

Mendham Township School District
Reading Curriculum
Grade 4

Grade 4 Unit 1: Building a Reading Life

Stage 1: Desired Results

Reading Level Benchmark: P/Q

Unit Goals:

- Readers will develop a sense of agency in their reading lives.
- Readers will get to know their own reading identities and establish goals/habits to make their reading the best it can be.
- Readers will establish reading partnerships that positively influence the reading community.
- Readers will strive to not only read the text, but also consistently analyze the subtext.
- Readers will use writing strategies to help them analyze the subtext.
- Readers monitor reading habits by keeping detailed reading logs.

Essential Questions:

- What is reading agency?
- How do you set goals that will take your reading to the next level?
- How do you read with agency?
- Why are reading partnerships important?
- How can partners help build positive reading lives?
- How do you interact with a reading partner?
- What is subtext?
- What are some ways to write about reading?
- How do you choose which writing strategy to use when growing your ideas?
- How do you keep a reading log, and how do you use the reading log to help you become a better reader?

Skills/Knowledge:

- Students will read with independence.
- Students will choose and care for just-right books.
- Students will read with purpose and understanding.
- Students reflect upon reading experiences in a reader's notebook.
- Students will set personal goals to create positive reading experiences.
- Students will use metacognition while reading independently analyze the subtext in books.
- Students will choose to write short about some of their thinking and longer about other ideas they are having.
- Students will choose how to retell sections of their stories to their reading partners.
- Students will work in partnerships to help each other grow their ideas.
- Students will analyze their reading logs to inform and revise their reading goals.
- Students will write book buzzes to positively influence their classmate's reading lives.

Common Core Standards for ELA:

RL.4. 1, 10

FS.4. 3, 4

Stage 2-Assessment Evidence

Observations
Accountable Talk
Running Records
Reading Conferences
Developmental Reading Assessment (DRA)
Reading Logs
Reading Responses
Spelling Inventory

Stage 3- Learning Plan

Teaching Points:

1. Reflect upon positive and negative reading experiences in reader's notebooks to change reading lives for the better (Gr. 4).
2. How to select just-right books (Gr. 4).
3. How to keep detailed reading logs in order to monitor reading habits (Gr. 4).
4. Expert Fourth Grade readers must decide to have agency in their reading lives, set goals to make themselves powerful and determined readers, and strive to achieve their goals (Gr. 5).
5. Readers read with their mind on fire and record their thoughts on post-its (Gr. 4).
6. Expert Fourth Grade readers read books that require them to be imaginative readers. They must pause and create vivid images as they read by releasing their imaginations to surround the details from the story with imagined sights, sounds, and atmosphere to create movie scenes in their minds (Gr. 5).
7. Expert Fourth Grade readers read actively by relying on their knowledge of how stories go. They get to know their characters and look for the problems that they face, the complexities in these problems, how the characters solve their problems, and how the characters change (Gr. 5).
8. Expert Fourth Grade readers lift their reading to the next level by concentrating not only on the text, but also on the subtext. They work tirelessly to read between the lines, imagining what the details suggest, or REALLY tell us, about the characters or the setting (Gr. 5).
9. Expert Fourth Grade readers recognize that their books will often make references to earlier parts of the story, or even to earlier books in the series. These references make their books more complicated, but readers must work hard to understand these references (possibly by looking back to another part of the story or series), make meaningful connections to earlier parts in the story, and understand that the author maybe trying to highlight something important for you (Gr. 5).
10. Expert Fourth Grade readers develop a variety of ways to use writing to respond to their books. Sometimes they write short, and sometimes they write long. We make purposeful decisions about what to write on and how much to write (model jotting ideas on post-its and then writing longer about them in a notebook) (Gr. 5).
11. Reading partnerships help build our reading lives (partner reading interviews) (Gr. 4- ask Gr. 3 for partner interviews).
12. Readers retell parts of their books to partners as a way of making sense and holding onto their stories. They must decide how to retell their story based on what reading partner work they want to do (Gr. 5, but see Gr. 4 for the types of retelling).
13. Readers talk about their books to reading partners using passion and insight (Gr. 5)
14. Reading partners listen to help each other grow ideas (Gr. 4).

15. Readers analyze their reading logs like researchers by noticing patterns in their reading lives and use this information to revise their reading goals (can be done as partner work) (Gr. 5).
16. Readers write book buzzes to help influence and inspire each other's reading lives (Gr. 4).

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 4, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Units of Study for Teaching Reading, Grades 3-5, *A Curriculum for the Reading Workshop*, Lucy Calkins, Kathleen Tolan, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, 2010.

