17:**

**Book One: Session 17** (pp. 157-164)

-Getting Ready p. 157

- Prior to mini lesson, read Ch. 25-26 of read aloud (Tiger Rising) to the class

- Make copies of grades 3-5 “Determining Themes” strands of Narrative Reading Learning Progression - Anchor Chart Notes

**Session 18:**

**Book One: Session 18** (pp. 165-175)

-Getting Ready p. 165

- Prior to mini lesson, read Ch. 27 of read aloud (Tiger Rising) to the class - Anchor Chart Notes

**Session 19:**

**Book One: Session 19** (pp. 176-181)

- Prior to lesson, prepare blank bookmarks with the caption “My Self-Portrait in Books”

- Anchor Chart Notes

\*Slower than the Rest Unit Post-Assessment available in Digital Resources

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Unit Planner: Unit 2: Bend 1-  
Learning from Texts  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:18PM

Elementary Schools > 2017-2018 > Grade 4 > English Last Updated: [Wednesday, September 20, 2017](#) by Lisa Vallacchi  
Language Arts > 4RE Reading Grade 4 > Week 7 - Week 8  
Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives**

Readers will:

Draw connections between what they know and care about and the text.

Preview text features to generate a sense of a whole text.

Analyze the structure and organization of expository text.

Identify features that make nonfiction text challenging.

Analyze signals in hybrid texts to identify and understand narrative and expository sections.

Understand new vocabulary by looking within and around the word in text.

Summarize the main idea and supporting details of nonfiction text in their own words.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Informational Text Key

Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. **Range of Reading and Level of Text Complexity**

**NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

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

a. Read grade-level text with purpose and understanding.

**Writing**

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

**Research to Build and Present Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Speaking and Listening**





## **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

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

## **Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

## **Language**

### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

### **Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do readers analyze organization and text features to improve their understanding of a nonfiction text?
2. How do readers face the challenges that nonfiction texts present?
3. How do readers use nonfiction texts to conduct research and become experts on a topic?

### Enduring Understanding

1. Readers make connections, preview heading and topic sentences, and identify organization techniques the author uses to improve their understanding of nonfiction text.
2. Readers identify what makes nonfiction texts challenging and find signals to help them identify what lens to read them through and how to best understand them.
3. Readers synthesize information from various sources and analyze how the new information they learn adds to or contradicts what they have already read.

### Suggested Activities

#### Session 1:

##### Teaching point(s):

Readers commit to learning from nonfiction text by making connections between what they already know and care about and the text.

**Connection:** Have students list different types of nonfiction writing they see. Lead them to see it is everywhere.

**Teaching:** Hold up read aloud book and model how to make connections to the topic. Display anchor chart.

**Active Engagement:** Give each student a new book and practice making connections with a partner. Have some of them share their connections with the class.

**Link:** Tell students they will be reading independently, but before they begin they should practice making connections to the book.

**Conferring and Small Group Work:** Help students choose books for their baggies and provide background information on the topic if needed. Remember, starting with an easier book on a topic will help build necessary background knowledge.

**Share:** Have students self assess their first nonfiction day. Have them identify their strengths and the areas for improvements.

**\*\*See Teacher Notes\*\***

#### Session 2:

**Teaching point(s):** Nonfiction

readers preview texts.

Nonfiction readers survey parts of text, pay attention to headings and topic sentences, and use their prior knowledge to help them understand.

**Connection:** Have students preview one of their books with a partner. Encourage them to make connections with the topic and generate questions.

**Teaching:** Model how to preview a text using the read aloud book. Have students discuss strategies you used to preview.

**Active Engagement:** Repeat with previewing a specific page focusing on the use of headings. Have students discuss in groups and record their ideas on a white board. Add information to the anchor chart.

**Link:** Remind students that as they read, readers pause to think about whether they learned what they had anticipated or if they were surprised.

**Conferring and Small Group Work:** Work with individuals or small groups to assess and support their previewing. Also check that readers have selected appropriate books for their level.

**Share:** Using their reading logs, have students reflect on how much they are reading during workshop. Compare the amount of fiction versus nonfiction. Have them make sure their books are a good fit.

**\*\*See Teacher Notes\*\***

### **Session 3:**

**Teaching point(s):**

Readers use the structure and organization of expository texts, such as problem/solution, cause/effect, and compare/contrast, to improve their understanding.

**Connection:** Have students share last night's homework about the nonfiction reading they do.

**Teaching:** Show video clip and have students record the most important information. Have them share notes with a partner. Review common text structures and transitions. Show the clip again and pause the video to discuss the organization. Have students finish taking notes.

**Active Engagement:** Repeat activity using the read aloud text. Have them discuss their notes with a partner about causes and effects of droughts.

**Link:** Add text structure notes to the anchor chart. Tell students they will be using Post Its to identify structure and take notes.

**Conferring and Small Group Work:** Work with students to help them read large chunks of text and take notes that mirror text structure. As they are working, let them know that they'll be using their notes to teach their classmates about their topic.

**Share:** Remind students of the elements of "teaching well." Divide students into foursomes. Have them take turns being the teacher. Have students select a more challenging text for the next few days.

**\*\*See Teacher Notes\*\***

### **Session 4:**

**Teaching point(s):**

When readers know the ways that nonfiction texts are difficult, they can get ready to tackle the hard parts.

**Connection:** Explain that sometimes there are signals when nonfiction books are more challenging.

**Teaching:** Distribute an above level text (“A Sport”). Tell students that they will be working as investigators to identify what makes it difficult.

**Active Engagement:** Have students work in groups of four to identify what makes it challenging. Write their ideas on chart paper.

**Link:** Tell students that as they read today, they should notice the challenges that their nonfiction text presents.

**Conferring and Small Group Work:** Meet with small groups to support them with slightly more difficult texts. Discuss the clues that transition words give to the structure of the text. Also, review what to do if the text stops making sense to them.

**Share:** Have students share with their partner what made their book challenging today and what strategies they used to help them tackle it. Add notes to the anchor chart. **\*\*See Teacher**

**Notes\*\***

**Session 5:****Teaching point(s):**

Readers find signals the author uses that tell whether a part of a text should be read through the lens of a story and when it should be read through the lens of reading for information.

**Connection:** Review the work done on text structure. Display famous quotes and have students analyze structure. Explain that often texts are hybrid or contain both narrative and expository parts. Readers must recognize which type they are and use the appropriate strategies.

**Teaching:** Explain that partners will read short hybrid texts and will use colored pencils to identify which lens (story or information) they must use to read each part. They will also look for signals the author gives to help them identify the lens they need.

**Active Engagement:** Have students complete the activity. Convene as a class and discuss the signals they found. Record on chart paper.

**Link:** Encourage them to look for the signals listed, as well as others, as they read today.

**Conferring and Small Group Work:**

While meeting with individuals or groups, focus on note taking strategies.

**Share:** Have students use the learning progression to self assess their progress and set goals they will work on.

**\*\*See Teacher Notes\*\***

**Session 6:**

**Teaching point(s):**

Readers look in and around new vocabulary words to figure out their meaning.

**Connection:** Engage students with an example of a way another student reached to develop new vocabulary.

**Teaching:** Use read aloud text to model how to look within and around new vocabulary to figure out the meaning.

**Active Engagement:** Have students repeat this process with a partner using another example from the read aloud.

**Link:** Remind students that figuring out the meaning of unknown words is another one of the jobs they have as informational readers. Add to anchor chart.

**Conferring and Small Group Work:** Work with students or groups on their word attack strategies, their self-assessment of these strategies, and their understanding of literal vs. figurative language.

**Share:** Gather back together and teach students not to skip over the numbers they come across when reading. Encourage them to take the time to understand and appreciate the importance of these numbers.

**\*\*See Teacher Notes\*\***

**Session 7:**

**Teaching point(s):**

Readers summarize nonfiction writing by including the main idea and key supporting details in their own words.

**Connection:** Discuss summarizing: deciding what to include, putting in your own words, and knowing how details support the main idea.

**Teaching:** Display and read a section of the read aloud text to the students. Working with partners, have students determine the main idea. Write their response on chart paper. .

**Active Engagement:** Continue by having students identify the text’s structure and reread to find supporting details. Remind them to put details in their own words. Write their ideas as a shared summary.

**Link:** Explain to students that as they do their reading today, they should try to write at least one summary.

**Conferring and Small Group Work:** When meeting with small groups, support students in identifying main idea, referencing the structure, and summarizing their text.

**Share:** Have students assess their growth throughout the first bend using the learning progression. Have them set goals.

**\*\*See Teacher Notes\*\***

**Evaluation / Assessment**

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work -
- Anecdotal notes

**Unit Pre-assessment**

**Formative: Test: Written**

*\*Dangerous Weather* Unit Pre-Assessment available in Digital Resources

**Resources**

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)  
(see p. xviii to access digital resources)

**21st Century Skills**

**NJ: 2014 SLS: 21st Century Life and Careers**

**NJ: All Grades**

**Career Ready Practices**

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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## Teacher Notes Session

### 1:

#### Book Two: Session 1 (pp. 4-14)

- Prior to this session, begin with a day for assessment (p. 2-3) Assessment is available in online resources.

- Getting Ready p. 4
- Read aloud text Everything Weather by Kathy Furgang
- Anchor Chart Notes

\*Dangerous Weather Unit Pre-Assessment available in Digital Resources

### Session 2:

#### Book Two: Session 2 (pp. 15-25)

- Getting Ready p. 15
- Read aloud text Everything Weather by Kathy Furgang
- Anchor Chart Notes
- Have students complete homework assignment (p. 25) in preparation for Session 3

### Session 3:

#### Book Two: Session 3 (pp. 27-36)

- Prior to this session, return their scored performance assessments and reflect assessment (p. 26-27)
- Getting Ready p. 27
- Access Youtube video "Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx - Read aloud text Everything Weather by Kathy Furgang

### Session 4:

#### Book Two: Session 4 (pp. 37-46)

- Getting Ready p.37
- Use the nonfiction text, "A Sport, which can be found in online resources - Anchor Chart Notes

### Session 5:

#### Book Two: Session 5 (pp. 47-57)

- Getting Ready p.47
- Print hybrid texts from online resources for students to notate
- TedTalks YouTube links used for tonight's homework also available in online resources - Anchor Chart Notes

### Session 6:

#### Book Two: Session 6 (pp. 58-67) -

- Getting Ready p.58
- "Here Comes the Sun" section on page 13 of read aloud text Everything Weather by Kathy Furgang - Gather examples of idioms or figurative language
- Anchor Chart Notes

**Session 7:**

**Book Two: Session 7** (pp. 68-78) -

Getting Ready p.68

- "Here Comes the Sun" section on page 13 of read aloud text Everything Weather by Kathy Furgang -  
Anchor Chart Notes

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Unit Planner: Unit 2: Bend 2-  
Launching a Whole-Class  
Research P  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:19PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 9 -2018 > Grade 4 > English -  
Last Updated: Snellings Sunday, June 4, 2017 by Tara

Week 10

Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives**

Readers will:

Create a group plan for upcoming research project.

Synthesize information on their research topic from multiple resources.

Compare and contrast nonfiction articles to nonfiction books.

Expand their understanding of nonfiction text through writing.

Utilize comprehension strategies to understand complex, technical text.

Synthesize the facts and thoughts they have gathered throughout the bend into a presentation.

## Standards

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Informational Text Key**

**Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**



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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed. **Reading:**

**Foundational Skills**

**Fluency**

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

a. Read grade-level text with purpose and understanding.

**Writing**

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

**Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **Research to Build and Present Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**



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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). **Range of Writing**

**NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

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

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different**

**contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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**Essential Questions**

1. How do readers analyze organization and text features to improve their understanding of a nonfiction text?
2. How do readers face the challenges that nonfiction texts present?
3. How do readers use nonfiction texts to conduct research and become experts on a topic?

**Enduring Understanding**

1. Readers make connections, preview heading and topic sentences, and identify organization techniques the author uses to improve their understanding of nonfiction text.
2. Readers identify what makes nonfiction texts challenging and find signals to help them identify what lens to read them through and how to best understand them.
3. Readers synthesize information from various sources and analyze how the new information they learn adds to or contradicts what they have already read.

**Suggested Activities**

**Session 8:**

**Teaching point(s):**

When people are working as a team to accomplish a goal, they must first figure out a plan for how to achieve it.

**Connection:** Get students excited about upcoming research project by showing various video clips of extreme weather.

**Teaching:** Model how to create an action plan for the class topic of “droughts.” Preview resources, make a list of subtopics, think about roles for different group members.

**Active Engagement:** Have team members discuss what you did during modeling. Add notes to anchor chart.

**Link:** Have students begin with same process with their basket of resources and research teams.

Notice and share that the subtopics for each group are similar. **Conferring and Small Group Work:**

As students begin reading to learn about their topic, work with groups on previewing text and identifying the text structure. Help them organize their notes into main ideas and supporting details.

