



West Windsor-Plainsboro Regional School District  
Reading  
Grade 4

**Grade 4 Reading:  
Interpreting Characters:  
The Heart of the Story**

**Content Area: Language Arts**

**Course & Grade Level: English, Grade 4**

**Summary and Rationale**

Reading workshop is designed to teach students to seek out books according to their interests, to reflect on their reading lives, and to set personal reading goals. The essential reading skills taught will include: reading with stamina, engagement, and fluency. Students will also be taught strategies to include predicting, envisioning, inferring, determining importance, summarizing/synthesizing, questioning, activating and connecting to background knowledge, and monitoring for comprehension. The structure of this unit is designed to support the reader through read-aloud, independent reading, reading records, and partnerships.

Students critically explore and empathize with characters while reading to expand understanding of characters' traits, motivations, struggles, and lessons. This unit pushes them to go deeper, to examine characters by viewing relationships, friendships, and internal and external characteristics. By becoming emotionally invested with text characters, students develop a richer picture of these characters and a more complex understanding of the texts they are reading.

**Recommended Pacing**

**September – October (approximately 30 days)**

**New Jersey Student Learning Standards**

**Standard RL.4 Reading: Literature**

RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine the key details to identify theme in a story, drama, or poem, and summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems grade level text-complexity or above, with scaffolding as needed.

**Standard RF.4 Reading: Foundational Skills**

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

**Standard W.4 Writing**

W.4.9 W.4.9.A	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature.
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**Standard SL.4 Speaking and Listening**

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **Standard L.4 Language**

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

#### **New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>	
9.4.5.Cl.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue	
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view	

#### **New Jersey Student Learning Standards for Computer Science and Design Thinking**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>	
8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.	
8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development.	

#### **Interdisciplinary Standards Social Studies**

6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.	
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6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>The central goal of reading is to make meaning from text.</li> <li>Stories address themes and conflicts.</li> <li>A reader's understanding of a text is influenced by their schema.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do readers make meaning from the text, and understand the author's message?</li> <li>How do the characters' obstacles and conflicts provide insight into their motivations, actions, and themes?</li> <li>How do your own experiences impact your understanding of the characters' in the texts?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Readers take a deep dive into their texts.</li> <li>Retelling a story helps them understand their texts more deeply.</li> <li>Readers follow their characters, growing, confirming and revising theories as they read.</li> <li>Readers draw on information from across the entire text to support their theories about theme.</li> <li>Readers notice symbolism and metaphor.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Engage deeply and intensely with texts.</li> <li>Retell a story chronologically or summarize using text evidence.</li> <li>Grow significant, text-based ideas about characters.</li> <li>Build interpretations and connect ideas that are supported across the whole text.</li> <li>Find the meaning in recurring images, objects, and details, adding to the depth of their interpretations</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell reading assessment, scored and analyzed</li> <li>Conferring notes</li> <li>Notes from informal observations</li> <li>Student writing about reading</li> <li>Learning Progressions</li> <li>Student Checklists (e.g., self-assessments)</li> </ul>	
<b>Resources</b>	
<p><b>Suggested Resources:</b></p> <p>Bomer, R., and Bomer, K. (2001). <i>For a Better World: Reading and Writing for Social Action</i>. Heinemann.</p> <p>Calkins, L. <i>The Art of Teaching Reading</i>. Heinemann.</p> <p>Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction Grades 3-8</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5</i>. Heinemann.</p> <p>Calkins, L. &amp; Tolan, K. (2015). <i>Interpreting Characters: The Heart of the Story</i>. Heinemann.</p> <p>Fountas, I.C., &amp; Pinnell, G.S. (2001). <i>Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy</i>. Heinemann.</p> <p>Nichols, M. (2006). <i>Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop</i>. Heinemann.</p>	