Grade 4 Unit 2: Characters: Envision, Predict, Synthesize, and Infer

Stage 1: Desired Results

Reading Level Benchmark: P/Q/R

Unit Goals:

- Readers will think deeply about and learn from the characters in their books.
- Readers will utilize comprehension strategies to better understand the text.
- Readers will discuss their characters with their partners to deepen their understanding of the book.

Essential Questions:

- What does it mean to think deeply about a character?
- What are the comprehension strategies (reading tools) that we can use to better understand the text?
- How can we help our partners to grow their ideas about characters?
- How do we create theories about characters?

Skills/Knowledge:

- Students will develop their skills at envisioning to better understand the characters in their stories.
- Students will develop their skills at predicting to better understand the characters in their stories.
- Students will develop their skills at connecting to better understand the characters in their stories.
- Students will develop their skills at inferring to better understand the characters in their stories.
- Students will develop their skills at synthesizing to better understand the characters in their stories.
- Students will ask each other questions to help each other grow ideas about their books.
- Students will create and record theories about their characters.

Common Core Standards for ELA:

RL.4. 1, 2, 3, 4, 5, 6, 7, 9, 10

FS.4. 3, 4

Stage 2-Assessment Evidence

Observations
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Running Records
Reading Conferences
Developmental Reading Assessment (DRA)
Reading Logs
Reading Responses
Spelling Inventory

Stage 3- Learning Plan

Teaching Points:

1. Readers make movies in their minds while reading to become the character in a book.
2. When readers notice that they are reading on emotional autopilot, they need to focus on seeing through the eyes of the character.
3. Readers walk in the character's shoes and remember times when they lived through something similar in order to use their feelings and insights to better comprehend the character's experience.
4. Readers use a character's actions as windows to see who the character is as a person.
5. Readers revise their mental movies according to the story's details.
6. Readers empathize with the main character to anticipate what the character will do next.
7. Readers read in such a way that they are connected with the character so that envisioning, predicting, and thinking about a character happen all at once in a whoosh!
8. Readers use conversational prompts with their partners to help them deepen their ideas about their characters:
 - What kind of person is the character?
 - Do you like him/her? Why or why not?
 - Why do you think the character did that?
 - Why do you think the character is feeling that way?
 - Do you think he/she did the right thing?
 - What do you think will happen next?
9. Readers read like professors to grow intellectual ideas about the characters in their books book (developing and recording theories).

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 4, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Units of Study for Teaching Reading, Grades 3-5, *A Curriculum for the Reading Workshop*, Lucy Calkins, Kathleen Tolan, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, 2010.

Grade 4 Unit 3: Navigating Nonfiction (Expository Text)

Stage 1: Desired Results

Reading Level Benchmark: Q/R

Unit Goals:

- Readers read nonfiction texts to learn new concepts and information.
- Readers make connections with the nonfiction texts they read.
- Readers identify the authors' slants and use those slants to inform how they read nonfiction books.
- Readers grow ideas to deepen their understanding and develop theories about the nonfiction texts.
- Readers teach others what they have learned in nonfiction texts.

Essential Questions:

- How are fiction and nonfiction books similar and different?
- How do we use our reading strategies differently when reading nonfiction texts?
- What is schema?
- How do we use our schema to help us read nonfiction books?
- How do we organize the information we read in a nonfiction text so that we can remember it?
- What is an author's slant?
- How should we change our reading of a book once we determine the author's slant?
- How do we develop theories about nonfiction texts?
- How do we grow our theories about nonfiction texts?
- How do we teach others what we have learned in nonfiction texts?

Skills/Knowledge:

- Students will be able to activate schema.
- Students will be able to make connections with their schema.
- Students will be able to ask and answer questions as they read.
- Students will be able to create boxes and bullets to organize the information they read in nonfiction texts.
- Students will be able to identify author slants.
- Students will be able to deepen their understanding of nonfiction texts by developing theories.

Common Core Standards for ELA

RI. 3. 1- 10

FS.3. 3, 4

Stage 2-Assessment Evidence

Observations
Accountable Talk
Running Records
Reading Conferences
Developmental Reading Assessment (DRA)
Reading Logs
Reading Responses
Spelling Inventory

Stage 3- Learning Plan

Teaching Points:

1. Readers study nonfiction books like scientists and record noticings about various nonfiction texts.
2. Readers read nonfiction with energy and power, revving their minds up for reading by previewing books.
3. Readers activate their schema and make connections with their text.
4. Readers of nonfiction ask questions just like readers of fiction, except they do it differently.
5. Readers use the boxes and bullets strategy on their hand to mentally recall main ideas and supporting details. Readers ask themselves..."What did I just read?"
6. Readers write boxes and bullets to record main ideas and supporting details.
7. Readers dig into nonfiction not because they are forced to do so, but because they are digging for treasure. In other words, you must decide to be on a quest to learn new and exciting things while reading nonfiction in order to make the most of your reading.
8. Readers watch for and learn the technical vocabulary surrounding a nonfiction topic in order to become experts on the subject.
9. Readers of nonfiction become experts on the topics they read and teach others the information from the text (using the "hand" strategy in lesson 5).
10. Readers realize how they are feeling about a nonfiction topic, and investigate how the author caused them to have those feelings (author's slant).
11. Readers sometimes search for the answers to their burning questions about a topic in outside sources (other books on the topic, internet, interviews, etc.)
12. Readers grow ideas about nonfiction by talking to their reading partners.
13. Readers grow ideas about nonfiction by writing responses to thinking prompts (ask Gr. 3 for thinking prompts and nonfiction "Thinking Machines").
14. Readers teach others what they have learned about a nonfiction topic through presentations, artwork, and multimedia.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Grade 4 Unit 4: Interpreting and Growing Ideas about Character Relationships

Stage 1: Desired Results

Reading Level Benchmark: Q/R

Unit Goals:

- Readers think critically about fiction books by reading through the lens of character relationships.
- Readers discuss relationships identified in books to gain different perspectives on the topics.
- Readers use characters' experiences to learn about the relationships in their lives.
- Readers use the knowledge gained by reading critically to develop their own theories and opinions about the relationships in books and in their own lives.

Essential Questions:

- What is a relationship?
- What types of relationships are there?
- How do we identify the relationships in books?
- How do characters and events teach us about relationship dynamics?
- How can we further develop our theories and ideas about relationships?
- How does reading about relationships impact our lives?

Skills/Knowledge:

- Students will be able to make text-to-world connections while reading through a lens of character relationships.
- Students will be able to identify the dynamics of the relationships in their books.
- Students will be able to determine the importance of the scenes in the books.
- By reading critically, students will be able to deepen their understanding of the relationships in their books and in their lives
- Students will be able to form theories about the relationships in their books.
- Students will be able to deepen their theories about the relationships in their books through discussion.
- Students will be able to deepen their theories about the relationships in their books through writing.

Common Core Standards for ELA:

RL.4. 1, 2, 3, 4, 5, 6, 7, 9, 10

FS.4. 3, 4

Stage 2-Assessment Evidence

Observations
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Reading Conferences
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Reading Logs
Reading Responses
Spelling Inventory

Stage 3- Learning Plan

Please Note:

A) These lessons were selected and adapted from the following units in the TC Grade 4 Curricular Plan: Unit 2: Following Characters into Meaning

Unit 9: Social Issues Book Clubs

Lessons from Unit 2 will be marked with (2), and lessons from Unit 9 will be marked with (9).

B) During this unit, students should regularly meet in book partnerships or small book clubs for discussion. The emphasis here is on using the partnerships to deepen student thinking and to help them grow their ideas. The focus should be on deepening student thinking through the lens of character relationships, not on the actual procedures of the book clubs. They are more like discussion/thinking groups than “formal” book clubs.

C) Feel free to select between any of the number of listed strategy lessons on gathering theories about characters and their relationships. Those lessons that are strategy lessons for gathering theories have been starred (**), and you may not have time to do all of them in this unit. Read them, think about them, and do those that you think will be the most beneficial to your students.

D) Use the writing strategies of theory machines (which is a more scaffolded approach) and thinking prompts throughout the unit for journaling assignments (in class and/or for homework), in preparation for partner talks, as an assignment to complete at the end of every other chapter, etc. After students learn/review how to use these writing strategies, they should be used throughout the remainder of the unit.

Teaching Points:

1. Readers read like professors to grow intellectual ideas about the book (developing character theories) (this lesson is a review from the end of *our* Unit 2... You may also want to introduce the books students will be reading/assign partners during this lesson).
2. Readers notice their characters’ actions and use them as windows to help them understand them as people (again, a review to get students back into fictional thinking and reading).
3. When readers want to think deeply about a character, they examine the ways that people around the character treat him/her, looking especially for patterns of behavior (2).
4. Critical readers choose the lenses through which they wish to view texts—and life. When they decide to read critically, they put on lenses that allow them to see character relationships as they thread through books (and also through movies and the world) (9).
5. It is not enough for readers to simply identify relationships as they read. Instead, they also want to ask themselves, ‘What does this book teach me about this relationship?’ and then to follow that up by asking, ‘Why do these characters have the specific type relationship and interactions that they do?’ (9)
6. Readers record all theories that they create about characters and their relationships, no matter how small or simple they may be. Eventually, readers can grow their theories to become deeper and more complex, but you have to start somewhere (2).
7. Reading partners can use thinking prompts to help their partners grow their theories about a character or a relationship (2) (see Calkins’ Reading Units of Study: Following Characters into Meaning for

thinking prompts, or ask Gr. 3).