**Share:**

Have students reread their notes through the lens of text structure. Add to anchor chart.

Encourage students to continue to gather resources for their project at home. **\*\*See Teacher**

**Notes\*\***

**Session 9:****Teaching point(s):**

When a researcher reads second and third texts on a topic, they ask themselves if the new information adds to or changes what they have already learned.

**Connection:** Have students share resources they gathered last night with their group. Discuss how to work across texts on their subtopics.

**Teaching:** Show students how to synthesize texts on the same topic. First show video clip twice and have students focus on information about the causes of droughts. Have them take notes during second viewing.

**Active Engagement:** Read an excerpt from the second text and pause to summarize. Have partners discuss how the information in the second text adds to or changes what they already learned. Model revising notes based on new information.

**Link:** Review how the two resources were used to deepen their understanding. Add to anchor chart.

**Conferring and Small Group Work:** Meet with individuals or group as they continue working with their first text or move to their second one.

Provide support as they synthesize information within their first text or from both resources.

**Share:** After giving them a few minutes to rehearse, have them teach their team about their topic. Give them transitional phrases to support them.

**\*\*See Teacher Notes\*\***

### Session 10:

#### Teaching point(s):

Readers use different strategies when reading nonfiction articles as opposed to nonfiction books.

**Connection:** Remind students of previous discussion of hybrid texts and the different approaches readers take when reading them.

**Teaching:** Give students one of the nonfiction articles on droughts and ask them what similarities and differences they see between the article and nonfiction books (such as the read aloud text).

**Active Engagement:** Have students discuss their observations with their partner and record their ideas on chart. Then have them reflect on how they read differently when reading a nonfiction article as opposed to a nonfiction text.

**Link:** Remind students as they encounter different kinds of text as they research, it is helpful to think about how it is different from other types and how they will read it. **Conferring and Small**

#### Group Work:

As students move on to a second subtopic (if they haven't already), meet with individuals or small groups to support them with the challenging features of nonfiction.

**Share:** Have students share how they have structured and reorganized their notes. **\*\*See**

**Teacher Notes\*\***

### Session 11:

#### Teaching point(s):

Readers write to help them think about what they are reading and learning.

**Connection:** Tell students that today we will grow our ideas about nonfiction reading with writing. Have them write in their notebooks about their topic.

**Teaching:** Model the "Do's and Don'ts" of writing about reading. Record on chart paper. Emphasize including facts and thoughts.

**Active Engagement:** Have students assess the writing they did at the beginning of the mini-lesson using the do's and don'ts list. Discuss with a partner how they can improve it.

**Link:** Urge readers to use today's strategy, as well as those previously discussed, as they read their nonfiction texts. Add notes to anchor chart.

**Conferring and Small Group Work:** Meet with groups and guide their work in building facts into insights. Offer sentence starters as support. Discuss importance of ranking the most important information.

**Share:** Have students meet with research groups to share their information. Encourage them to build on each other's ideas.

**\*\*See Teacher Notes\*\***

### Session 12:

**Teaching point(s):** When readers and researchers encounter complex, technical parts of a text, they tackle them head on. Researchers read and reread difficult parts closely, pause to summarize, and talk and write to develop their ideas.

**Connection:** Share an anecdote about a time that you had difficulty reading a manual to operate something, such as an appliance.

**Teaching:** Demonstrate how readers tackle hard, technical parts of a text by reading and pausing to summarize using an excerpt from the read aloud. Model how to use writing to better understand what the text is teaching.

**Active Engagement:** Have students read another part of a technical text. Encourage them to pause, talk, and write about that part of the text. Remind them to use the text features to help them.

**Link:** Discuss what the students did so that they will try it with other texts going forward.

**Conferring and Small Group Work:**

Meet with small groups to support them as they tackle the technical parts of their texts. Encourage them to use the learning progression to self assess.

**Share:** Remind students that they will soon be teaching other research teams and so they need to prepare. Give them time to discuss and plan with their team. **\*\*See Teacher Notes\*\***

**Session 13:**

**Teaching point(s):**

When researchers become experts, they don't keep the information to themselves. They share this knowledge with the people around them.

**Connection:** Remind students that today they will be teaching each other. Discuss other times they have done this.

**Teaching:** Discuss strategies that people use to teach well. Demonstrate how to do this using the shared topic of the causes of droughts.

**Active Engagement:** Have students practice these strategies with their first subtopic.

**Link:** Encourage students to work with their groups to plan and rehearse their presentations.

**Conferring and Small Group Work:** Meet with groups to help students do their best teaching. Some may need support on using their voice while other may need to review how to use their notes. Also discuss ways they can engage their audience. Have students present to one another.

**Share:** Compliment students on their work during this bend. Explain that for the next bend they will be researching one of the other topics.

**\*\*See Teacher Notes\*\***

**Evaluation / Assessment**

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work -
- Anecdotal notes

**Resources**

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)  
(see p. xviii to access digital resources)

**21st Century Skills**

**Teacher Notes Session**

**8:**

**Book Two: Session 8** (pp. 80-91)

- Getting Ready p.80

- Prior to lesson, gather topic list, resources, video clips, etc. for upcoming research project -
- Determine research groups of four students each
- Anchor Chart Notes

**Session 9:**

**Book Two: Session 9** (pp. 92-104)

- Getting Ready p.92
- Cue video called "Droughts 101" and copy transcripts for each team (online resources). -
- Find a second resource on subtopic, such as The Big Thirst by Charles Fishman. - Anchor Chart Notes

**Session 10:**

**Book Two: Session 10** (pp. 105-109) -Getting

Ready p. 105

- Prior to this session, read one of the articles provided in online resources ("A Summer Scorchers" by Jennifer Marino Walters or "In the Grip of Epic Drought" by Alyssa Goethe) - Anchor Chart Notes

**Session 11:**

**Book Two: Session 11** (pp. 110-121)

-Getting Ready p. 110

- Anchor Chart Notes

**Session 12:**

**Book Two: Session 12** (pp. 122-131)

-Getting Ready p. 122

- Prior to session, add extra maps and graphs to each group's bin
- Use pages 18-19 of read aloud text Everything Weather by Kathy Furgang - Anchor Chart Notes

**Session 13:**

**Book Two: Session 13** (pp. 133-136)

- Anchor Chart Notes

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Unit Planner: Unit 2: Bend 3-  
Tackling a Second Research  
Project  
4RE Reading Grade 4

Elementary Schools > 2017-2018 > Grade 4 > English  
Atlas Version 8.2

Thursday, October 26, 2017, 8:20PM

Language Arts > 4RE Reading Grade 4 > Week 11 -  
Week 12

Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives** Readers will:

Last Updated: [Friday, July 7, 2017](#) by  
Tara Snellings

Compare and contrast new research topic to previous one.  
Identify patterns across texts on related topics.  
Create inquiry questions based on their current research.  
Analyze the relationship between their research questions and the text structure.  
Evaluate the reliability and credibility of sources.

Analyze the decisions nonfiction authors make and the goals they are trying to achieve.  
Identify the techniques authors' use to achieve their goals.  
Create a project to share their new understanding with the class.



## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Informational Text Key

Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

Range of Reading and Level of Text Complexity

**NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Writing

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

**NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **Research to Build and Present Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

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

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

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

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do readers analyze organization and text features to improve their understanding of a nonfiction text?
2. How do readers face the challenges that nonfiction texts present?
3. How do readers use nonfiction texts to conduct research and become experts on a topic?

### Enduring Understanding

1. Readers make connections, preview heading and topic sentences, and identify organization techniques the author uses to improve their understanding of nonfiction text.
2. Readers identify what makes nonfiction texts challenging and find signals to help them identify what lens to read them through and how to best understand them.
3. Readers synthesize information from various sources and analyze how the new information they learn adds to or contradicts what they have already read.

### Suggested Activities

#### Session 14:

##### Teaching point(s):

Researchers often shift from studying one example of something to studying a second example of the same thing.

When they are studying the second example, they think about how it is similar to and different from what they already know.

**Connection:** Have research groups who are trading topics sit near each other. Encourage the teams to talk to each other about their topics.

**Teaching:** Model how they will plan to study a second topic, comparing it to the first. Review the list of subtopics. As this is being done, have students jot notes on the process.

**Active Engagement:** Have research groups discuss their action plans. Add notes to anchor chart.

**Link:** Students should talk with the group they are trading topics with to review important subtopics.

##### Conferring and Small Group Work:

Briefly meet with each group to guide them with their planning. Then focus on meeting with students who are having difficulty with comparing and contrasting.

**Share:** Students should decide on a format they will use to keep track of the important information they gather. Discuss with their group.

**\*\*See Teacher Notes\*\***

#### Session 15:

##### Teaching point(s):

To develop expertise on a topic, nonfiction readers go from learning about specific related topics to learning about their bigger field of knowledge.

As a researcher's focus gets bigger, the researcher thinks more about patterns and relationships.

**Connection:** Explain that experts move from learning about specific, focused topics to learning about a larger field of study.

**Teaching:** Have students look across the table of contents of books for each topic they've studied.

Demonstrate how to read across books to look for patterns.

**Active Engagement:** Read two excerpts aloud on related topics. Have students think about the similarities and differences and to look for patterns in the information. Have them share their ideas.

**Link:** Give students time to talk in their research teams, assigning themselves jobs and planning their day's work. Add notes to the anchor chart. **Conferring and Small Group Work:**

Support groups or individual students as they develop their note-taking skills, work on comparing and contrasting, and finding patterns. Encourage students to think more deeply about author's intentions when appropriate.

**Share:** Have students meet with their research teams to discuss progress. Have them practice good conversation skills.

**\*\*See Teacher Notes\*\***

### Session 16:

**Teaching point(s):**

As researchers explore new topics and research further, it "sparks" new questions.

**Connection:** Share the video of rubbing two sticks together. Ask students how this relates to the work they're doing. Like the man ignites flames, their research ignites ideas.

**Teaching:** Demonstrate by reading and thinking aloud about the class topic. Show how information can spark questions. Have students jot the questions they are wondering based on the reading. Discuss.

**Active Engagement:** Have students create questions based on their own research topics.

**Link:** Review today's work. Have students write the questions they feel are most important.

**Conferring and Small Group Work:**

Help students compare/contrast texts on a deeper level. Also, focus on not only creating questions, but using them to propel new research. Encourage them to react to information by writing about it.

**Share:** As students share, emphasize asking questions that apply to broader issues, people, or places. Have them select a question that will guide their upcoming research. **\*\*See Teacher Notes\*\***

### Session 17:

**Teaching point(s):** Readers come to texts with their own agendas.

When a reader's agenda doesn't match the text structure, they organize the information they learn in a way that fits with their own agenda.

**Connection:** Have students share their research questions. Explain how different people approach a text with different agendas.

**Teaching:** Discuss more examples of how a reader's agenda might be counter to how texts are organized. Model how class's research question might lead you to approach the read aloud text differently.

**Active Engagement:** Have students explore one of their texts, thinking about how their research focus might lead them to approach that text with a different agenda than the author. Listen to students sharing their thoughts. Explain that approaching the text in different ways helps them learn information they are seeking.

**Link:** Send students off to continue their research. Remind them to let their question guide their reading.

**Conferring and Small Group Work:**

Guide students in thinking about ideas rather than collecting facts. Using the Learning Progression, observe where their work is falling.

**Share:** Have students reflect on how their thinking about their topic has evolved. **\*\*See**

**Teacher Notes\*\***

### Session 18:

**Teaching point(s):**

Researchers become experts by evaluating the credibility and trustworthiness of their sources.

**Connection:** Share a story about a time you jotted notes on a topic without considering the authors behind each text.

**Teaching:** Discuss the chart that will support their evaluation of sources. Model the evaluation of one source, thinking aloud as you use the chart to help you.

**Active Engagement:** Have students work in partners to evaluate sources. Coach the students as they work on this skill.

**Link:** Suggest that they add the evaluation of sources to the list of things they do as nonfiction readers.

**Conferring and Small Group Work:**

Work with groups or individuals offering support to those who have difficulty distinguishing between fact and opinion. Work with others on understanding credibility of sources.

**Share:** Demonstrate how to evaluate online resources and highlight what to look for if they do their own online research.

**\*\*See Teacher Notes\*\***

**Session 19:**

**Teaching point(s):**

Nonfiction readers think about the decisions that nonfiction writers make, including the ways those authors want us to think or feel about a topic.

**Connection:** Explain to students that they are not only becoming experts on weather but also on nonfiction.

**Teaching:** Show students two texts on the same topic that convey different feelings. Discuss how the way they are written impacts the feelings they evoke.

**Active Engagement:** Using a class chart, discuss authors' goals and techniques. Fill out chart using two articles for analysis.

**Link:** Remind them that letting a text affect them is one way readers understand the larger message a writer is trying to convey.

**Conferring and Small Group Work:**

While meeting with individuals or groups, help them analyze the authors' goals and techniques in the texts that were marked prior to today's session. Also, encourage them to use goal cards as they read.