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.  
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 4 Reading: Reading the Weather, Reading the World	
<b>Content Area: Language Arts</b>	
<b>Course &amp; Grade Level: English, Grade 4</b>	
Summary and Rationale	
Students will immerse themselves in non-fiction texts. They will engage in literal examination by activating prior knowledge on topics, summarizing text, and leaning on the text structure to help them determine importance. They will interpret non-fiction text via collaborative group work and read multiple texts on one topic. Together, they will learn to synthesize knowledge by considering how new information can add to or change information they have already learned on a given topic. They will practice researching a topic across multiple sources through close reading, comparing and contrasting, and evaluating sources to determine their credibility. Their research will culminate with a presentation that the research groups make to their peers.	
Recommended Pacing	
<b>November (approximately 20 days)</b>	
New Jersey Student Learning Standards	
Standard RL.4 Reading: Informational 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.
RI.4.2	Determine the key details to identify theme in a story, drama, or poem and summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area.
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Standard RF.4 Reading: Foundational Skills	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to informational texts.
<b>Standard SL.4 Speaking &amp; Listening</b>	
SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>Standard L.4 Language</b>	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.
<b>New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers</b>	
<b>Career Ready Practices</b>	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
<b>9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand A: Career Awareness Number Standard Statement</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<b>New Jersey Student Learning Standards for Technology</b>	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Interdisciplinary Connections</b>	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
4.MD.B	Represent and interpret data.	
4.MP.2	Reason abstractly and quantitatively.	
4.MP.3	Construct viable arguments and critique the reasoning of others.	
<b>Instructional Focus</b>		
<b>Unit Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>Readers self-select strategies to understand nonfiction text based on the text structure and content.</li> <li>Readers examine a variety of texts and media resources regarding the same topic by growing ideas from their notes, thinking deeply about a topic and connecting main themes.</li> <li>Expert nonfiction readers are able to transfer knowledge on a topic by teaching others.</li> </ul>		
<b>Unit Essential Questions</b>		
<ul style="list-style-type: none"> <li>How do readers approach increasingly difficult nonfiction texts?</li> <li>How do readers conduct research on a nonfiction topic and synthesize their findings?</li> <li>How do readers communicate their research findings?</li> </ul>		
<b>Objectives</b>		
<b>Students will know:</b> <ul style="list-style-type: none"> <li>Readers use many strategies to understand nonfiction texts.</li> <li>Readers cross-check information across multiple texts on a single topic.</li> <li>Readers deepen their comprehension by taking notes as they read.</li> <li>Readers share what they know with an audience.</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Readers use multiple strategies in order to read complex nonfiction texts.</li> <li>Readers will interpret and synthesize information across multiple texts and media resources.</li> <li>Readers will develop note taking strategies focusing on big ideas and supporting details.</li> <li>Readers will research a specific topic in order to become an expert in order to teach others.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell reading assessment, scored and analyzed</li> <li>Conferring notes</li> <li>Notes from informal observations</li> <li>Student writing about reading</li> <li>Learning Progressions</li> <li>Student Checklists (e.g., self-assessments)</li> </ul>		
<b>Resources</b>		
<b>Suggested Resources:</b> Calkins, L. <i>The Art of Teaching Reading</i> . Heinemann. Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i> . Heinemann. Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction Grades 3-8</i> . Heinemann. Calkins, L. et al. (2015). <i>Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5</i> . Heinemann. Calkins, L. Smith, E.B., & Ochs, M. (2015). <i>Reading the Weather, Reading the World</i> . Heinemann. Fountas, I.C., & Pinnell, G.S. (2001). <i>Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre,</i>		



*and Content Literacy.* Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop.* Heinemann.

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<b>Grade 4 Reading: Reading For Life</b>	
<b>Content Area: Language Arts</b>	
<b>Course &amp; Grade Level: English, Grade 4</b>	
<b>Summary and Rationale</b>	
One of the outcomes we most want for our students is that they become lifelong learners. As they move into this unit, they will begin by identifying one fiction text that speaks to them, then use that connection to follow a research path in order to become experts. They will consider topics and issues that this book might be about, then launch into a research project, using articles, video clips, news reports, stories - anything that will help them deepen their thinking. Later in the unit, they will repeat this process by choosing a nonfiction text to spark their interest. They will then be able to apply all they've learned by responding to open-ended prompts, drawing on all they know about writing, prior reading, and how to synthesize and share information.	
<b>Recommended Pacing</b>	
<b>December – January (Approximately 20 days)</b>	
<b>New Jersey Student Learning Standards</b>	
<b>Standard RL.4: Reading Literature</b>	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.10	By the end of the year read and comprehend literature including stories dramas and poetry at grade level text-complexity or above, with scaffolding as needed.
<b>Standard RI.4 Reading: Informational Text</b>	
RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the key details to identify theme in a story, drama, or poem and summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area.
RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