8. Readers use “Theory Machines” to deepen their theories about characters and/or relationships outside the pages of the book (ask Gr. 3).
9. Readers use “Prompts to Grow Their Ideas,” to deepen their theories about their characters and their relationships outside the pages of the book (2) (see Calkins’ Reading Units of Study: Following Characters into Meaning for thinking prompts, or ask Gr. 3).
10. **One way readers can learn about the relationships in our world and in our lives is to study the characters in our books closely. We can study a character’s desires, wondering why he or she might long for those things, and think about how these desires affect their relationships with other characters (9).
11. **Another way readers can learn about the relationships in our lives and in our books is to pay attention to our characters’ problems to see if those problems, connected or not connected to their desires, give us any insights into their relationships with other characters.
12. ** Another way readers can learn about the relationships in our lives and in our books is to pay attention to the characters’ wants, needs, and motivations and the obstacles that get in their way. Then, we ask ourselves how these wants and obstacles affect their relationships with the other characters in the story (2).
13. ** Another way readers can learn about the relationships in our lives and in our books is to notice when their characters act out of character and use these moments to learn more about them and their relationships (2).
14. ** Another way readers can learn about the relationships in our lives and in our books is to notice the situations, interactions, and feelings that keeps recurring, that resurface often, that are threaded in and out of the fabric of a narrative; often these are windows into the subtext of the relationships in the book (9).
15. ** Another way readers can learn about the relationships in our lives and in our books is to be mindful that there is more than one relationship at work in any one story. Readers recognize that characters have multiple relationships with multiple characters, and often these relationships overlap and affect one another (9).
16. ** Another way readers can learn about the relationships in our lives and in our books is to look at who has the power in a book or in a relationship. How do the characters use their power in their relationships? How do less powerful characters feel about how other characters use their power (9)?
17. ** Another way readers can learn about the relationships in our lives and in our books is to look at how the characters in a relationship are similar. While the characters in a relationship may seem very different and may have difficult relationships, their similarities may be affecting how they act towards one another. For example, “Have both these characters experienced loss? Are both friendless? Are both struggling to help someone else? Are both suffering from being moved away or displaced from a home and town they loved (9)?”
18. Expert readers notice when their heart is racing and expect their character to face a test. Then, we construct theories about our characters based on how they responded to the test (9).
19. Another way readers can learn about the relationships in our lives and in our books is to look at characters’ reactions to the issues and interactions in their relationships. We can then ask ourselves if we agree or disagree with our characters’ reactions. Why did they act this way (9)?
20. Another way readers can learn about the relationships in our lives and in our books is to pay attention to crucial scenes in our books. We can mark those pages and consider how the relationship is shown in these parts. These scenes may be windows into what the book and relationship are *really* about (9).
21. It is not enough for readers to stand outside our books looking in. We want to look at our own lives, and the relationships that we have, and then bring that sense of who we are to the books we are reading (9).
22. Readers become so invested in the relationships they have read about that they propose solutions or advice to the characters in those relationships. Then, we think about and discuss how we can use this

advice in our own relationships (9).

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Units of Study for Teaching Reading, Grades 3-5, *A Curriculum for the Reading Workshop*, Lucy Calkins, Kathleen Tolan, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, 2010.

Grade 4 Unit 5: Narrative Nonfiction: Biography

Stage 1: Desired Results

Reading Level Benchmark: R/S

Unit Goals:

- Readers recognize the difference between narrative nonfiction and expository nonfiction writing.
- Readers use what they know about analyzing characters to help them analyze the subject of a biography.
- Readers analyze a biography within the historical context of the subject's life.
- Readers work to uncover the big theme that unifies the telling of a subject's life.
- Readers write to develop their theories about a subject's life and his/her impact on history.
- Readers learn life lessons from how a subject lived his/her life.

Essential Questions:

- How are narrative nonfiction and expository nonfiction different?
- What strategies for reading fiction should we employ when reading biographies?
- How do we use the subject's life as a window into a historical time period?
- How does our analysis of a subject's life change based on the time period in which they lived?
- Why is the subject's life story so important to tell?
- How do you uncover the big theme that unifies the author's telling of the subject's life?
- How can we use writing to develop our theories about a subject's life and his/her impact on history?
- What life lessons can we learn from reading about a subject?