**Share:** Have students use anchor charts to reflect on their recent reading work. Using this selfassessment, have them set goals for their future work.

**\*\*See Teacher Notes\*\***

## Session 20:

### Teaching point(s):

Readers study texts to find out what techniques an author uses to achieve his or her goals.

**Connection:** Explain that yesterday the students studied the major goals that authors have. Today they will analyze what techniques they use to achieve those goals.

**Teaching:** Distribute technique cards and discuss them. Project the texts from the previous session and model the thinking process as author's goals and techniques are analyzed.

**Active Engagement:** Have students work with their research groups to locate other techniques used in the read aloud text. Display the ones they identify on chart paper.

**Link:** Be sure each student has their own set of goal and technique cards before sending them off to read.

### Conferring and Small Group Work:

Meet with students or small groups to further discuss the different technique cards. Some students may be ready to work with more cards than others. Others may need more support with the few that have already been introduced.

**Share:** Discuss as a group what students noticed as they read their texts through the lens of their goal and technique cards. Offer talking prompts if necessary.

**\*\*See Teacher Notes\*\***

## Session 21:

### Teaching point(s):

Readers celebrate the information they've learned, the ideas they've grown, and the ways in which they can apply their research to the problems of the world.

**Connection:** Explain that students will need to think about how they want to present their topic and what they want to include in order to teach their audience.

**Teaching/Active Engagement:** Share a variety of project ideas and examples that research groups might use to share their topic.

**Link:** Remind students that the end goal is not to produce a beautiful project but to apply information they have learned through nonfiction reading to teach others and to generate real-world solutions.

### Conferring and Small Group Work:

Over the next two days, move from team to team helping students find the right resources, assisting their planning, and recommending ideas to extend research if necessary.

**Share:** Commend the process research teams are using as they plan. When they have finished preparing, have students share their projects with the class.

**\*\*See Teacher Notes\*\***

## Evaluation / Assessment

### Formative: Other: Teacher Observation

- Teacher observation
- Small group work -
- Anecdotal notes

### Unit Post-assessment

#### Summative: Test: Written

\*Extreme Insects Unit Post-Assessment available in Digital Resources

## Resources

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)  
(see p. xviii to access digital resources)

## 21st Century Skills

## Teacher Notes

### Session 14:

**Book Two: Session 14** (pp. 138-148) -Getting

Ready p. 138

- Prior to mini lesson, place a book with a compare and contrast text structure in each research team's topic bin. Put a Post-It on the page that reveals this structure.
- Anchor Chart Notes

### Session 15:

**Book Two: Session 15** (pp. 149-158) -Getting

Ready p. 149

- Use "What is a Tornado" from read aloud text Everything Weather by Kathy Furgang and "Tsunamis" from Hurricane and Tornado by Jack Challonet.
- Also use two additional texts, such as "Fast-Moving Water" from page 9 of *Cobblestone* and "Katrina Strikes" from page 14 of *Cobblestone*. Both are found in the online resources. - Anchor Chart Notes

### Session 16:

**Book Two: Session 16** (pp. 159-171) -Getting

Ready p. 159

- Prepare to show a video of a man rubbing two sticks together. To locate, Google search "Fire making with sticks Andrew Newton" or find link in online resources
- Use "Wild Weather Zones" (pgs. 28-29) and "Deadly Droughts" (pg. 47) from read aloud text Everything Weather by Kathy Furgang
- Anchor Chart Notes

### Session 17:

**Book Two: Session 17** (pp. 172-182)

-Getting Ready p. 172 -

Anchor Chart Notes

### Session 18:

**Book Two: Session 18** (pp. 183-193) -Getting

Ready p. 183

- Use pg. 64 and the author/photographer information from read aloud text Everything Weather by Kathy Furgang
- Have the U.S. Drought Monitor website to show. Link in online resources. - Anchor Chart Notes

### Session 19:

**Book Two: Session 19** (pp. 194-203) -

Getting Ready p. 194

- Use "Deadly Droughts" from page 47 of *Hurricane and Tornado* and "Drought Rearranges Kingdoms" from page 18 of *Calliope: Exploring World History* (in online resources)
- Prior to mini-lesson, mark two texts from each bin to draw their attention to pages where studying techniques will pay off
- Print out goal cards (online resources)
- Anchor Chart Notes

### Session 20:

**Book Two: Session 20** (pp. 204-208)

- Print out technique cards (online resources)
- Use “Deadly Droughts” from page 47 of *Hurricane and Tornado* and “Drought Rearranges Kingdoms” from page 18 of *Calliope: Exploring World History* (in online resources) - Anchor Chart Notes

**Session 21:**

**Book Two: Session 21** (pp. 209-213)

- This session will last at least two days as students plan their presentation and will not follow the typical mini-lesson format
- Additional celebration options are discussed on pages 212-213
- Anchor Chart Notes

\*Extreme Insects Unit Post-Assessment available in Digital Resources

Atlas Version 8.2

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**Unit Planner: Unit 3: Bend 1-  
Tackling Complex Texts  
4RE Reading Grade 4**

Thursday, October 26, 2017, 8:20PM

Elementary Schools > 2017-2018 > Grade 4 > English Last Updated: [Wednesday, September](#)  
Language Arts > 4RE Reading Grade 4 > Week 13 - Week 14 [20, 2017](#) by Lisa Vallacchi Hemenway,  
Kelly; Snellings, Tara

**Proficiency / Objectives**

Readers will:

Analyze the mood and atmosphere of the setting.

Identify important information at the beginning of a book.

Compare the main character’s timeline to the historical timeline in a book.

Relate to the characters and realize their thoughts and decisions are shaped by the times in which they live and their roles.



## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

Reading: Informational Text

Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

## **Writing**

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

## **Speaking and Listening**

### **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

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

### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

## **Language**

### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

### **Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and**

phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do readers tackle complex texts?
2. How do readers interpret complex texts?
3. How does examining primary sources help the reader of a historical fiction novel?

### Enduring Understanding

1. Readers identify and analyze the elements of a novel.
2. Readers develop big ideas about the text based on evidence, and revise them as they read.
3. Readers gain a deeper understanding of the era a historical novel is set in by studying primary source documents.

### Suggested Activities

#### Session 1:

**Teaching point(s):** At the very start of a story, readers pay particular attention to the mood and atmosphere of the places in which stories are set.

Readers must assemble clues to figure out what kind of place this is.

**Connection:** A dramatic synopsis of a historical fiction book read by the teacher will be shared to help talk up this genre.

**Teaching:** Teacher will remind students that at the beginning of a historical fiction book we need to be alert to details of the setting. Teacher will model with first pages of read aloud text.

**Active Engagement:** Teacher will read aloud next section of the book and ask students to pay close attention to the details of the setting (recording ideas). Share and reflect with partner.

**Link:** Groups will be given a historical fiction picture book to read aloud together. Pausing to stop and jot and turn and talk.

**Conferring and Small Group Work:** Groups will continue to work as teacher observes to determine if any changes need to be made to groups before officially naming them book clubs. **Share:** Clubs will come up with a name and possibly a logo and/or constitution. **\*\*See Teacher Notes\*\***

#### Session 2:

**Teaching point(s):**

At the beginning of a complex text, readers tack up important information on mental bulletin boards: the who, what, where, when and why of the book.

**Connection:** Teacher will share experience from own participation in a book club.

**Teaching:** Teacher will model taking note of fast-flying information at the beginning of a book (using read aloud).

**Active Engagement:** Continue read aloud, having the students take notes on important information. Students will compare notes with club mates.

**Link:** Send children off to read book club book (up to predetermined stopping point) and jot important information down.

**Conferring and Small Group Work:** Teacher will respond to problems as children read (30 minutes) and talk in book clubs (10 minutes).

**Share:** Encourage students to look and act like engaged, caring readers. **\*\*See**

**Teacher Notes\*\***

### Session 3:

#### Teaching point(s):

Readers will recognize that books can have more than one timeline- the main character's timeline and the historical timeline.

Readers will look at where these timelines intersect to understand the text.

**Connection:** Share with children how people you know responded to a big event in history to illustrate cause-and-effect sequences.

**Teaching:** Teacher will share personal timeline and a parallel historical timeline to show how an individual's choices are impacted by historical context.

**Active Engagement:** Add to timelines teacher has started for the character and historical framework of the read aloud.

**Link:** Remind students to add timelines to their repertoire as readers. Have them create a timeline of their book club book across their fingers.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with book clubs to help them create shared goals.

**Share:** Book clubs will build a quick class timeline of their stories. **\*\*See**

**Teacher Notes\*\***

### Session 4:

#### Teaching point(s):

Readers will acknowledge that a character's feelings and decisions are influenced by the character's world and their role in it.

**Connection:** Share example from a historical fiction story of how a character's actions make sense based on the historical backdrop of the book.

**Teaching:** Using read aloud, teacher will model thinking about a character's behavior by first ignoring the historical context and then correcting him/herself.

**Active Engagement:** Students will work with a later part of the scene by thinking about various perspectives of several characters related to the same event.

**Link:** Remind students that when characters act differently than expected, it helps to think about whether or not historical events are influencing the characters.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with book clubs to make sure volume of reading is not being compromised.

**Share:** Since it is the end of the first bend, students will view their pre-assessment and assess their own work, as well as set new goals.

**\*\*See Teacher Notes\*\***

### Evaluation / Assessment

#### Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

#### Unit Pre-assessment

#### Formative: Test: Written

Blizzard Pre-Assessment available in Digital Resources

Resources

21st Century Skills

Digital Resources  
www.heinemann.com  
(see p. xviii to access digital resources)

**NJ: 2014 SLS: 21st Century Life and Careers**  
**NJ: All Grades**  
**Career Ready Practices**  
**Career Ready Practices**  
CRP4. Communicate clearly and effectively and with reason.  
  
CRP6. Demonstrate creativity and innovation.  
  
CRP7. Employ valid and reliable research strategies.  
  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
  
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## Teacher Notes Session

### 1:

#### Book Four: Session 1 (pp. 3-12)

- Getting Ready p. 3
- Suggested historical fiction picture books related to Holocaust and/or WWII:  
Irena's Jar of Secrets by Marcia Vaughn  
The Cats in Krasinski Square by Karen Hesse (V)

The Butterfly by Patricia Polacco (Z)

The Lily Cupboard: A Story of the Holocaust by Shulamith Levey Oppenheim (N)

Star of Fear, Star of Hope by Jo Hoestlandt

The Harmonica by Tony Johnston (W)

\*\*Blizzard Unit Pre-Assessment available in Digital Resources

- Anchor Chart Notes

### Session 2:

#### Book Four: Session 2 (pp. 13-20)

- Getting Ready p. 13
- After mini-lesson finish reading chapter 1 (Number the Stars)
- Anchor Chart Notes

### Session 3:

#### Book Four: Session 3 (pp. 23-33)

- Getting Ready p. 23
- Before mini-lesson read chapter 2 (Number the Stars)
- Anchor Chart Notes

### Session 4:

#### Book Four: Session 4 (pp. 34-42)

- Getting Ready p.34 - Anchor Chart Notes

## Unit Planner: Unit 3: Bend 2- Interpreting Complex Texts 4RE Reading Grade 4

Thursday, October 26, 2017, 8:21PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 15 - Week -2018 > Grade 4 > English

Last Updated: Tara Snellings [Tuesday, June 27, 2017](#) by

16

Hemenway, Kelly; Snellings, Tara

### Proficiency / Objectives

Readers will:

Read alertly and interpret complex passages as they read.

Support their ideas with details found in the text.

Utilize their interpretation of a book as a lens to read through and continue to interpret the text. Consider new ideas in reading and discussions to build stronger interpretations.

Analyze the perspective of minor characters.

Draft, assess and revise their interpretations related to theme.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

Writing

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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

#### **Speaking and Listening**

##### **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

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

##### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**



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

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

### Language

#### Conventions of Standard English

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do readers tackle complex texts?
2. How do readers interpret complex texts?
3. How does examining primary sources help the reader of a historical fiction novel?

### Enduring Understanding

1. Readers identify and analyze the elements of a novel.
2. Readers develop big ideas about the text based on evidence, and revise them as they read.
3. Readers gain a deeper understanding of the era a historical novel is set in by studying primary source documents.

### Suggested Activities

#### Session 5:

**Teaching point(s):** Strong readers read complex texts alertly, ready to interpret as they read.

Readers recognize when a passage is significant and think about how that passage connects to other parts of the text.

**Connection:** Teacher will remind readers of times in an earlier read-aloud where the book seemed to solicit readers to pause and interpret.

**Teaching:** Teacher will read the class read-aloud, pausing when students signal they feel the text is written in bold. Teacher will stop and encourage interpretation.

**Active Engagement:** One copy of another compelling passage will be given to each club. A club member will read aloud, pausing for discussion when group members indicate the text seems to be written in bold.

