

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Reading
Grade Four**

Revised June 2017

**Oradell Public School
River Edge Public Schools**

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FOURTH GRADE READING CALENDAR

Unit	Schedule
Unit 1: Good Readers Read a Variety of Genres	September - October
Unit 2: Building Theories about Characters in Fiction and Biography	October - November
Unit 3: Genre Study: Fantasy	December - January
Unit 4: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Non-Fiction	February - March
Unit 5: Demonstrating Text Comprehension in a Variety of Genres	April
Unit 6: Book Clubs	May - June

GRADE FOUR READING

UNIT ONE: GOOD READERS READ A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

- 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.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);

- use formal English when appropriate to task and situation.
- 9.1.4.E.1 Integrate digital media to enhance communication
 - 9.1.4.F.1 Promote ethical behavior and accountability
 - 9.2.4.A.1 Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
 - 8.1.4.A.1 Understand how to use digital tools for appropriate applications
 - 8.1.4.A.3 Understand how to use digital tools to create a multimedia presentation
 - 8.1.4.D.1 Practice cyber safety
 - 8.1.4.E.1 Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers follow routines, build stamina and comprehension by growing ideas about text through reading, writing, and book discussions.

ESSENTIAL QUESTIONS

How do readers follow routines, build stamina and comprehension by growing ideas about text through reading, writing, and book discussions?

ASSESSMENTS

- Reading Notebook Entries
- Linkit
- Teacher's College Assessment
- Unit Test

UNIT OBJECTIVES

Students will be able to...

- engage in collaborative small group and whole group discussion
- activate schema
- read with fluency and accuracy
- draw inferences from fiction and nonfiction text
- identify a variety of genres
- determine the meaning of unknown words and phrases
- determine main idea and key details of text
- make predictions
- identify Cause and Effect
- identify Problems and Solutions

SKILLS

Students will be able to...

- become a member of a community of readers
- improve reading stamina
- use accountable talk accurately to start and further class discussions
- use context clues to determine meaning
- keep a reading notebook to respond to reading
- use story elements and text structures to determine genre
- utilize charts, graphs, etc. to interpret information in nonfiction texts
- use details and examples from the text to make predictions
- use reasons and evidence to determine cause and effect in nonfiction texts
- utilize digital current event articles to deepen an understanding of a topic
- discuss behaviors of characters and what they could have done to act more ethically and with more accountability
- discuss careers related to language arts
- use Lucid Charts as graphic organizers to increase understanding of text features
- create timelines to depict events in stories
- report inappropriate content on the computer to the teacher
- show good judgment when sharing information
- synthesize multiple texts to make a claim

RESOURCES

MONDO

From Shared Reading:

Mango's Revenge (animal story)

Fatima (realistic fiction)

The Australian Outback (non fiction)

How to Be Nice and Other Lessons I Didn't Learn (realistic Fiction)

Dreams By Day, Dreams by Night

A Name of Honor

SUGGESTED AUTHENTIC LITERATURE

Sarah Plain and Tall Patricia McLaughlin

Kid in the Red Jacket Barbara Park

Tales of a Fourth Grade Nothing Judy Blume

**GRADE FOUR READING
UNIT TWO: BUILDING THEORIES ABOUT
CHARACTERS IN FICTION AND BIOGRAPHY**

NEW JERSEY STUDENT LEARNING STANDARDS

- 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.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
- RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve the problems
- 9.1.4.D.3** Understand different cultural perspectives to increase communication
- 9.1.4.E.1** Integrate digital media to enhance communication

- 9.1.4.F.1 Promote ethical behavior and accountability
- 8.1.4.A.1 Understand how to use digital tools for appropriate applications
- 8.1.4.A.3 Understand how to use digital tools to create a multimedia presentation
- 8.1.4.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers gather evidence from the text to build theories about characters

ESSENTIAL QUESTIONS

How do readers gather evidence from the text to build theories about characters?

ASSESSMENTS

- Reading Notebook Entries
- Character Sketch
- Unit Test

UNIT OBJECTIVES

Students will be able to...

- identify and understand the relationship among characters
- analyze character traits
- make, revise and confirm predictions about characters
- describe characters in depth
- identify how changes in setting and plot affect a character
- identify types of conflict: character vs. self; character vs. character; character vs. society; character vs. nature
- identify a character's personality through his/her words and actions
- compare first and third person narration
- determine point of view
- envision the world of the story
- retell events sequentially

- revise and confirm predictions
- describe how characters change and give evidence and reasons why

SKILLS

Students will be able to...