Skills/Knowledge:

- Students will be able to distinguish between expository nonfiction and narrative nonfiction writing.
- Students will be able to identify the unifying theme or idea behind the writing of the biography.

- Students will be able to identify what the subject wants and the struggles they encounter to get it.
- Student will be able to create and develop theories about the subjects in their biographies.
- Student will be able to learn about the subject by analyzing the relationships that they have.
- Student will be able to learn about the time period that the subject lived in and use that information to help them analyze the subject's decisions.
- Student will be able to recognize the patterns of cause and effect in a subject's life.
- Student will be able to determine the reason why this subject's life story was written.
- Student will be able to learn life lessons from the subjects in their books.

Common Core Standards for ELA

RI. 3. 1- 10

FS.3. 3, 4

Stage 2-Assessment Evidence

Observations
 Accountable Talk
 Running Records
 Reading Conferences
 Developmental Reading Assessment (DRA)
 Reading Logs
 Reading Responses
 Spelling Inventory

Stage 3- Learning Plan

Please Note:

A) These lessons were selected and adapted from the TC Grade 4 unit on Nonfiction (part 2: Narrative Nonfiction) and from the TC Grade 3 unit on Biography Book Clubs. Those taken from the Gr. 4 unit will be marked with (4), and those taken from the Gr. 3 Biography Unit will be marked with (3).

B) The thinking machines and thinking prompts can and should be used throughout this unit to develop students' thinking about the subjects of their biographies.

C) In this unit, students can be reading the same books as a partner, a book club, or be reading their own biographies. However, students should be meeting regularly with either partners or groups to discuss their thinking about their biographies.

D) Students' ideas about their biographies can be woven into the concurrent writing unit on Literary Essays. Biographies provide rich subject matter for Literary Essay writing. However, you may need to start the Biography unit slightly before the Literary Essay unit so that students have some information to write about.

Teaching Points:

1. Readers distinguish between expository nonfiction and narrative nonfiction texts. They recognize that instead of reading all about a topic, they are going to read a story about a person's life. (4)
2. Readers have to find the unifying idea or theme behind the narrative nonfiction texts that they read to find meaning out of what would otherwise be strings of events and facts. (4)
3. Readers bring all that they know about reading fictional narratives into their reading of biographies. Both have a main character (called the "subject" in biographies) that usually want something but something else gets in the way. This means they have to struggle to achieve it. (3)
4. Just like they do while reading fiction, readers develop theories about the subject of a biography by asking themselves "Who is this person?" (3)
5. Readers develop theories about the subject of a biography by looking closely at that person's relationships and asking themselves, "Who is in this person's life? How do these people impact this person? How does the subject tackle both their positive and negative relationships?" (3)

6. Readers note that a subject's life and situation provides us with a window into the time and society in which this person lived. We ask ourselves, "What group of people does this person represent?" and develop an understanding about the challenges that this entire group must have faced in these times. (3)
7. Readers note that often a subject's life and times may be quite different from our own, and they seek to understand the decisions this person made in the context of their lifetime, rather than in our current lifetime. (3)
8. Readers distinguish the important details in a biography by recognizing that many true stories are either tales of achievement or of disaster and that such stories often follow a predictable path. (4)
9. Readers constantly ask themselves, "How does what is happening now connect with what came before in the story?" There is cause and effect in a person's life, and decisions people make earlier in their lives will often affect what happens to them later in life. (3)
10. To determine a biography's big unifying theme, readers pay attention to the decisions a subject makes during crucial times. Then, they try to find the precise word to describe the specific kind of courage or risk-taking that makes the subject unique. (3)
11. Readers know that stories are always told for a reason, and when we discover this reason, the story is taken to a whole new level. We ask ourselves, "Why was this story worth telling? Why should it never be forgotten? What lesson does it impart? What does it serve as an example of?" (3)
12. Readers draw inspiration from a subject's life. We ask ourselves, "What is the life lesson I am learning from this text?" (3)
13. Readers write about how the big message from a biography has implications for their own lives. They can use the following thinking prompts to help spark their ideas:
 - I learned from (person) that sometimes people... but instead, people should...
 - I learned from (person) that in life, it is important to...
 - (Person) changes from x...to y...to z...
 - Even if you ... you should...
 - Don't forget that even if you ... you should...
 - (Person) teaches us not only about ... but also about...
 - When I first read about (person), I thought... but now I realize...