**Link:** Remind students of the repertoire of work they might do as they read.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with book clubs to help them engage in more thoughtful conversations.

**Share:** Clubs will identify an additional strategy to focus their discussions.

**\*\*See Teacher Notes\*\***

### Session 6:

#### Teaching point(s):

Readers use small moments, details and objects from the text to support big ideas.

**Connection:** Begin with teacher read-aloud, stopping at a passage that gives readers pause. Remind them to interpret.

**Teaching:** Have students think about how big ideas from a previous read-aloud were supported by specific details or objects.

**Active Engagement:** Students will continue to think and write about other big ideas from the teacher read-aloud today. They will need to support their big idea with concrete details.

**Link:** Remind students to mark sections they feel are important as they read.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with readers who need helping seeing small details.

**Share:** Students will talk about important objects and teacher will help them see the objects as symbols.

**\*\*See Teacher Notes\*\***

### Session 7:

**Teaching point(s):** Once readers have developed an interpretation of a book, they keep it in mind as they read on. This becomes the lens through which they read, continuing to grow and shape their interpretation.

**Connection:** Teacher will share examples of students who have generated important ideas as they read.

**Teaching:** Teacher will share an idea some readers in class had about their book and how they how they used it as a lens. Teacher will have class practice using this lens.

**Active Engagement:** Students will practice applying the lens of an interpretation that one club developed to the read-aloud book.

**Link:** Teacher will recap lesson ideas and how they are transferable to other texts.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Learning progressions should be used by students to allow them to work on their comprehension (even when you are not working with them).

**Share:** Teacher will share observations of a club that generated an overarching club idea from the big ideas individual members were pursuing.

**\*\*See Teacher Notes\*\***

### Session 8:

#### Teaching point(s):

Readers are open to new thinking as they read and discuss ideas with other readers. This helps to build richer, more powerful interpretations.

**Connection:** Teacher will introduce children to the idea of a journey of thought.

**Teaching:** Teacher will tell students about a journey of thought they had with a friend, and how it led to a new idea.

**Active Engagement:** Students will carry someone else's idea with them as they read on in the class novel. A club will be asked to volunteer to fishbowl their conversation.

**Link:** Have students look at body posture, and note what the conversations look and feel like.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with readers about paying attention to tone and mood.

**Share:** Students will do a quick write using thought prompts.

**\*\*See Teacher Notes\*\***

### Session 9:

#### Teaching point(s):

Readers pay attention to minor characters because they help to carry the big messages or big ideas of the story. Readers reread, trying to understand the perspective of minor characters to help revise their interpretation.

**Connection:** Teacher will share a story of being introduced to something by two different people to illustrate differing perspectives.

**Teaching:** Model thinking about perspective in class read-aloud. Students will think along with the teacher as the perspectives of minor characters are considered.

**Active Engagement:** Teacher will continue reading from read-aloud, but students will be chosen to articulate what the minor character is thinking and feeling.

**Link:** Remind students to think about the minor characters as part of their thinking work.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Encourage readers to think about how an idea runs across the whole novel, rather than just a section.

**Share:** Partners from the same book club will stop and jot about two characters and something around which they have different perspectives.

**\*\*See Teacher Notes\*\***

### Session 10:

#### Teaching point(s):

Readers take their interpretations through a process of drafting and revision.

**Connection:** Teacher will use a work of art to draw parallels between its creation and the writing process- both are the result of rough drafts and revisions.

**Teaching:** Using "Things" poem teacher will demonstrate the process of drafting responses to reading and examining it using the "A Theme..." checklist.

**Active Engagement:** Students will think and jot ideas for revisions to make the response apply to the whole text. Ideas will be compared and discussed.

**Link:** Teacher will remind students to use the "Determining Themes" strand of the learning progression. They will record the theme they have in mind for the book they are reading.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Teacher will confer with students about their theme ideas.

**Share:** Allow book clubs to discuss their ideas for theme.

**\*\*See Teacher Notes\*\***

## Evaluation / Assessment

### Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

## Resources

Digital Resources  
www.heinemann.com  
(see p. xviii to access digital resources)

## 21st Century Skills

## Teacher Notes Session

### 5:

#### Book Four: Session 5 (pp. 44-53)

- Getting Ready p.44
- Before mini-lesson read chapter 3 (Number the Stars) - Anchor Chart

Notes

### Session 6:

#### Book Four: Session 6 (pp. 54-62)

- Getting Ready p.54
- Before mini-lesson read chapter 4 (Number the Stars)
- Anchor Chart Notes

### Session 7:

#### Book Four: Session 7 (pp. 63-73)

- Getting Ready p.63
- Before mini-lesson read chapters 6 and 7 (Number the Stars)
- Anchor Chart Notes

### Session 8:

#### Book Four: Session 8 (pp. 74-82)

- Getting Ready p.74
- Before mini-lesson read chapter 8 (Number the Stars)
- Anchor Chart Notes

### Session 9:

#### Book Four: Session 9 (pp. 83-93)

- Getting Ready p.83
- Before mini-lesson read chapter 9 (Number the Stars)
- Anchor Chart Notes

### Session 10:

#### Book Four: Session 10 (pp. 94-102)

- Getting Ready p.94
- Before mini-lesson read chapters 10 and 11 (Number the Stars) - Anchor Chart Notes

# Unit Planner: Unit 3: Bend 3- The Intersection of Historical Fic 4RE Reading Grade 4

Thursday, October 26, 2017, 8:22PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 17 -2018 > Grade 4 > English

- Last Updated: [Wednesday, September 20,](#)

Week 18

[2017](#) by Lisa Vallacchi

Hemenway, Kelly; Snellings, Tara

## Proficiency / Objectives

Readers will:

Examine photographs and illustrations from the time period of their novel to better understand the era.  
Integrate information from additional texts into their background knowledge related to the novel they are reading.

Recognize that historic information can be learned from their historical fiction novel.

Detect and avoid overgeneralizations

Investigate power dynamics in their stories.

Compare and contrast themes across different books.

Conclude that reading enriches our lives.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed. **Reading:**

**Informational Text Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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. **Writing**

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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**Essential Questions Enduring**

1. How do readers tackle complex texts? 1.
2. How do readers interpret complex texts? 2.
- How does examining primary sources help the reader of a historical fiction novel? 3.

**Understanding**

Readers identify and analyze the elements of a novel.  
Readers develop big ideas about the text based on 3. evidence, and revise them as they read.  
Readers gain a deeper understanding of the era a historical novel is set in by studying primary source documents.

**Suggested Activities**

**Session 11:**

**Teaching point(s):**

Readers of historical fiction often study images from the time period to understand the era better. Readers synthesize this information into relevant parts of their novels.



**Connection:** Teacher will share a time they felt lost when reading and explain how images helped to picture what was happening in the novel.

**Teaching:** Teacher will demonstrate how an image helped add to understanding of class read-aloud.

**Active Engagement:** Students will be given another image related to the class read-aloud to practice the work the teacher has demonstrated.

**Link:** Teacher will remind students to use the “Synthesizing Nonfiction (Images and Text) into Stories” chart to guide their work.

**Conferring and Small Group Work:** Clubs will be given a folder containing a variety of images related to the time period of their book club novel. They will spend some time with the images alone before discussing with the club.

**Share:** Students will discuss with club members how the knowledge gained from studying images of the era has helped them better understand perspectives in their book. **\*\*See Teacher Notes\*\***

### Session 12:

#### Teaching point(s):

Readers read texts alongside their novel to add to their background knowledge and help deepen comprehension.

**Connection:** Teacher will share with students that images are not the only documents that can be helpful, text can also help deepen understanding.

**Teaching:** Teacher will demonstrate how a nonfiction article helped add to understanding of class readaloud.

**Active Engagement:** Students will jot down something from their book they would like more background information on and then share questions with their club.

**Link:** Distribute nonfiction texts to each club and invite them to refer to these texts if they have questions as they read.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Teacher will confer with students to help them navigate their movement back and forth between the fiction and nonfiction texts.

**Share:** Teacher will have students rehearse for the day’s club conversation. Then, they will talk with their clubs.

**\*\*See Teacher Notes\*\***

### Session 13:

**Teaching point(s):** Readers of historical fiction can shift between reading it as one reads a story, and reading it as one reads an informational text.

**Connection:** Teacher will share that when reading a biography the reader can learn about the individual the biography is about, but they can also gain information about the historical era that person lived in.

**Teaching:** Relate this skill to Jack in The Magic Tree House recording information he learns about history in his notebook. Demonstrate skill with class read-aloud or another novel.

**Active Engagement:** Teacher will share a snippet from a historical fiction video and have students listen and look for information about the time period.

**Link:** Teacher will remind students of the research that author’s do to prepare to write historical fiction.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Teacher will confer with students to remind them to draw on all the strategies they have been taught.

**Share:** Club members will share notes they may have taken about the era in which the novel is set.

**\*\*See Teacher Notes\*\***

### Session 14:

#### Teaching point(s):

Readers realize that one person's perspective is not everyone's perspective.

Readers are cautious about making assumptions and overgeneralizations.

**Connection:** Teacher will share a story that demonstrates overgeneralization.

**Teaching:** Teacher will share tips for avoiding overgeneralizations. Teacher will share notes taken by two individuals related to the read-aloud to illustrate being specific versus overgeneralizing.

**Active Engagement:** Students will practice making similar notes, while working with a passage from the read-aloud.

**Link:** Teacher will remind students to be cautious about making overgeneralizations.

**Conferring and Small Group Work:** Have clubs talk for a brief moment about the work they will do today. Children will read book club book to goalpost page.

**Share:** Discuss how reading analytically means noticing what others might miss.

**\*\*See Teacher Notes\*\***

### Session 15:

#### Teaching point(s):

Readers look at their books with the lens of power. They think about who has the power, what form of power they have and how power changes or shifts.

**Connection:** Teacher will explain that the end of a book is an important vantage point. Discuss surprise at end of read-aloud that led to an epiphany.

**Teaching:** Teacher will share two questions critical readers can use to investigate power. Teacher will prompt the class in re-thinking the read-aloud through this lens of power.

**Active Engagement:** Add another question, to bring students' attention to signs of resistance, as well as power. Discuss resistance in read-aloud.

**Link:** Teacher will remind students of the predictable questions to investigate power.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with students and encourage them to think about similarities and differences between the books they've read in the unit.

**Share:** Have students revisit the ending of one of their club books and talk with their club about their thoughts.

**\*\*See Teacher Notes\*\***

### Session 16:

#### Teaching point(s):

Readers find similar big ideas in the stories they read.

**Connection:** Teacher will share ideas about how we have learned to think about books in layers.

**Teaching:** Teacher will explain that the big idea of a book can be explained in a sentence or two.

**Active Engagement:** Clubs will consolidate their ideas into one big idea. Each club will share their idea and other clubs will think about whether or not the idea can apply to their novel.

**Link:** Teacher will remind students that looking at themes across books can open conversations with other clubs.

**Conferring and Small Group Work:** Children will read book club book to goalpost page. Confer with students to help them think about significance of details.

**Share:** Challenge students to work as a class to create text sets of books that go together by theme.

**\*\*See Teacher Notes\*\***

**Session 17:**

**Teaching point(s):**

Readers are inspired, educated and influenced by texts.

**Connection:** Teacher will remind students that since we are at the end of another unit of study, it is time for a celebration. Share some initial ideas.

**Teaching:** Teacher will explain the importance of pausing to celebrate and reflect.

**Active Engagement:** Students will be given a chance to brainstorm and share ideas for their celebration.

**Link:** Remind students to think about how the novel has inspired them.

**Conferring and Small Group Work:** Each student will work independently to complete their celebration.

**Share:** Students will count off and jigsaw to share what they made.

**\*\*See Teacher Notes\*\***

**Evaluation / Assessment**

**Formative: Other: Teacher Observation**

-Teacher observation

- Small group work

- Anecdotal notes

- Running records

**Unit Post-assessment**

**Summative: Test: Written**

The Sign of the Cat Post-assessment is available in Digital Resources

**Resources**

Digital Resources

www.heinemann.com

(see p. xviii to access digital resources)

**21st Century Skills**

**NJ: 2014 SLS: 21st Century Life and Careers**

**NJ: All Grades**

**Career Ready Practices**

**Career Ready Practices**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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**Teacher Notes**

**Session 11:**

**Book Four: Session 11** (pp. 104-113)

- Getting Ready p.104

- Before mini-lesson read chapters 12 and 13 (Number the Stars)

- Anchor Chart Notes

**Session 12:**

**Book Four: Session 12** (pp. 114-122)

- Getting Ready p.114
- Before mini-lesson read chapters 14 and 15 (Number the Stars)
- Anchor Chart Notes

**Session 13:**

**Book Four: Session 13** (pp. 123-125)

- Anchor Chart Notes

**Session 14:**

**Book Four: Session 14** (pp. 126-134)

- Getting Ready p.126
- Before mini-lesson read chapter 16 (Number the Stars)
- Anchor Chart Notes

**Session 15:**

**Book Four: Session 15** (pp. 135-142)

- Getting Ready p.135
- Before mini-lesson read chapter 17 (Number the Stars)
- Anchor Chart Notes

**Session 16:**

**Book Four: Session 16** (pp. 143-151)

- Getting Ready p.143 -
- Anchor Chart Notes

**Session 17:**

**Book Four: Session 17** (pp. 152-153)

- \*[The Sign of the Cat](#) Unit Post-Assessment available in Digital Resources -
- Anchor Chart Notes

Atlas Version 8.2

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Unit Planner: Unit 4: Bend 1-  
Mystery Readers Read for  
Clues

4RE Reading Grade 4

Thursday, October 26, 2017, 8:23PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 19 -2018 > Grade 4 > English  
- Week Last Updated: Lisa Vallacchi [Friday, September 29, 2017](#) by

20

Hemenway, Kelly; Snellings, Tara

## Proficiency / Objectives

Readers will:

Read intensely paying attention to details and monitoring for meaning.