- analyze characters by paying close attention to character's words, thoughts and actions
- use conversational prompts to talk deeply about characters
- make connections in order to empathize and identify with characters
- describe how the chronology of events shape and lead to the contributions of historical figures
- analyze character motivation in order to make predictions
- look closely at narration and determine how narrators influence point of view
- explain how character's actions contribute to the sequence of events
- put characters in the context of reliable narrative structures (i.e. all characters long for something, all characters change, all characters have obstacles to overcome...)
- discuss ways that the characters in the stories adjust and change in light of obstacles
- recognize the differences in other cultures based on characters from books, scholastic articles, and current events
- discuss behaviors of characters and what they could have done to act more ethically and with more accountability
- create timelines to depict events in stories
- report inappropriate content on the computer to the teacher
- show good judgment when sharing information
- synthesize multiple texts to make a claim

RESOURCES

MONDO

From Shared Reading:

Biography

Maria Sanz de Sautuola

Nicholas Copernicus: The Earth Is a Planet

Kids You Ought To Know

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

With Courage: Seven Women Who Changed America

Character

Dolphin Cove

Snowboard Mania (read aloud)

In The Pool “The Trial” (play)

Young Robin Hood

The Kid in the Red Jacket

Fatima (MONDO)

SUGGESTED AUTHENTIC LITERATURE

Small Steps- Peg Kehret

Because of Winn Dixie- Kate DiCamillo

The Great Gilly Hopkins- Katherine Paterson

Skinnybones- Barbara Park

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

GRADE FOUR READING UNIT THREE: FANTASY GENRE STUDY

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.4.2** Determine the key details to identify theme in a story, drama, or poem and summarize 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.4.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.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.
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.3** Understand how to use digital tools to create a multimedia presentation
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers use text structures, complex characters and complicated plot lines to comprehend fantasy novel.

ESSENTIAL QUESTIONS

How do readers use text structures, complex characters and complicated plot lines to comprehend fantasy novel?

ASSESSMENTS

- Reading Notebook Entries
- Unit Assessment
- Multimedia Projects

UNIT OBJECTIVES

Students will be able to...

- define the genre of fantasy
- describe and analyze the setting
- determine the rules and norms of the fantasy world
- identify the lessons learned by the character's adventures and experiences
- retell complex plotlines in sequence
- distinguish between a character's external struggles and problems and their inner struggles
- synthesize to determine a theme
- analyze character struggles and the choices they make

- compare and contrast the treatment of similar themes, topics, and patterns of events
- compare and contrast characters across novels
- identify different kinds of heroes (i.e. the reluctant hero, the everyday hero, the anti-hero and the traditional hero)

SKILLS

Students will be able to...

- identify the fantasy genre as one that involves a struggle between good and evil
- envision to analyze the setting
- look for messages and lesson within the fantastical world of the story
- use charts timelines and graphic organizers to keep track of complex plotlines
- retell to investigate underlying themes
- recognize predictable roles characters play in fantasy novels (i.e., the hero, villain, mentor)
- recognize recurring story structures in quest narratives
- discuss behaviors of characters and what they could have done to act more ethically and with more accountability
- create timelines to depict events in stories
- report inappropriate content on the computer to the teacher
- show good judgment when sharing information
- synthesize multiple texts to make a claim
- create a multimedia presentation

RESOURCES

MONDO

From Shared Reading:

Almost Undone (from guided reading)
 Demeter and Persephone
 Why Roadrunners Only Die of Old Age
 Mysterious Spinners
 Time Spinners
 Caught in Time (read aloud)

SUGGESTED AUTHENTIC LITERATURE

Fantasy Series such as:

Chronicles of Narnia

Time Warp Trio

Secrets of Droon

The Borrowers

Spiderwick Chronicles

Roald Dahl selections

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

**GRADE FOUR READING
UNIT FOUR: USING TEXT STRUCTURES TO
COMPREHEND EXPOSITORY, NARRATIVE AND
HYBRID NONFICTION**

NEW JERSEY STUDENT LEARNING STANDARDS

- RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5** Describe the structure of events, ideas, concepts, information in a text or part of a text.
- RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/culture context, and background knowledge) information from two texts on the same topic in order

- to write or speak about the subject knowledgeably.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.3** Understand how to use digital tools to create a multimedia presentation
- 8.1.4.D.1** Practice cyber safety
- 8.1.4.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers use text structure to comprehend expository, narrative, and hybrid nonfiction.

ESSENTIAL QUESTIONS

How do readers use text structure to comprehend expository, narrative, and hybrid nonfiction?

ASSESSMENTS

- Nonfiction Reports/Summaries
- Text Feature Quizzes
- Unit Assessment

UNIT OBJECTIVES

Students will be able to...

- interpret information from text and text features
- determine the main idea and key details from the text
- read with accuracy and fluency
- summarize the text
- draw inferences from the text
- learn new content specific words
- examine relationships between events, ideas, or concepts
- interpret information presented visually and orally
- read from a variety of sources
- determine point of view
- report on a topic
- summarize
- synthesize information

SKILLS

Students will be able to...