<b>Standard SL.4: Speaking and Listening</b>	
RL.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.
<b>New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers</b>	
<b>Career Ready Practices</b>	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
<b>9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand A: Career Awareness Number Standard Statement</b>	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
<b>New Jersey Student Learning Standards for Technology</b>	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Interdisciplinary Connections</b>	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
4.MD.B	Represent and interpret data.
4.MP.2	Reason abstractly and quantitatively.
4.MP.3	Construct viable arguments and critique the reasoning of others.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• People read to understand themselves, others, and the world around them.</li> <li>• Reading creates opportunities to fully participate in a global society.</li> <li>• Readers are part of a larger community of readers.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why do people read?</li> <li>• How does reading make our lives richer?</li> <li>• How do readers improve their reading skills and strategies?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Readers read with a focus or purpose in mind, monitoring their understanding as they progress through texts.</li> <li>• Readers consider others' perspectives as they move through their texts.</li> <li>• Readers create goals for themselves grounded in a topic of interest and/or goals they've set for themselves.</li> </ul>	
<b>Students will be able to:</b>	

- Independently identify the work that needs to be done based on the requirements of the text they are reading.
- Demonstrate the application of reading skills and strategies needed for their particular texts and goals.
- Locate and utilize the resources needed to meet their individual goals.

## Evidence of Learning

### Assessment

- Fountas & Pinnell reading assessment, scored and analyzed
- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

## Resources

### Suggested Resources:

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins, L. (2015). *A Guide to the Reading Workshop: Intermediate Grades*. Heinemann.

Calkins, L. et al. (2015). *If...Then...Curriculum: Assessment-Based Instruction Grades 3-8*. Heinemann.

Calkins, L. et al. (2015). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

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**Grade 4 Reading:  
Detail and Synthesis:  
Close Reading of Fiction**

**Content Area: Language Arts**

**Course & Grade Level: English, Grade 4**

**Summary and Rationale**

This unit is written to partner with the *Literary Essay* unit in writing. The goal of this unit is to support fourth grade readers as they move up levels of text complexity while strengthening the skills of inference and interpretation. It also serves as preparation for standardized testing by teaching them to cite the text and elaborate on details, and to think between part and whole. The first part of the unit brings a specific focus on reading with an awareness of character, especially the ways in which readers grow and track big ideas about the characters that can inform their understanding of message and theme. The second bend (or part) of the unit grows on this work by focusing more intensely on theme by examining character motivation and behaviors. In the final part of the unit, readers work to compare and contrast theme and character work across texts.

**Recommended Pacing**

**January - February (approximately 25 days)**

**New Jersey Student Learning Standards**

**Standard RL.4 Reading: Literature**

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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 mythology.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the texts.
RL.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Standard RF.4 Reading: Foundational Skills**