Make predictions based on text structure and details.

Make inferences to formulate theories and reevaluate their ideas as they continue to gather information.

## Standards

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Literature**

**Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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. **Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

**Writing**

**Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

## **Speaking and Listening**

### **Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

### **Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

## **Language**

### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

### **Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions Enduring

1. How do mystery readers read “suspiciously” to solve the mystery?

How do readers analyze mystery

Readers analyze characters’ motives to learn life lessons. from mystery

### Understanding

Readers read “suspiciously” by paying attention to details, analyzing characters, and formulating theories 2.

based on their observations. books across series? 2.

emotions, choices, and 3. How do readers learn life lessons mystery texts? 3. Readers compare and contrast patterns in

books of the same series.

### Suggested Activities Possible teaching point(s): Readers preview a mystery

by reading the title, the blurb, and the chapter titles.

When they start a book, readers think about what kind of book it is and what they already know about that genre.

Mystery readers read like detectives looking for clues and trying to solve it.

Readers generate lists of suspects in their minds and use new information they learn to revise that list.

Mystery readers learn and use technical detective language in their discussions.

Mystery readers notice details that are surprising or don’t seem like they fit.

Mystery readers think about suspects’ possible motives and consider multiple possibilities.

Readers draw on everything they know as readers of fiction when they read mysteries.

Mystery readers collect clues and use them to grow theories, not just to solve the mystery but to grow ideas about the characters.

Mystery readers study their characters, especially the detectives, to know their strengths.

Readers make sure they have a clear mental movie going as they read. When this movie is confusing, they use strategies to clear up the confusion.

As they decipher the mystery, the suspects, and the clues, they also decipher how the mystery was written and the language the author used.

**Connection:** Launch this unit with a real life mystery to build enthusiasm and review what a mystery is.

**Teaching/Active Engagement:**

- Demonstrate how to preview a mystery using the read aloud text. Have students repeat the process with their own books.
  - Teach children more about the genre by focusing on the specialized vocabulary and language used. - Create a mystery word wall to display the academic language (ex. alibi, red herring, evidence, etc.) of the genre.
  - Model for students how to read closely, gathering information about clues, suspects, and motives. Have students repeat this with their books. If necessary, encourage some to make actual written lists or notes to track this information.
  - For students who aren't considering multiple suspects or are ignoring characters, work with them on the importance of consider multiple possibilities when reading mysteries.
  - Remind students that mysteries are also stories so they follow similar narrative structure and story arcs.
  - Encourage them to draw on everything they know as readers of fiction during this bend.
  - Have students analyze the characters' personalities and emotions through their actions and words.
- Demonstrate how this helps mystery readers identify and evaluate characters' motives.
- Model how readers collect clues and evidence to grow theories about the characters and the crime.
  - Note the roles that suspects and villains play in creating and complicating the mystery.
  - Work with students who are reading passively. Focus on tracking clues, developing theories about the solution, and picturing a mental movie that makes sense as they read.

**\*\*See Teacher Notes\*\***

**Evaluation / Assessment**

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work
- Anecdotal notes

**Resources**

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)

**21st Century Skills**

**Teacher Notes**

**If... Then Book: Bend I** (pp. 39-44)

- Teachers will select a read aloud text of their choice from the mystery genre. A suggested text is Encyclopedia Brown Cracks the Case.
  - Gather a wide variety of mystery books and short stories before being the unit -
- Anchor Chart Notes

Atlas Version 8.2

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Unit Planner: Unit 4: Bend 2-  
Reading Across Mysteries  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:24PM



Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 21 -2018 > Grade 4 > English  
- Week Last Updated: Tara Snellings [Thursday, June 29, 2017](#) by

22

Hemenway, Kelly; Snellings, Tara

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### **Proficiency / Objectives**

Readers will:

Synthesize information across and within books to recognize patterns

Compare and contrast themes, plots, and author's craft among mysteries

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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. **Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

Writing

Production and Distribution of Writing

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Speaking and Listening

Comprehension and Collaboration

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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**Essential Questions**

1. How do mystery readers read “suspiciously” to solve the mystery?
2. How do readers analyze mystery books across series?

**Enduring Understanding**

1. Readers read “suspiciously” by paying attention to details, analyzing characters, and formulating theories based on their observations.

3. How do readers learn life lessons from mystery texts?	<ol style="list-style-type: none"> <li>2. Readers analyze characters' emotions, choices, and motives to learn life lessons.</li> <li>3. Readers compare and contrast patterns in mystery books of the same series.</li> </ol>
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### Suggested Activities Possible

#### teaching point(s):

From the start of the story, mystery readers need to collect clues and pay special attention to setting and new characters.

When people read mysteries that are part of a series, they use their knowledge of mystery structures and the patterns in the other books in the series to help them solve the mystery.

Mystery readers read closely and suspiciously, finding clues in details that others might miss.

Mystery readers vary their pace depending on what is happening in text.

When detectives stop to think, mystery readers also stop and think to reflect on what they've learned so far.

Mystery readers not only gather clues but they use those clues to make inferences and predictions.

When readers are trying to improve at a skill, they use tools, such as checklists and goal sheets, to improve their thinking.

Since mysteries are meant to pull people in several possible directions, readers need to be flexible and alter their predictions as they read.

One way readers push themselves is to think across books.

**Connection:** Discuss students' familiarity with various mystery series (Encyclopedia Brown, Cam Jansen, ABC Mysteries, etc.). Discuss the appeal of series and the features they have in common.

#### Teaching/Active Engagement:

- Use modeling to demonstrate how to read "suspiciously." Guide students to read alertly, vary their pace, ask questions, and make inferences.
- Use the class read aloud to discuss how to detect important details. Information might be repeated or it may seem to be out of place. As students read their books, have them look for techniques the author uses to "deliberately disguise" clues.
- Teach students to vary the pace with which they read. Encourage them to reread important parts and use Post-its to track them.
- Work with students who are still overlooking clues. Remind them that when the detective stops to think, reader should also pause to reflect.
- If necessary, encourage students to create a timeline of events. Sequencing work will help them create an accurate mental movie.
- Have students use the clues they have gathered during the read aloud to make inferences and predictions.
- Students should use the learning progressions to self assess their work. Then working independently or in partners, have them make revisions to their work accordingly.
- As a class, complete shared writing in which students support their ideas regarding the read aloud with clues from the story. Then have students practice this with their own books.
- Children can make lists of suspects in their notebooks recording the page number that explains why they are suspects. Cross them out as they are eliminated and include an explanation of why. - Also have students record their thoughts and observations about the characters and their traits. - Have students compare and contrast books within the same series. Have them consider the effects of the patterns they identify and notice when the patterns are broken.

**\*\*See Teacher Notes\*\***

### Evaluation / Assessment

#### Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes

## Resources

Digital Resources [www.heinemann.com](http://www.heinemann.com)

## 21st Century Skills

## Teacher Notes

**If...Then Book: Bend II** (pp. 44-48)

- Teachers will use their selected read aloud text of their choice from the mystery genre. -  
Anchor Chart

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## Unit Planner: Unit 4: Bend 3- Mystery Readers Learn Life Lessons 4RE Reading Grade 4

Thursday, October 26, 2017, 8:24PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 23 -2018 > Grade 4 > English  
- Last Updated: Tara Snellings [Thursday, June 29, 2017](#) by

Week 24

Hemenway, Kelly; Snellings, Tara

## Proficiency / Objectives

Readers will:

Analyze characters' motivations, choices, and emotions.

Interpret the clues and patterns in mysteries in order to learn life lessons embedded in the text.

## Standards

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Literature**

**Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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. **Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

**Writing**

**Production and Distribution of Writing**

**NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different**

**contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How do mystery readers read “suspiciously” to solve the mystery?
2. How do readers analyze mystery books across series?
3. How do readers learn life lessons from mystery texts?

### Enduring Understanding

1. Readers read “suspiciously” by paying attention to details, analyzing characters, and formulating theories based on their observations.
2. Readers analyze characters’ emotions, choices, and motives to learn life lessons.
3. Readers compare and contrast patterns in mystery books of the same series.

### Suggested Activities

**Teaching point(s):** Mystery readers solve mysteries, but they also learn about life.

Readers recognize that a helpful time to stop and pay close attention is when a character is having a strong emotional reaction.

Mystery readers learn life lessons at the end of the mystery when they know who did it and why.

**Connection:** Remind students that the characters in mysteries are not just to entertain the readers, but they also teach valuable lessons that can be applied to real life. **Teaching/Active Engagement:**

- Encourage students to pay close attention to characters’ actions and choices and to notice the lessons they learn.
- Using the read aloud, discuss what lessons can be learned from the choices the characters make.
- Have groups or partners write the lessons on large index cards to be displayed in the classroom. - Teach children that it pays off to notice when a character has a strong emotional reaction during the story. These signal key moments and turning points for the characters.
- After the mystery is solved, readers should reflect on the life lessons taught and learn from the characters’ motives.
- Have students think about the mysteries they have read and locate common lessons. - Conclude the unit with a “Who did it?” celebration of their books.

**\*\*See Teacher Notes\*\***

### Evaluation / Assessment

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work
- Anecdotal notes

### Resources

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)

### 21st Century Skills

### Teacher Notes

**If...Then Book: Bend III** (pp. 48-51)

- Teachers will use their selected read aloud text of their choice from the mystery genre. - Celebration ideas are included on pg. 51.
- Anchor Chart



# Unit Planner: Unit 5: Test Prep- Format and Language 4RE Reading Grade 4

Thursday, October 26, 2017, 8:25PM

Elementary Schools > 2017-2018 > Grade 4 > English  
Language Arts > 4RE Reading Grade 4 > Week 25

Last Updated: Friday, June 30, 2017 by Tara  
Snellings Hemenway, Kelly; Snellings, Tara

## Proficiency / Objectives

SW become familiar with the format of the PARCC test.

## Standards

### Essential Questions

What reading skills and strategies will help me on the state test?

### Enduring Understanding

1. Students will understand standardized tests have a certain format and language.
2. Students will understand that standardizes tests are based on reading skills and strategies that already know, just in a different way.

## Suggested Activities

**Teaching point(s):** Readers get ready to read by identifying the structure of a passage.

Readers are flexible and quickly determine what kind of text needs to be read and activate strategies for that kind of text.

Readers understand the language of multiple-choice questions to determine what skill is being assessed (main idea, inference, vocabulary, etc.)

Readers try to identify the types of questions on a test. We ask ourselves, "Is this about the main idea, supporting details, vocabulary, character, sequence, or the author's purpose?"

Readers know that some questions are tricky, so they read all questions carefully, paying close attention to words like not and except.

Readers use online tools to navigate online assessment.

### Suggested Activities:

Learn the format and design of the test

Learn the testing guidelines

Carefully read directions

Eliminate incorrect answers

Flag and review questions

Familiarize themselves with two-part questions format **\*\*See**

**Teacher Notes\*\***

## Evaluation / Assessment

**Formative: Other: Teacher Observation**

- Teacher observation

- Anecdotal notes

**Formative: Test: Standardized**

PARCC Sample Tests

## Resources

21st Century Skills

**Teacher Notes**

<https://parcc.pearson.com/tutorial/>

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**Unit Planner: Unit 5: Test Prep-  
Skills and Strategies  
4RE Reading Grade 4**

Thursday, October 26, 2017, 8:26PM

Elementary Schools > 2017-2018 > Grade 4 > English  
Language Arts > 4RE Reading Grade 4 > Week 26  
Hemenway, Kelly; Snellings, Tara

Last Updated: [Friday, June 30, 2017](#) by  
Tara Snellings

**Proficiency / Objectives**

SW identify the reading skills needed to do well on the PARCC test.

**Standards**

**Essential Questions**

What reading skills and strategies will help me on the state test?

**Enduring Understanding**

1. Students will understand standardized tests have a certain format and language.
2. Students will understand that standardized tests are based on reading skills and strategies that already know, just in a different way.