(These writings could be used for a Literary Essay)

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

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Grade 4 Unit 6: Mystery

Stage 1: Desired Results

Reading Level Benchmark: R/S

Unit Goals:

- Readers will dig deep into the details of a mystery story to solve the mystery along with the main character.
- Readers will use the details of a mystery story to identify suspects, motives, and clues.
- Readers will use evidence to make predictions about the solution to the mystery.
- Readers will learn life lessons from the choices the characters make in mystery stories.
- Readers will discuss their books with partners to help them solve the mystery.
- Readers will learn about human nature and how to solve problems in their own lives from reading mystery stories.

Essential Questions:

- What is a mystery?
- What is a detective?
- What is a suspect?
- What is a motive?
- How do you uncover the clues in a mystery story?
- What motives would characters have to commit the “crime” in a mystery story?
- How do you use the information you have learned in a mystery story to predict the solution of the mystery?
- How can mysteries teach us life lessons?
- What do mysteries teach us about the choices we make in our own lives?
- How can discussing our books with partners help us to solve the mystery?

Skills/Knowledge:

- Students will be able to identify the mystery in a mystery story.
- Students will be able to identify suspects in a mystery book.
- Students will be able to identify suspects’ possible motives in mystery books.
- Students will be able to put themselves in the detective’s shoes and solve the mystery along with him/her as they read.
- Students will be able to reread parts of the text to help them make sense of new events in the mystery book.
- Students will be able to discuss their books with partners to help them solve the mystery.
- Students will be able to learn from the choices characters make in mystery books.
- Students will be able to apply the information they learn in mystery books to their assessment of human nature.
- Students will be able to use the problem solving skills they learn in mystery books to help them solve problems in their own lives.

Common Core Standards for ELA:

RL.4. 1, 2, 3, 4, 5, 6, 7, 9, 10

FS.4. 3, 4

Stage 2-Assessment Evidence

Observations
Accountable Talk
Running Records
Reading Conferences
Developmental Reading Assessment (DRA)
Reading Logs
Reading Responses
Spelling Inventory

Stage 3- Learning Plan

Please Note:

- A) These lessons were selected and adapted from Unit 5: Mystery in the TC Grade 3 Curricular Plan.
- B) During this unit, students should regularly meet in book partnerships or small book clubs for discussion. The emphasis here is on using the partnerships to deepen student thinking and to help them grow their ideas. The focus should be on deepening student thinking through the lens of mystery writing, not on the actual procedures of the clubs. They are more like discussion/thinking groups than “formal” book clubs.
- C) Use the writing strategies of theory machines (which is a more scaffolded approach) and thinking prompts throughout the unit for journaling assignments (in class and/or for homework), in preparation for partner talks, as an assignment to complete at the end of every other chapter, etc. Students can use them to sift through the evidence against a suspect, deepen their theories about motives, deepen theories about the detective, etc.
- D) Read the first two paragraphs of Gr. 3 Mystery unit in the TC Curricular Plan for ideas about how to emphasize reading stamina in this unit.

Teaching Points:

1. Readers begin reading mysteries asking themselves, “What’s the mystery?” After they identify the main problem, they ask themselves, “Who is the main detective(s)?” Then, we read deeper into the book paying attention to the clues the detective finds.
2. Readers of mysteries put themselves into the detective’s shoes, solving the mystery alongside the character. They see what the detective might be seeing, hear what he/she is hearing, and keep guessing the solutions, almost as if they are the detectives themselves (predicting with evidence).
3. Readers of mysteries visualize the settings in the story and ask themselves how the settings relate to the story, the mystery, the suspects, and the detective.
4. Readers of mysteries read for clues. They notice all of the information they are getting and say to themselves, “This might be important because...” This helps them to talk to their partners about possibilities for how the story may go.
5. Readers of mysteries read with suspicion. They make lists of suspects asking themselves, “Could this person be responsible? Is this character telling the truth or is he/she guilty?” They also notice the specific details in the story that point to whether the character should be a suspect.
6. Readers of mysteries think of motives, asking themselves “Why would this suspect want to do this? What does he or she have to gain?”
7. Readers of mysteries retrace their steps when they have to. Just as detectives go back to revisit the scene of the crime, they can go back and reread portions of the story to study the information the author gave them to solve the mystery.
8. Readers of mysteries discuss their mysteries with partners (just as detectives discuss the case with sidekicks) and use their discussions to help them solve their mysteries. In their groups, they use the language of prediction, such as, “I think this means...” or “I think this could show...” or sometimes

we wonder, “How could...?” or “Why would...?”