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

<b>Standard W.4 Writing</b>		
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are grouped to support the writer's purpose.	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature.	
<b>Standard SL.4 Speaking and Listening</b>		
SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
<b>Standard L.4 Language</b>		
W.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
W.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
W.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.	
W.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
W.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that are basic to a particular topic.	
<b>New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers</b>		
<b>Career Ready Practices</b>		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
<b>9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand A: Career Awareness Number Standard Statement</b>		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
<b>New Jersey Student Learning Standards for Technology</b>		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Instructional Focus
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• More deeply understanding the text they read help readers explore issues in the world and in their own lives.</li> <li>• Readers are active and present throughout as they read all parts of the text.</li> <li>• Reading is a social act. Meaning can be developed and expanded through regular conversation and inquiry with others.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• How do readers heighten their skills of interpretation so they can trace multiple character traits and multiple themes across a story?</li> <li>• How do readers use their ideas about characters, issues, and themes as lenses as they read, gathering and evaluating evidence across the text?</li> <li>• How are readers inspired by their book clubs to see more in the stories they read together?</li> </ul>
<b>Objectives</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The routines of participating in a successful book club</li> <li>• Social issues hide within the pages of books they know well</li> <li>• Issues characters face social issue texts have multiple perspectives and multiple causes</li> <li>• Paying close attention to the details in a story and talking about those details with others can lead readers to a richer understanding of text</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and reread with a lens that will help them to realize books can be about more than one thing at a time</li> <li>• Look at their own lives as backdrops to their reading work</li> <li>• Understand whose point of view is represented in a text and whose voice is ignored or absent</li> <li>• Read with attention to detail and record their thinking in preparation for book club conversations</li> </ul>
<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell reading assessment, scored and analyzed</li> <li>• Conferring notes</li> <li>• Notes from informal observations</li> <li>• Student writing about reading</li> <li>• Learning Progressions</li> <li>• Student Checklists (e.g., self-assessments)</li> </ul>
Resources
<p><b>Suggested Resources:</b></p> <p>Bomer, R., and Bomer, K. (2001). <i>For a Better World: Reading and Writing for Social Action</i>. Heinemann.</p> <p>Calkins, L. <i>The Art of Teaching Reading</i>. Heinemann.</p> <p>Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction Grades 3-8</i>. Heinemann.</p> <p>Calkins, L. et al. (2015). <i>Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5</i>. Heinemann.</p> <p>Fountas, I.C., &amp; Pinnell, G.S. (2001). <i>Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy</i>. Heinemann.</p> <p>Nichols, M. (2006). <i>Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop</i>. Heinemann.</p>

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## **Grade 4: Reading: Historical Fiction Book Clubs**

**Content Area: Language Arts**

**Course & Grade Level: English, Grade 4**

### **Summary and Rationale**

This unit focusing on historical fiction will add layers of plot complexity and interpretive potential to the kind of “current” fiction students have been reading until now. Readers of historical fiction need to revisit all they know about reading fiction and try these strategies in stories that take place in another setting and time. They need to assimilate a larger and more complex plot as the personal story of fictional characters intertwines with a larger historical era. Historical fiction is inherently complex, so students will benefit from the support and collaborative interpretations of their book club conversations. Inherent in this genre is the potential to overlap and integrate nonfiction texts. In addition, historical fiction book clubs will be organized not around one specific book but around one specific historical period – students might read several books dealing with a particular era. Clubs’ discussions will move from talk about a time period to discussions focusing on large, complicated themes that have recurred in human history and continue to be relevant today. Most historical fiction teaches lessons about human endurance or social justice, so book club conversations will move into interpreting the novels’ underlying themes across texts and across time.

### **Recommended Pacing**

**March-May (approximately 25 days)**

### **New Jersey Student Learning Standards**

#### **Standard RL.4 Reading: Literature**

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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 mythology.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Standard RF.4 Reading: Foundational Skills	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature.
Standard SL.4 Speaking and Listening	
SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard L.4 Language	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
New Jersey Student Learning Standards for 21 <sup>st</sup> Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.