**Suggested Activities Teaching point(s):** Readers draw on their experience with various genres, angling their reading based on how they expect to read different genres.  
 Readers preview the text and questions before reading.  
 Readers refer to the text and skim for information.  
 Readers use support from the text to answer an open-ended question.  
 Readers utilize multiple-choice strategies to answer questions.  
 Readers have strategies for dealing with difficult texts. (rereading, skimming, substitute synonyms for tricky words, etc.)  
 Readers think about how knowing the structure helps us to read the passage.  
 Readers think about how knowing the genre and subject helps us to read the passage in a certain way.  
 Readers read all of the words on the page including headings, pictures, captions, sidebars, and diagrams.  
 Readers chunk longer passages into parts and plan to pause after chunks to check their understanding.  
 Readers pause after a chunk of text to jot the main idea of that part in the margin of a text.  
 Readers revise our thoughts as we read, going back in our minds and realigning what we thought the text said with what we are uncovering as we continue to read the passage.

**Suggested Activities:**

- Use the title of passages to grasp the main idea
- Scan passages
- Review questions
- Attend to signal words
- Identify distractors/tricky parts Eliminate incorrect answers
- Identify unreasonable answers
- Distinguish between literal and inferential questions
- Recheck answers
- Review confusing questions

**Evaluation / Assessment**

**Formative: Other: Teacher Observation**

- Teacher observation
- Anecdotal notes

**Formative: Test: Standardized**

PARCC Sample Tests

**Resources**

**21st Century Skills**

**Teacher Notes**

Practice exams are available from the website below:

<https://parcc.pearson.com/practice-tests/>

<http://achievethecore.org/category/415/ela-literacy-assessments>

<https://www.frontrowed.com/>

<http://www.studyisland.com/>

Unit Planner: Unit 6: Bend 1-  
Researching History  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:26PM

Elementary Schools > 2017-2018 > Grade 4 > English Last Updated: [Friday, July 7, 2017](#) by  
Language Arts > 4RE Reading Grade 4 > Week 27 - Week 28 Tara Snellings  
Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives**

Readers will:

Locate and utilize easy sources to add to their background knowledge on a topic.

Identify the structure of a text to help them understand the important parts and organize their reading and note taking.

Outline the people, geography and chronology when they read history.

Detect important information in their reading and make note of it.

Synthesize information from several sources.

Construct a big picture of the topic by synthesizing facts.

Detect specific details, which hint at tone and point of view.

Utilize strategies to read primary source documents.

Apply what they know about reading fiction to make a scene come alive and bring their research topic to life.

Compose an informational speech/ presentation related to a topic from their research.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**Reading: Informational Text Key**

**Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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

**NJSLSA.R9 analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed. **Reading:**

**Foundational Skills**

**Fluency**

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

a. Read grade-level text with purpose and understanding.

**Writing**

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
**Research to Build and Present Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

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

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different**

**contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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**Essential Questions**

1. How do readers become an expert on a topic?
2. Why is it important to recognize multiple perspectives related to a topic?
3. How does research help readers understand the world around them?

**Enduring Understanding**

1. Deep understanding of a topic requires reading across multiple texts.
2. Active readers gather up all the facts that they can before weighing in and taking a stance of their own.
3. Readers interpret text by reading thoroughly and with the purpose of figuring out the big lessons that we can learn from the past.

**Suggested Activities**

**Session 1:**

**Teaching point(s):**

Readers take time to plan before plunging into a research project.

Readers build to their background knowledge on a topic by locating accessible resources.

Readers notice recurring subtopics.

**Connection:** Teacher will introduce the idea of research teams and a whole-class research project.

**Teaching:** Teacher will demonstrate getting started as researchers with a research team of four students. Teacher will coach team to identify recurring subtopics and create a chart of them.

**Active Engagement:** Channel the class to talk about what they observed researchers do to launch an inquiry. List the steps they observed.

**Link:** Distribute resources to each team. Channel students to skim the materials, revise the existing list of subtopics and start reading easy overview texts.

**Conferring and Small Group Work:** Students will continue read texts to build background knowledge on the topic. Teacher may wish to confer with students about text features and knowing when a text is too hard.

**Share:** Partners will select a passage to read aloud well to each other.

**\*\*See Teacher Notes\*\***



### Session 2:

**Teaching point(s):** Readers look at non-fiction texts to determine text structure.

Readers keep in mind that history texts are often structured chronologically, in a cause and effect structure, or in a problem-solution structure.

**Connection:** Teacher will ask students to give a mini persuasive speech to their partner about the importance of the research topic. Then teacher will show a clip of a dramatized historical speech that shows a persuasive argument.

**Teaching:** Review “Common Nonfiction Text Structures” chart (digital resources). Watch and analyze a clip of another speech persuading the colonists to go to war. Ask the students to view it through the lens of text structure.

**Active Engagement:** Teacher will use document camera to share excerpt from *Liberty*. Partners will look for key words and discuss possible text structures.

**Link:** Teacher will send students off to preview and remind them to think about text structure and flag places where the structure changes.

**Conferring and Small Group Work:** Students will continue reading texts. Teacher will support students as they practice identifying text structure.

**Share:** Students will share new information learned with their research teams. Ideas will be sorted by subtopic.

**\*\*See Teacher Notes\*\***

### Session 3:

**Teaching point(s):**

Readers read differently based on the discipline in which they are reading.

Readers of history pay attention to who, where and when.

**Connection:** Share with children that reading researchers have earmarked 4<sup>th</sup> grade as the time when students begin to read-to-learn.

**Teaching/ Active Engagement:** Teacher will stress the value of reading again to gain a deeper understanding of the text. Teacher will lead students in developing basic graphic organizers to track the “who”, “where” and “when” in the text. As teacher reads aloud an excerpt from *Liberty* (Help), students will record details relevant to their assigned graphic organizer. Then, teacher will ask students to write about the information they gathered using analytic questions (see p. 27).

**Link:** Teacher will remind students of the special challenges related to reading history and have them create their own versions of the class-related tools in their notebooks.

**Conferring and Small Group Work:** Students will continue reading with their partner about their chosen subtopics and use the class-related tools to gather information.

**Share:** Partnerships will share what they have learned about their subtopics with their research team. Discuss keeping each other motivated.

**\*\*See Teacher Notes\*\***

#### Session 4:

**Teaching point(s):** Readers take notes about the big points.

Readers recall details and think about whether the detail is a new big point, or if it fits under an existing big point.

**Connection:** Teacher will explain that students will soon be writing about their subtopics. Teacher will remind students to be reading in a “make this material my own” sort of way.

**Teaching:** Teacher will demonstrate reading a text (*Liberty- Sneaky Taxes*), pausing to consider what’s important and then thinking aloud to explain the information. Teacher will also model how to record and explain important information (sentence starters page 37).

**Active Engagement:** Read on a little more and pause to let students take notes (using sentence starters). Have a student volunteer take notes, so others can observe.

**Link:** Remind students as they read they are preparing to teach others about their subtopics.

**Conferring and Small Group Work:** Partners will decide to read a shared text on their subtopic, or different texts about the subtopic. They will stop after 10-15 minute chunks to note-take remembering to write what is important in their own words.

**Share:** Students will rank the main ideas to determine the most important idea. They will practice stating it in different ways.

**\*\*See Teacher Notes\*\***

#### Session 5:

**Teaching point(s):**

Readers make connections.

Readers pause in the middle of reading a second (or third) text about a topic and think about how it connects to what they have already learned.

**Connection:** Teacher will compare the work of integrating text information to something that students can connect to and enjoy.

**Teaching:** Teacher will display notes on ‘Sneaky Taxes’ from yesterday’s session. Using an excerpt from *King George: What Was His Problem?*, teacher will demonstrate the process of synthesis.

**Active Engagement:** Teacher will display a section from *The Split History of the American Revolution* and have students work with their partner to synthesize new information into their current notes.

**Link:** Review the steps students should take as they synthesize notes from several sources.

**Conferring and Small Group Work:** Students will read an overview text on a subtopic with their partner. Then, they will read subsections from several different books that relate to that subtopic. Notes will be taken that allow them to synthesize information.

**Share:** Research teams will talk about their research using “Phrases that Help Synthesize Related Information.”

**\*\*See Teacher Notes\*\***

### Session 6:

#### Teaching point(s):

Researchers construct a big picture of the topic by synthesizing facts.

Readers also take note of specific details which hint at tone and point of view.

**Connection:** Teacher will lead students in a brief whole-class conversation where they will use transitional phrases to glue information and ideas together.

**Teaching:** Teacher will share bulleted notes taken from a passage about Paul Revere (page 57). Then, teacher will read the passage aloud and help students note additional details from the text that give a sense of tone and texture.

**Active Engagement:** Read a second text, Longfellow's poem (found in digital resources) "Paul Revere's Ride," and have students signal when they hear a detail they might record.

**Link:** Remind students that to determine details that are important a rereading is often necessary.

**Conferring and Small Group Work:** Teams will meet to make a plan and get started. Students will be given 40 minutes to research. They will note the big ideas and then reread to note specifics. Teacher will support productive conversations.

**Share:** Working with their partner, students will use the "Cross Text(s) Synthesis Progression" to self-assess their notes. **\*\*See Teacher Notes\*\***

### Session 7:

#### Teaching point(s):

Readers of history value primary sources.

Readers use strategies when reading primary source documents.

**Connection:** Teacher will use the game of telephone to point out the importance of reading primary source documents.

**Teaching:** Teacher will ask students to brainstorm questions they would ask if they stumbled upon a primary source. We will practice looking for answers to these questions, as we view a primary source image (Paul Revere's engraving of the Boston Massacre).

**Active Engagement:** Students will analyze another primary source image (Boston Tea Party). They will refer to the "Questions to Ask About a Primary Source" chart (digital resource). **Link:** Teacher will provide students with a primary source related to their subtopic.

**Conferring and Small Group Work:** Students will continue research, but they need to make sure they spend at least some time reading over their primary source.

**Share:** Discuss similarities and differences of primary and secondary sources. Teacher may point out some secondary sources contain primary sources.

**\*\*See Teacher Notes\*\***

### Session 8:

**Teaching point(s):** Readers of history require both imagination and factual knowledge.

Readers need the factual knowledge to help them do the imaginative work of putting themselves into the historical scene.

**Connection:** Teacher will share a piece of narrative nonfiction (*The American Revolutionaries* page 110). Students will jot down their thoughts. Teacher will read a fiction passage (*Tiger Rising* page 5-6).

Students will jot down their thoughts as well, and compare their thinking about the two passages.

**Teaching/Active Engagement:** Teacher will explain the importance of envisioning when reading nonfiction by sharing a quote by John Gardner (page 76) and relating it to reading fiction. Teacher will read a primary source, a speech from *The American Revolutionaries page 110*. Students will put themselves in the shoes of the people who were the original audience. Students will turn and talk about their role.

**Link:** Teacher will explain that only some history texts cue readers to read them as they read fiction.

**Conferring and Small Group Work:** Students will continue research and think about how each part of the text wants to be read. They will locate a passage to bring to the share.

**Share:** Have research teams meet and share selected passages. Ask students to sign up for a topic to teach others.

**\*\*See Teacher Notes\*\***

### Session 9:

#### Teaching point(s):

Readers structure ideas they have learned when they develop a speech/ presentation.

**Connection:** Teacher will share a piece of information writing to demonstrate that the author wrote this to share information in an organized way.

**Teaching:** Teacher will talk students through four or five important points about effective information writing.

**Active Engagement:** Groups will work to organize their ideas on the subtopic and prepare their presentation.

**Link:** Remind students to organize their ideas and provide an overview for their listeners.

**Conferring and Small Group Work:** Teacher will conference with groups to check the status of their presentation and discuss their organization method with them.

**Share:** Groups will share information about their subtopics with other groups.

**\*\*See Teacher Notes\*\***

### Evaluation / Assessment

#### Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

#### Unit Pre-assessment

#### Formative: Test: Written

\*A New Start Unit Pre-assessment available in Digital Resources

### Resources

Digital Resources

[www.heinemann.com](http://www.heinemann.com)

(see p. xvi to access digital resources)

### 21st Century Skills

### Teacher Notes Session

#### 1:

#### Book Three: Session 1 (pp. 4-11)

- Getting Ready p. 4

\*A New Start Unit Pre-assessment available in Digital Resources

- Anchor Chart Notes

#### Session 2:

#### Book Three: Session 2 (pp. 12-21)

- Getting Ready p. 12

\*links to video clips found in notes

- Anchor Chart

Notes

**Session 3:**

**Book Three: Session 3** (pp. 23-32)

-Getting Ready p. 23 -

Anchor Chart Notes

**Session 4:**

**Book Three: Session 4** (pp. 33-43)

- Getting

Ready p.33 - Anchor

Chart Notes

**Session 5:**

**Book Three: Session 5** (pp. 44-53)

- Getting

Ready p.44 - Anchor

Chart Notes

**Session 6:**

**Book Three: Session 6** (pp. 54-63)

- Getting

Ready p.54 - Anchor

Chart Notes

**Session 7:**

**Book Three: Session 7** (pp. 64-72) -

Getting Ready p.64

\*short secondary sources are available online if students need more historical background to the Boston Massacre

- Anchor Chart

Notes

**Session 8:**

**Book Three: Session 8** (pp. 73-80)

- Getting

Ready p.73 - Anchor

Chart Notes

**Session 9:**

**Book Three: Session 9** (pp. 81-82)

- Anchor Chart

Notes

Atlas Version 8.2

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Unit Planner: Unit 6: Bend 2-  
Preparing for Debate  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:27PM

Elementary Schools > 2017-2018 > Grade 4 > English Last Updated: [Wednesday, July 5, 2017](#)  
Language Arts > 4RE Reading Grade 4 > Week 29 - Week 30 by Tara Snellings Hemenway, Kelly;  
Snellings, Tara

### **Proficiency / Objectives**

Readers will:

Recognize multiple points of view to form a more complete understanding of what happened in the past.