9. Readers of mysteries rethink everything like detectives. They consider old clues in the light of new information and revise their predictions when the story shows them a new angle or clue that they didn't previously know.
10. Readers of mysteries talk back to the text in their minds because they often get to see things that the detective doesn't see. They read with their minds on fire, shouting to the detective in their minds, “Look out!” or “Pay attention!”
11. Readers consider the red herrings (or false clues) that the author used to lead them down the wrong path and wonder, “What did the author do to trick me? What did this make me think?” They look out for these same types of red herrings in other mysteries they read.
12. Readers pay attention to the sidekicks or friends in mystery books. They notice how these characters help the detective solve the mystery and wonder what the author is trying to tell them when these characters act out of character.
13. Readers learn from the choices that characters make in their mystery books. They can guide the choices they make in their own lives.
14. Mysteries teach readers many valuable lessons about life. Whenever they solve a mystery, they learn something about human nature, and they should ask themselves, “Why would this person do this thing?” Often the answer is greed, jealousy, revenge or some other negative motive.
15. Reading mysteries teaches readers to be curious in their own lives. They become trained to look for clues and details in their real lives that tell them more than someone else might see. They also can solve problems in their own lives by thinking critically about the facts and rethinking their choices.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 4, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Units of Study for Teaching Reading, Grades 3-5, A Curriculum for the Reading Workshop, Lucy Calkins, Kathleen Tolan, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, 2010.

Grade 4 Unit 7: On-Demand Reading Strategies

Stage 1: Desired Results

Reading Level Benchmark: R/S

Unit Goals:

- Readers use strategies to chunk on-demand reading passages.
- Readers use strategies to answer multiple-choice and open-ended questions.

Essential Questions:

- What is a narrative text?
- What is an expository text?
- How can we chunk the information in a narrative text?
- How can we chunk the information in an expository text?
- What strategies can we use to answer multiple-choice questions?
- What strategies can we use to answer open-ended questions?

Skills/Knowledge:

- Students will be able apply skills and strategies from previous genre units to dissect reading passages.
- Students will be able to use various strategies to answer multiple-choice and open-ended questions.

Common Core Standards for ELA:

RL.4. 1-10

RI.4. 1-10

FS.4. 3, 4

Stage 2-Assessment Evidence

Observations
Accountable Talk
Running Records
Reading Conferences
Developmental Reading Assessment (DRA)
Reading Logs
Reading Responses
Spelling Inventory

Please Note:

We **STRONGLY** recommend reading Unit Seven: Test Preparation in the Grade 4 TC Reading Workshop Curricular Plan in its entirety. It is enormously helpful and packed with strategies you can use in the workshop teaching of test preparation (keep in mind that “Poetry” is not on the NJASK, but TC also writes for a NYC audience). When teaching this unit, use the gradual release into independence framework outlined on page 117. The following lessons would be the teaching points to begin each day’s workshop. There should be time left at the end of the unit to give students practice tests on both narrative and expository passages.

Teaching Points:

NARRATIVE:

- Readers identify narrative text and use a framework to organize the information (character, setting, problem, solution).
- Readers are alert for what kind of people the characters are.
 - What do they want?
 - What challenges do they face?
 - How do they overcome those challenges?
 - How do they change?
 - What do they achieve?
 - What lessons are learned?
- Readers identify different types of multiple choices questions and use different strategies to answer them by asking themselves...”What is this question asking me to do?” (Ex. main idea questions, detail questions, inference questions).

- Readers can spot different categories of questions through tricky wording.
- Readers answer multiple choice questions by using the strategies *cross out*, *look back* and *hide & think* (ask Gr. 3).
- Readers use the strategy *RATPT* to answer open-ended questions.

EXPOSITORY:

- Readers identify expository text and use a framework to organize and chunk the information (boxes/bullets in the margins).
- Readers stop frequently while reading and ask themselves...”What did I just read?”
- Readers identify the different types of multiple choices questions and use different strategies to answer them by asking themselves...”What is this question asking me to do?” (Ex. main idea questions, detail questions, inference questions).
- Readers can spot different categories of questions through tricky wording.
- Readers answer multiple choice questions by using the strategies *cross out*, *look back* and *hide & think* (ask Gr. 3).
- Readers use the strategy *RATPT* to answer open-ended questions.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- The teacher will individually conference with each student to address specific needs of the reader.

Resources:

Various mentor texts, and level appropriate trade books

A Curricular Plan for the Reading Workshop, Grade 4, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Units of Study for Teaching Reading, Grades 3-5, *A Curriculum for the Reading Workshop*, Lucy Calkins, Kathleen Tolan, Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, 2010.

Grade 4 Unit 8: Historical Fiction

Stage 1: Desired Results

Reading Level Benchmark: S

Unit Goals:

- Readers will study the setting in historical fiction books to understand the emotional atmosphere of the time period.
- Readers will support their reading partners in keeping track of and analyzing all of the complex information in historical fiction books.
- Readers will interpret the characters in their books within the historical context of the story.
- Readers will read with agency, allowing certain moments or details in their books to reverberate in their own lives.