<b>9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand A: Career Awareness Number Standard Statement</b>		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
<b>New Jersey Student Learning Standards for Technology</b>		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
<b>Instructional Focus</b>		
<b>Unit Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>• Readers consider character, theme and think across timelines.</li> <li>• Readers communicate with others about what they've read.</li> <li>• Readers utilize background information to deepen understanding.</li> </ul>		
<b>Unit Essential Questions</b>		
<ul style="list-style-type: none"> <li>• How do readers interpret historical fiction stories?</li> <li>• What strategies do readers use to form deeper, more complex interpretations of historical fiction text?</li> <li>• How do readers integrate nonfiction resources with historical fiction text?</li> </ul>		
<b>Objectives</b>		
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• The importance of participating in book clubs in order to support the increasingly complexity of historical fiction texts</li> <li>• The importance of following two timelines that intersect</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Construct a sense of the setting not just as a physical place, but as an emotional place as well</li> <li>• Synthesize the evolving settings with plotlines and subplots of a historical fiction text</li> <li>• Interpret the theme of a historical text</li> <li>• Draft, revise, and elaborate on possible interpretations of a text</li> <li>• Combine fiction and nonfiction texts in order to increase their understanding of historical fiction stories</li> </ul>		
<b>Evidence of Learning</b>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell reading assessment, scored and analyzed</li> <li>• Conferring notes</li> <li>• Notes from informal observations</li> <li>• Student writing about reading</li> <li>• Learning Progressions</li> <li>• Student Checklists (e.g., self-assessments)</li> </ul>		
<b>Resources</b>		
<b>Suggested Resources:</b> Bomer, R., and Bomer, K. (2001). <i>For a Better World: Reading and Writing for Social Action</i> . Heinemann. Calkins, L. <i>The Art of Teaching Reading</i> . Heinemann. Calkins, L. (2015). <i>A Guide to the Reading Workshop: Intermediate Grades</i> . Heinemann. Calkins, L. et al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction Grades 3-8</i> . Heinemann.		

Calkins, L. et al. (2015). *Reading Pathways: Performance Assessments and Learning Progressions Grades 3-5*. Heinemann.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy*. Heinemann.

Nichols, M. (2006). *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*. Heinemann.

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Grade 4 Reading and Writing Combined: Test –Taking as a Genre	
Content Area: Language Arts	
Course & Grade Level: English, Grade 4	
Summary and Rationale	
Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present specific genres of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.	
Recommended Pacing	
March - April (10-14 days)	
New Jersey Student Learning Standards	
Standard RL.4 Reading: Literature	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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 mythology.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature form different cultures.
RL.4.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RI.4 Reading: Informational Text	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10	By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Standard RF.4 Reading: Foundational Skills</b>	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
<b>Standard W.4 Writing</b>	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature. Apply grade 4 Reading Standards to Informational texts.
<b>Standard L.4 Language</b>	
L.4.1	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 capitalization, punctuation, and spelling when writing.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.
L.4.5	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being and that are basic to a particular topic.

<b>Career Ready Practices</b>		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
<b>9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand A: Career Awareness Number Standard Statement</b>		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
<b>New Jersey Student Learning Standards for Technology</b>		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
<b>Instructional Focus</b>		
<b>Unit Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>There are strategies for taking a standardized test in literacy.</li> <li>Test-takers apply what they know about reading and writing when taking a standardized test</li> <li>Test-takers develop strategies for multiple choice answers and short written responses after reading narrative or everyday texts.</li> <li>Test-takers have independent reading and writing lives outside of test-taking practice.</li> </ul>		
<b>Unit Essential Questions</b>		
<ul style="list-style-type: none"> <li>What are the reading and writing strategies test-takers use to answer standardized test questions?</li> <li>How do test-takers monitor their work to successfully work within the given time constraints?</li> <li>How do test-takers use connections from their own lives to respond to a writing prompt?</li> </ul>		
<b>Objectives</b>		
<b>Students will know:</b> <ul style="list-style-type: none"> <li>There are strategies test-takers have for answering multiple choice and open-ended questions.</li> <li>The reading and writing skills and strategies needed to take standardized tests are the same reading and writing skills and strategies they use when they read and write each day.</li> <li>Test-takers continue to read independently in “just right book”, and write on self-selected topics, while practicing for the test.</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Extrapolate information, follow instructions, and understand test-specific vocabulary (e.g., justify, explain, integrate), and utilize test-taking strategies for multiple choice and open-ended questions.</li> <li>Use the reading and writing strategies they use in their day-to-day reading and writing lives (e.g., recognizing details that develop or support the main idea, use text evidence, identify the organizational structure of a text, interpret textual conventions and literary evidence, make judgments, form opinions, draw conclusions).</li> </ul>		
<b>Evidence of Learning</b>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell reading assessment, scored and analyzed</li> </ul>		

- Conferring notes
- Notes from informal observations
- Student writing about reading
- Learning Progressions
- Student Checklists (e.g., self-assessments)

## Resources

### Suggested Resources:

Scored writing samples from *NJDOE* website.