Determine their own point of view and analyze evidence to figure out how to make it support their point of view.

Defend their argument with reasons and evidence.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Informational Text Key

Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

Integration of Knowledge and Ideas

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

Range of Reading and Level of Text Complexity

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Writing

Text Types and Purposes

**NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

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

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

**Research to Build and Present Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

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

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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**Essential Questions**

1. How do readers become an expert on a topic?
2. Why is it important to recognize multiple perspectives related to a topic?
3. How does research help readers understand the world around them?

**Enduring Understanding**

1. Deep understanding of a topic requires reading across multiple texts.
2. Active readers gather up all the facts that they can before weighing in and taking a stance of their own.
3. Readers interpret text by reading thoroughly and with the purpose of figuring out the big lessons that we can learn from the past.

**Suggested Activities**

**Session 10:**

**Teaching point(s):**

Historians seek out all sides of the stories they research.

Historians realize there are always multiple points of view.

**Connection:** Teacher will share an anecdote about a time they only heard half a story because they only listened to one person's viewpoint.

**Teaching:** Teacher will explain that every historical account is told from a particular perspective.

Encourage readers to seek out the voices they have not heard. Examine a second account of the Boston Massacre (Captain Preston's testimony online).

**Active Engagement:** Share another account of the Boston Massacre (*Boston Riot from page 7 of The Split History of the American Revolution/ British Perspective*). Have students compare this to Preston's account. Students will consolidate the contrasting stories of the Boston Massacre from the perspectives of the colonists and the British soldiers.

**Link:** Remind students as they continue to read today, to focus on the British perspective on the Boston Massacre.

**Conferring and Small Group Work:** Provide resources for students to utilize and read that provide insight into the British perspective (see British Viewpoints and Primary Sources link online).

**Share:** Allow students to share ways their research has made them have new understandings of the events leading to the American Revolution.

**\*\*See Teacher Notes\*\***

### Session 11:

#### Teaching point(s):

Readers look at historical evidence to determine what it means.

Readers develop a personal point of view and locate evidence to support it.

**Connection:** Teacher will introduce students to the Second Continental Congress. Students will declare a role (Patriot or Loyalist).

**Teaching:** Teacher will share an image of King George III, wrapped in coronation robes made of mink. Teacher will demonstrate how you can spin material to turn it into evidence for your side of a debate.

**Active Engagement:** Teacher will share a second image (a woman hugging her husband as he heads off to war). Teacher will ask students to analyze the image from the Loyalists' perspective.

**Link:** Teacher will remind students to consider how each piece of evidence they examine could support their argument.

**Conferring and Small Group Work:** Students will continue to research with their goal being to extract evidence that supports their viewpoint.

**Share:** Students will share and review evidence with their partner to select the strongest pieces to support their position.

**\*\*See Teacher Notes\*\***

### Session 12:

#### Teaching point(s):

Debaters state a position, give reasons to back up their position and give evidence to support each reason.

**Connection:** Teacher will relate the current non-fiction debate they are preparing for to the one in Unit 1 based on fiction.

**Teaching:** Teacher will explain today's debate work in the historical context of the American Revolution. Teacher will provide tips for debate (Tips for Being a Great Debater chart in digital resources) and demonstrate how to create an evidence-based argument.

**Active Engagement:** Teacher will set students up to practice stating and supporting positions (Phrases to Use in Debates chart located in digital resources).

**Link:** Teacher will send students off to read, take notes and prepare for a flash debate.

**Conferring and Small Group Work:** Students will prepare for debate. Teacher will support students with usage of evidence and the structure of the argument.

**Share:** Students will plan with their same-position classmates and then debate with someone that has the opposite position. Students will return to the same-position group to create rebuttal. Opponents will meet again to share rebuttal.

**\*\*See Teacher Notes\*\***

### Session 13:

#### Teaching point(s):

Debaters state a position, give reasons to back up their position and give evidence to support each reason.

**Connection:** Teacher will share Second Continental Congress Teacher Opening Statement (page 113).

**Teaching:** Teacher will review structure for debate.

**Active Engagement:** Students will present their arguments.

**Link:** Remind students that structure and timing are important in a debate.

**Conferring and Small Group Work:** Students will reflect (Glow and Grow) on their experience.

**Share:** Reflections will be shared and discussed.

**\*\*See Teacher Notes\*\***

## Evaluation / Assessment

### Formative: Other: Teacher Observation

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

### Resources

Digital Resources

[www.heinemann.com](http://www.heinemann.com)

(see p. xvi to access digital resources)

### 21st Century Skills

### Teacher Notes Session

#### 10:

**Book Three: Session 10** (pp. 84-93)

- Getting Ready

p.84 - Anchor Chart

Notes

#### Session 11:

**Book Three: Session 11** (pp. 94-102)

- Getting Ready

p.94 - Anchor Chart

Notes

#### Session 12:

**Book Three: Session 12** (pp. 103-110)

- Getting Ready

p.103 - Anchor Chart

Notes

#### Session 13:

**Book Three: Session 13** (pp. 111-114)

- Anchor Chart

Notes

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## Unit Planner: Unit 6: Bend 3- Engaging in a Second Cycle of Rese

### 4RE Reading Grade 4

Thursday, October 26, 2017, 8:27PM

Elementary Schools > 2017-2018 > Grade 4 > English  
Atlas Version 8.2

Language Arts > 4RE Reading Grade 4 > Week 31 -  
Week 32

Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives** Readers will:

Last Updated: [Friday, July 7, 2017](#) by

Tara Snellings

Use easier texts to build the prior knowledge needed to handle harder texts.  
Breakdown difficult texts into chunks. Paraphrase each chunk as they read.  
Detect places in a text where an author reveals important information related to the main idea.  
Modify their strategies based on the kind of text they are reading.

Analyze new words to determine their definitions, and work to understand the word and how it is used.  
Hypothesize possible answers to questions without clear answers.  
Conclude big lessons that can be learned from the past.

## Standards

**NJ: 2016 SLS: English Language Arts**

**NJ: Grade 4**

**Reading: Literature**

**Key Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).

**Reading: Informational Text Key**

**Ideas and Details**

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Craft and Structure**

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.**

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

**Integration of Knowledge and Ideas**

**NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

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.

**NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

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

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

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

**Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

\*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**Reading: Foundational Skills**

**Phonics and Word Recognition**

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

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Writing**

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

**Research to Build and Present Knowledge**

**NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

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

**NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

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.

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**

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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

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

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

#### **Language**

##### **Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### **Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

##### **Vocabulary Acquisition and Use**

**NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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.

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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## Essential Questions

1. How do readers become an expert on a topic?
2. Why is it important to recognize multiple perspectives related to a topic?
3. How does research help readers understand the world around them?

## Enduring Understanding

1. Deep understanding of a topic requires reading across multiple texts.
2. Active readers gather up all the facts that they can before weighing in and taking a stance of their own.
3. Readers interpret text by reading thoroughly and with the purpose of figuring out the big lessons that we can learn from the past.

## Suggested Activities

### Session 14:

#### Teaching point(s):

Researchers read easier texts on a topic to gain the prior knowledge they need to handle harder texts.

**Connection:** Review the major steps in starting a research project. Create a chart of subtopics related to the American Revolution after 1775. Teacher will stress importance of starting with easier texts.

**Teaching/Active Engagement:** Teacher will share a challenging text on a topic and have students turn and talk about what they learned. This process will be repeated with a simpler text. Then, students will go back to the original text and note their increased understanding.

**Link:** Teacher will remind students to begin with simpler texts to support their comprehension of harder texts on their topic.

**Conferring and Small Group Work:** Readers will research their subtopic. Teacher may have students utilize the Informational Reading Learning Progression: Main Ideas and Supporting Details/ Summary to self-assess.

**Share:** Students will share some ideas about what they believe will be the main parts of their presentation. Invite students to research online resources and discuss how to assess the credibility of websites.

**\*\*See Teacher Notes\*\***

### Session 15:

**Teaching point(s):** Readers that persist with difficult texts use special strategies.

Readers of difficult texts preview the text, read a chunk, and then pause to paraphrase what they have read.

Readers decide with each new chunk read if the information relates to what they have already read or if it is something new.

**Connection:** Teacher will explain to students that they will be “reading up” on their focus topic. They will need to shift their reading into four-wheel drive to deal with more challenging texts.

**Teaching:** Teacher will share a dense passage with the students (possibly related to a popular television series). Teacher will demonstrate chunking and paraphrasing.

**Active Engagement:** Students will continue working with the same passage and paraphrasing (turn and talk to check for understanding).

**Link:** Remind readers that they have several strategies to deal with hard text, including “paraphrasing” chunks.

**Conferring and Small Group Work:** While researching partners may choose to read a text together, taking turns reading and paraphrasing; or they may read separate texts and get together to talk about their reading after a chunk.

**Share:** Partners will discuss how they are dividing their topic into parts. They will discuss how they will choose what to read based on the part they are studying at any given point. **\*\*See Teacher**

**Notes\*\***

### Session 16:

#### Teaching point(s):

Readers use the introductions and conclusions to a section, and any text features that go with the information to locate main ideas.

**Connection:** Teacher will use an anecdote to highlight the importance of knowing where to look when trying to figure out what is most important in a challenging text or lecture.

**Teaching/ Active Engagement:** Teacher will use a page from *Liberty! How the Revolutionary War Began* called “Don’t Fire Until You See the Whites of Their Eyes” to provide guided practice in locating main ideas.

**Link:** Remind students the work they just tried can help them determine main ideas in the text they are reading.

**Conferring and Small Group Work:** While students continue their reading and research, teacher will support them in finding main ideas and summarizing details.

**Share:** Students will examine the read-aloud text to discover how text features reveal important information related to the main idea.

**\*\*See Teacher Notes\*\***

### Session 17:

#### Teaching point(s):

Readers use prior knowledge of a type of text to determine which strategies they need for reading that sort of text.

**Connection:** Remind students about the benefit of reading an easier text to develop their prior knowledge enough to handle denser texts.

**Teaching:** Teacher will remind students of the strategies they already know for reading narrative and expository texts. Use “Reading Intensely to Grow Ideas” anchor chart from book 1. Have students think about which strategies are applicable to biographies and narrative nonfiction.

**Active Engagement:** Give students the opportunity to practice previewing texts for text structure and drawing on the strategies they know for working with the texts they encounter.

**Link:** Encourage students to draw on their prior knowledge of text structure to find strategies for reading these texts. Encourage students to record the mental pictures they are creating as they read.

**Conferring and Small Group Work:** Students will work to synthesize ideas across texts.

**Share:** Students (with their partner) will use the “Envisioning” strand of the Informational Reading Learning Progression for grades 3, 4 and 5 to assess their work. They will set goals for themselves as well.

**\*\*See Teacher Notes\*\***



### Session 18:

#### Teaching point(s):

Readers stick with new words as they work to understand the words and how they are used at a deeper level.

**Connection:** Remind students about word-solving strategies they learned in the previous unit. “Figuring Out Meaning” chart is available as a digital resource.

**Teaching:** Teacher will share “Seige of Yorktown” passage (digital resource) and have students practice the word-solving skills they learned in the last unit with a partner. Teacher will explain that knowing a word well (chart online) means more than knowing a definition.

**Active Engagement:** Teacher will divide the class into four groups and share a different text excerpt with each one (digital resource). Each group will study their text to help them understand the term ‘boycott’. Class will discuss what they learned about the word.

**Link:** Teacher will remind students as they read today to pay particular attention to new words, write them down, define them and work hard to really get to know them.

**Conferring and Small Group Work:** Teacher will support vocabulary development as students read.

**Share:** Students will set up a display with visuals and definitions for a few key words from their research. Students will visit other displays.

**\*\*See Teacher Notes\*\***

### Session 19:

**Teaching point(s):** Researchers don’t expect to quickly find answers to every question they have.

Researchers use what they know about a topic to hypothesize possible answers to questions without clear answers.