- Readers will create and develop theories about the characters in their historical fiction books.
- Readers will allow the choices that characters make in historical fiction books to change their lives.

Essential Questions:

- What is historical fiction?
- How do you learn about the historical time period in which the book takes place?
- How does the historical time period of a book affect the way a character acts?
- How can reading nonfiction books help me to make meaning of historical fiction books?
- How can my book club help me to understand and interpret the information in my historical fiction book?
- How do I make a historical fiction text have meaning in my life?
- How do I create and develop theories about the characters in historical fiction books?
- How do I read my historical fiction book through the lens of a theory that I have created?
- How can the choices that characters make in historical fiction books affect my life?

Skills/Knowledge:

- Students will be able to identify the setting and emotional atmosphere of their historical fiction books.
- Students will be able to create supportive book clubs that will help them interpret the text and deepen their ideas about what they are reading.
- Students will be able to recognize and interpret both the character's life timeline and the historical timeline and draw conclusions about how they are intertwined.
- Students will be able to see the historical time period presented in their books through the perspectives of multiple characters.
- Students will be able to use nonfiction texts to help them generate ideas about their historical fiction books.
- Students will be able to create and deepen theories about the characters in their historical fiction books.
- Students will be able to recognize who has the power in their historical fiction books and analyze how this power affects individual characters differently.
- Students will be able to learn from the choices the characters make in historical fiction books and apply these lessons to their own lives.

Common Core Standards for ELA:

RL.4. 1, 2, 3, 4, 5, 6, 7, 9, 10

RI.4. 3, 4, 6, 8, 9, 10

FS.4. 3, 4

Stage 2-Assessment Evidence

Observations
 Accountable Talk
 Running Records
 Reading Conferences
 Developmental Reading Assessment (DRA)
 Reading Logs
 Reading Responses
 Spelling Inventory

Stage 3- Learning Plan

Please Note:

A) During this unit, students should regularly meet in book partnerships or small book clubs for discussion to help them keep track of the information in their books and also deepen their thinking. Historical fiction books tend to have A LOT of complex information that book clubs members (or partnerships) should work tirelessly to help each other sift through.

B) Many of the lessons in this unit will inspire students to write theories about the characters in their books. Use the writing strategies of theory machines (which is a more scaffolded approach) and thinking prompts throughout the unit for journaling assignments (in class and/or for homework), in preparation for partner talks, as an assignment to complete at the end of every other chapter, etc.

Teaching Points:

1. Readers pay special attention to the unfamiliar settings in historical fiction books. They notice what the place looks like, but also what it feels like—what is its emotional atmosphere?
2. In reading book clubs, readers make sure to create work where each member will feel a part of something special, and each member will always feel supported by the group.
3. At the beginning of historical fiction books, readers rely on their group members to help them grasp and keep track of all of the information about the who, what, where, when, and why of the book because it all comes at you very quickly.
4. Readers recognize that historical fiction books often go back and forth in time within the larger timeframe of the story.
5. Readers recognize that there are two separate, but intertwined timelines in every historical fiction book: the main character's timeline (the timeline of the events of his/her life), and the historical timeline (the timeline of the big historical events that are happening around the character). The reader's goal is to unravel how these two timelines affect one another.
6. Readers try to understand the decisions that characters make, keeping in mind that the character's behavior is shaped by what is happening in the world in which the character lives (historical context).
7. Readers notice when different characters respond differently to one event and ask themselves what this tells them about the different roles these characters play in the world.
8. Readers bring their own meaning to complex stories by letting different parts of the story reverberate in their lives. Each reader is the author of his/her own reading.
9. Readers often pause to ponder what they have read, letting a bigger idea grow in their minds (a reminder to generate theories about characters as we read).
10. Readers turn to nonfiction to spark new ideas about our historical fiction books.
11. Once readers have developed a strong theory about their character or book, they continue to read seeing the story through the lens of that theory. They read with their interpretation in mind saying, "Ah yes!" or "Huh? That doesn't fit!" and continue to grow their idea.
12. Although readers read with their theories in mind, they allow the story to shape their theory, growing it into an even stronger idea, or even changing it completely.
13. Readers try to see the story and events in the story through the perspective of other characters (besides the main character) to give them a new way of seeing, and thinking.
14. Readers look at their book through the lens of power. They look for who has the power, what form the power takes (how you see it), and how power changes to help them find huge meanings in books.
15. Readers learn from the characters in their books, just as they learn from the people in their lives, especially when the character faces a moment of choice. They think, "What would I have done in the same situation?"

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

- Assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
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Resources:

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