Angelillo, J. (2002). ***A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose***. Scholastic.

Angelillo, J. (2005). ***Writing to the prompt: When students don't have a choice***. Heinemann.

Calkins, L.M., Santman, D., Falk, B., Montgomery, K. (1998). ***A teacher's guide to standardized reading tests: Knowledge is power***. Heinemann.

Calkins, L. *The Art of Teaching Reading*. Heinemann.

Calkins, L. (2015). *A Guide to the Reading Workshop: Intermediate Grades*. Heinemann.

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Grade 4 Reading: Reading with the Lens of Power & Perspective	
<b>Content Area: Language Arts</b>	
<b>Course &amp; Grade Level: English, Grade 4</b>	
Summary and Rationale	
<p>This unit encourages readers to continue the work from the “Interpretation Book Clubs” unit taught earlier in the year, shifting from reading a focus on character to a focus on reading through specific social justice “lenses”. Based on the work of Randy and Katherine Bomer (“For A Better World: Reading and Writing for Social Action”), students will develop their skills in reading through the lens of Power (Bend 1), the lens of perspective (Bend 2), finally merging the two as they engage in critical reading across many types of texts (Bend 3). In addition, this unit is intended as a book club to allow students to continue raising the level of their conversations around books.</p>	
Recommended Pacing	
June (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.4 Reading: Literature	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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 mythology.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the texts.
RL.4.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RF.4 Reading: Foundational Skills	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	



W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are grouped to support the writer's purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature.

#### **Standard SL.4 Speaking and Listening**

SL.4.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### **Standard L.4 Language**

W.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.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.
W.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
W.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that are basic to a particular topic.

### **New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers**

#### **Career Ready Practices**

CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	

#### **9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand A: Career Awareness Number Standard Statement**

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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### **New Jersey Student Learning Standards for Technology**

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
<b>Interdisciplinary Connections</b>		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
4.MD.B	Represent and interpret data.	
4.MP.2	Reason abstractly and quantitatively.	
4.MP.3	Construct viable arguments and critique the reasoning of others.	
<b>Instructional Focus</b>		
<b>Unit Enduring Understandings</b>		
<ul style="list-style-type: none"> <li>Reading is a social act; meaning can be developed and expanded through regular conversation around reading</li> <li>Texts focusing on social issues can help readers explore global issues</li> <li>Social issues book clubs remind us that we care about fairness and unfairness</li> </ul>		
<b>Unit Essential Questions</b>		
<ul style="list-style-type: none"> <li>What norms/planning create a successful book club?</li> <li>How can reading increase exposure to issues of social justice?</li> <li>Why is it important to be aware of social issues?</li> </ul>		
<b>Objectives</b>		
<b>Students will know:</b> <ul style="list-style-type: none"> <li>The routines of a well-run book club.</li> <li>Book club discussions will grow ideas and a stronger understanding of the text.</li> <li>To read with a social issues lens.</li> <li>The struggles characters face and crucial scenes in a text to look for social issues.</li> <li>Learn more about the social issues in their fiction text by looking for social issues in nonfiction text.</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Establish and identify the routines of participating in a successful book club</li> <li>Talk about text details with others can lead readers to a richer understanding of text</li> <li>Put on lens that will allow them to see social issues that thread through books</li> <li>Notice characters reactions to social issue struggles</li> <li>Compare and contrast how similar social issues are addressed across fiction and nonfiction texts</li> </ul>		
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Fountas &amp; Pinnell reading assessment, scored and analyzed</li> <li>Conferring notes</li> <li>Notes from informal observations</li> <li>Student writing about reading</li> <li>Learning Progressions</li> <li>Student Checklists (e.g., self-assessments)</li> </ul>		
<b>Resources</b>		
<b>Suggested Resources:</b> Bomer, R., and Bomer, K. (2001). <i>For a Better World: Reading and Writing for Social Action</i> . Heinemann.		

Calkins, L. *The Art of Teaching Reading*. Heinemann.

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