**Connection:** Teacher will share a story about a famous researcher who reached a grand understanding by asking and answering questions.

**Teaching:** Teacher will share details of a situation where a student was stumped and couldn’t find an answer to a question, but used what they knew about the topic to hypothesize an answer.

**Active Engagement:** Teacher will draw on a question posed by a student about the class topic. Students will be encouraged to generate possible hypotheses to answer the question.

**Link:** Teacher will remind students to add this strategy of asking and answering questions to the work they do today (read, take notes and gather information).

**Conferring and Small Group Work:** Teacher will touch base with students to make sure they are on track to meet their goals for the end of the unit, and that they are clear about what they plan to share with the class.

**Share:** Students will share a sentence or two to capture an idea from the notes they took today.

**\*\*See Teacher Notes\*\***

## Session 20:

### Teaching point(s):

Readers study history for more than facts.

Readers of history look for big lessons that can be learned.

**Connection:** Teacher will explain there's a reason to study history beyond learning facts and it is similar to the interpretive work we did with fiction.

**Teaching:** Teacher will share "How to Build an Interpretation" anchor chart (online resource). Teacher will lead students in thinking about the characters of the Revolution. Then, this same guide will be used to think about a historical event.

**Active Engagement:** Students will practice interpretive work with their partner as they think about a topic they are studying and apply the questions on the chart to it.

**Link:** Teacher will remind students that just as lessons people learn from literature apply to more than one character and story, lessons from history aren't limited to the people of one time.

**Conferring and Small Group Work:** Readers will continue reading about their subtopic and think about the bigger meaning.

**Share:** Set readers up to plan for their teaching, and then to teach a partner what they've been learning.

**\*\*See Teacher Notes\*\***

## Evaluation / Assessment

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

**Unit Post-assessment**

**Summative: Test: Written**

\*Kid Power Unit Post-Assessment available in Digital Resources

## Resources

Digital Resources

[www.heinemann.com](http://www.heinemann.com)

(see p. xvi to access digital resources)

## 21st Century Skills

## Teacher Notes

### Session 14:

**Book Three: Session 14** (pp. 116-125)

- Getting Ready

p.116 - Anchor Chart

Notes

### Session 15:

**Book Three: Session 15** (pp. 126-133)

- Getting Ready

p.126 - Anchor Chart

Notes

### Session 16:

**Book Three: Session 16** (pp. 134-143)

- Getting Ready

p.134 - Anchor Chart

Notes

**Session 17:**

**Book Three: Session 17** (pp. 144-150)

- Getting Ready

p.144 - Anchor Chart

Notes

**Session 18:**

**Book Three: Session 18** (pp. 151-158)

- Getting Ready

p.151 - Anchor Chart

Notes

**Session 19:**

**Book Three: Session 19** (pp. 159-162)

- Anchor Chart

Notes

**Session 20:**

**Book Three: Session 20** (pp. 163-169)

- Getting Ready

p.163

\*Kid Power Unit Post-Assessment available in Digital Resources -

Anchor Chart Notes

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Unit Planner: Unit 7: Bend 1-  
Reading between the Lines to  
Inter  
4RE Reading Grade 4

Thursday, October 26, 2017, 8:28PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > Week 33 -2018 > Grade 4 > English

-

Last Updated: Snellings [Monday, July 10, 2017](#) by

Tara

Week 34

Hemenway, Kelly; Snellings, Tara

**Proficiency / Objectives**

Readers will:

Identify and read with various lenses.

Consider multiple ideas and multiple issues in a single book.

Locate and analyze critical scenes in their texts.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

**Craft and Structure**

**NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJLSA.R6 Assess how point of view or purpose shapes the content and style of 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.

**NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Range of Reading and Level of Text Complexity**

**NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

**Writing**

**NJLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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

**Speaking and Listening**

**Comprehension and Collaboration**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can**

**follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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## Essential Questions

1. How are texts read with a lens that lets the reader see the issues that are hiding in them?
2. How do various authors and texts approach an issue differently?
3. How do readers respond to social issues, raise awareness and make differences in the world?

## Enduring Understanding

1. Readers will use common social issues as lenses to view the text.
2. Active readers compare and contrast the treatment of the same issue across multiple texts in literature and nonfiction.
3. Readers recognize the roots of social issues, understand their complexities and realize they are not so simple to solve.

## Suggested Activities

### Teaching point(s):

Readers use a lens that allows them to see social issues that thread through books.  
Readers recognize that there can be multiple issues in one book.  
Readers often first read a story for what happens and then reread with a particular lens in mind.  
Readers pay close attention to scenes that bring out a strong reaction in them.  
Readers study when and how a character struggles.  
Readers consider how different authors address the same or similar issues.  
Readers consider the different perspectives of various characters in the book.

**Connection:** Teacher will explain that social issues are problems that affect the personal lives of a lot of people.

Brainstorm to create a chart of social issues.

Ex. bullying, homelessness, poverty, absent parents, peer pressure, racism, immigration, poor education  
- illiteracy

### Teaching and Active Engagement:

Teacher will read aloud mentor text (see suggestions in teacher notes). Teacher will model thinking about the text with a specific lens: *What does this story teach us about \_\_\_\_\_?*

Discussion will continue addressing the following points:

- What does the character want? Why?
- What are the struggles the character faces?
- Are their struggles related to what they want?
- How can these struggles be names as social issues?
- What are the character's reactions to these issues?
- Do we agree or disagree with the character's reactions? -How do the characters deal with the issues?

**Link:** Teacher will remind students that readers choose the lens through which they wish to view texts—and life. When we put on our critical lens, we can better see social issues emerge in the text. **Conferring and Small Group Work:**

Children will read book club book to goalpost page. Teacher will confer with students about critical scenes in their texts **Share:**

Readers in book clubs share their thoughts about social issues as they read.

They can say things like:

-I think \_\_\_\_\_ is fair because \_\_\_\_\_ -I

think \_\_\_\_\_ is unfair because \_\_\_\_\_

-This matters because \_\_\_\_\_ **\*\*See**

**teacher notes\*\***

### Evaluation / Assessment

**Formative: Other: Teacher Observation**

- Teacher observation
- Small group work
- Anecdotal notes
- Running records

### Resources

Digital Resources  
[www.heinemann.com](http://www.heinemann.com)  
(see p. xvi to access digital resources)

### 21st Century Skills

### Teacher Notes

**If... Then... Curriculum pages 94-116**

\*suggested pacing: 3-5 sessions -

Anchor Chart Notes

-Mentor text suggestions:

Fly Away Home by Eve Bunting

The Hundred Dresses by Eleanor Estes

One Green Apple by Eve Bunting

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Unit Planner: Unit 7: Bend 2-  
Analyzing the Way Different

Author

4RE Reading Grade 4

Thursday, October 26, 2017, 8:29PM

Elementary Schools > 2017Language Arts > 4RE Reading Grade 4 > -2018 > Grade 4 > English Week 35

-

Last Updated: Snellings [Monday, July 10, 2017](#) by

Tara

Week 36

Hemenway, Kelly; Snellings, Tara

### Proficiency / Objectives

Readers will:

Explore deeper issues in the text and their own life experiences.

Utilize nonfiction as a way to deepen understanding of social issues.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

Reading: Literature

Key Ideas and Details

**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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.

**NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

**NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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

Craft and Structure

**NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

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.

**NJSLSA.R6 Assess how point of view or purpose shapes the content and style of 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.

**NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Range of Reading and Level of Text Complexity**

**NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

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

Writing

**NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

**NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W.4.9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Speaking and Listening

Comprehension and Collaboration



**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

**NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

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

**Presentation of Knowledge and Ideas**

**NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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.

**NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

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

**Language**

**Conventions of Standard English**

**NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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**Knowledge of Language**

**NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

**NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

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).

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### Essential Questions

1. How are texts read with a lens that lets the reader see the issues that are hiding in them?
2. How do various authors and texts approach an issue differently?
3. How do readers respond to social issues, raise awareness and make differences in the world?

### Enduring Understanding

1. Readers will use common social issues as lenses to view the text.
2. Active readers compare and contrast the treatment of the same issue across multiple texts in literature and nonfiction.
3. Readers recognize the roots of social issues, understand their complexities and realize they are not so simple to solve.

### Suggested Activities Teaching

#### point(s):

Readers consider the groups that the characters in the book belong to and use this information to think about their various perspectives.

Readers examine their own lives for social issues and bring personal insight to their book conversations. Critical readers read multiple sources of nonfiction on the same topic to get a deeper understanding of the topic.

Readers read and reread sections of text to analyze craft and structure.

Active readers compare and contrast the treatment of the same issue across multiple texts in literature and nonfiction. **Connection:** Teacher will ask students to think about groups (student, brother/sister, scout, son/daughter) to which they belong:

-How does that group affect your response to what's happening in the world?

-What are the challenges or issues of being part of this group?

-What are the rewards of being part of this group?

-What misunderstandings might people have if they are not a member of this group? **Teaching**

#### and Active Engagement:

Teacher will read aloud mentor text (see suggestions in teacher notes). Teacher will model thinking about the text with the lens of one of their groups (teacher, parents, coach, etc).

Students will then turn and talk with someone about how the lens of one of their groups relates to the text.

Teacher will share nonfiction text related to social issue addressed in the text to demonstrate how nonfiction can help deepen understanding. **Link:** Teacher will remind students that readers come to books with concerns about social issues. We do this by thinking about what groups we may belong to and how those groups can shape our thinking **Conferring and Small Group Work:**

Children will read book club book to goalpost page. Teacher will confer with students about how the lens of a group they belong to changes the way they view the text. **Share:** Readers in book clubs ask each other:

-Are we okay with how this group is being represented?

<p>-Does this fit with what we see in the world?          -Is there something the author wants us to know about being a part of that group? -Does this fit with our lives?          -What kind of community is this?          -What makes people act this way?          -What would happen if the character's group was flipped?          -Would it change their choices?          -What does this say about what we believe  <b>**See teacher notes**</b></p>	
<p><b>Evaluation / Assessment</b>  <b>Formative: Other: Teacher Observation</b>          -Teacher observation          - Small group work          - Anecdotal notes          - Running records</p>	
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<p><b>Teacher Notes</b>  <b>If... Then... Curriculum pages 94-116</b>          *suggested pacing: 3-5 sessions -          Anchor Chart Notes          -Mentor text suggestions:          Fly Away Home by Eve Bunting          The Hundred Dresses by Eleanor Estes          One Green Apple by Eve Bunting</p>	

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Unit Planner: Unit 7: Bend 3-

Bringing Our Reading Lenses to the

4RE Reading Grade 4

Thursday, October 26, 2017, 8:29PM

Week 38

Hemenway, Kelly; Snellings, Tara

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**Proficiency / Objectives**

Readers will:

Stretch their thinking to encompass viewing the world through the lenses of various social issues.

## Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 4

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Key Ideas and Details

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<p><b>Suggested Activities Teaching</b></p> <p><b>point(s):</b>  Readers use writing to stretch their thinking about what they are reading.  Readers reflect on their conversations about text.  Readers are always building on what they already know.  Readers use strategies they've already learned in order to develop a stronger understanding of the issues they are reading about.</p> <p><b>Connection:</b>  Teacher will explain that everything we read, watch, listen to, etc. has hidden issues inside.</p> <p><b>Teaching and Active Engagement:</b>  Teacher will read aloud mentor text (see suggestions in teacher notes). Teacher will model the text impacting the way they view the world or their own daily life.  Teacher will encourage students to stop and jot a out how the text has impacted their thinking:  I used to think _____, but now I think _____.</p> <p><b>Link:</b>  When powerful readers finish a book, they keep asking questions to think deeply about the issue at hand.</p> <p><b>Conferring and Small Group Work:</b>  Children will read book club book to goalpost page. Teacher will confer with students about how the text may have changed their view of the world or their own daily life.</p> <p><b>Share:</b>  Readers who become interested in social issues talk about possible solutions in book clubs. They know that readers can use their knowledge to affect change. They can take action by:</p> <ul style="list-style-type: none"> <li>-Reading more nonfiction to collect as much information as possible</li> <li>-Raising money for a certain cause</li> <li>-Writing letters to the newspaper or elected officials</li> <li>-Creating brochures or posters to educate others</li> </ul> <p><b>**See teacher notes**</b></p>	
<p><b>Evaluation / Assessment</b></p> <p><b>Formative: Other: Teacher Observation</b></p> <ul style="list-style-type: none"> <li>-Teacher observation</li> <li>- Small group work</li> <li>- Anecdotal notes</li> <li>- Running records</li> </ul>	
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## Teacher Notes

**If... Then... Curriculum pages 94-116**

\*suggested pacing: 3-5 sessions

- Anchor Chart Notes

-Mentor text suggestions:

Fly Away Home by Eve Bunting

The Hundred Dresses by Eleanor Estes One

Green Apple by Eve Bunting

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