- skim text to set a purpose and activate schema
- use context clues, embedded definitions and glossaries to learn new content vocabulary
- integrate information from two texts on the same topic
- use visual displays, appropriate facts, and relevant details to report on a topic
- set a purpose for reading
- use Lucid Charts as graphic organizers to increase understanding of text features
- create timelines to depict events in stories
- report inappropriate content on the computer to the teacher
- show good judgment when sharing information
- synthesize multiple texts to make a claim

RESOURCES

MONDO

From Shared Reading

How Advertising Works

Glaciers, and Other Icebergs “Glaciers, Ice sheets, and Icebergs”

Hot Air Ballooning

Welcome to Bali

Beyond the Moon

Biking Down the Mountain “Mountain Biking”

The Mighty Hippopotamus

Extreme Weather “Storms”

From the Read Aloud Book

Volcano World: The Killer Mountain

Garbage “Waste”

Science of Flight (Flying Machines)

Info Pairs

Suggested Articles

Scholastic News/Weekly Reader/Time for Kids

Articles from Yahoo or newspaper

**GRADE FOUR READING
UNIT FIVE: DEMONSTRATING TEXT
COMPREHENSION IN A VARIETY OF GENRES**

NEW JERSEY STUDENT LEARNING STANDARDS

- 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 (e.g., a character's thoughts, words, or actions).
- RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations.
- RL.4.7** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.8** (Not applicable to literature)
- RL.4.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar

- themes and topics.
- RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3** 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/subject area
- RI.4.5** Describe the structure of events, ideas, concepts, information in a text or part of a text.
- RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9** Integrate and reflect on (e.g. practical knowledge, historical/culture 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 needed.
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications

- 8.1.4.A.3** Understand how to use digital tools to create a multimedia presentation
- 8.1.4.D.1** Practice cyber safety
- 8.1.4.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers apply comprehension skills and strategies to respond to questions about text.

ESSENTIAL QUESTIONS

How do readers apply comprehension skills and strategies to respond to questions about text?

ASSESSMENTS

- Open-ended Responses
- Vocabulary in Context Quizzes
- Unit Quiz

LESSON OBJECTIVES

Students will be able to...

- activate schema
- set purpose for reading
- answer multiple choice questions
- define unknown words
- compare and contrast
- recognize and respond to various forms of questioning
- define and build meaning from figurative language
- cite evidence from text
- extract meaning from pictures

SKILLS

Students will be able to...

- use a variety of strategies to determine genre
- recognize test questions specific to each genre
- identify the difference among explicit, implicit, and open-ended constructed response questions
- skim and scan to find evidence for answers
- use the 4pt open ended constructed response questions to evaluate answers
- use acronyms such as RACE to help answer constructed response questions
- write effective leads and closings to open ended answers
- use context clues to determine meaning
- manage time well on texts
- revise and edit quickly and efficiently
- utilize digital current event articles to deepen an understanding of a topic
- Google forms to increase understanding of text features
- understand how timelines depict events in stories
- create a spreadsheet that contains information about the topics read
- report inappropriate content on the computer to the teacher
- how good judgment when sharing information
- synthesize multiple texts to make a claim

RESOURCES

MONDO Info Pairs

Test prep resources such as Performance Coach *Lumos*, or *Ready Set Go Lemonade Wars*

GRADE FOUR READING
UNIT SIX: ANALYZING AND INTERPRETING TEXT
THROUGH DISCUSSIONS IN BOOK CLUBS

NEW JERSEY STUDENT LEARNING STANDARDS

- RL.4.2** Determine the key details to identify theme in a story, drama, or poem and summarize the text.
- RL.4.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- SL.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.
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.A.3** Understand how to use digital tools to create a multimedia presentation
- 8.1.4.D.1** Practice cyber safety
- 8.1.4.E.1** Use information gathered through digital tools to assist in generating solutions and making decisions

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers analyze and interpret text to enhance comprehension through participation in book clubs.

ESSENTIAL QUESTIONS

How do readers analyze and interpret text to enhance comprehension through participation in book clubs?

ASSESSMENTS

- Observation of Book Club Discussion / Accountable Talk Rubrics
- Book Club Task
- Multimedia Presentations

UNIT OBJECTIVES

Students will be able to...

- participate in group discussions
- value one another as readers and learners
- listen actively
- form book clubs
- make rules for clubs
- choose books
- use and discuss reading strategies
- analyze and interpret text by engaging in interactive and extended discourse

SKILLS

Students will be able to...

- choose what to read and create a schedule for reading and discussing books
- participate in parallel and cross talk discussions
- formulate personal and group goals for reading
- explain how an author uses reason and evidence to support a particular point in a text
- make predictions based on schema and text
- connect personal knowledge, experience, and understanding of the world to the text
- compare and contrast themes, topics, and patterns of events in stories
- recognize how a character's point of view can influence a reader's thinking in order to come to new realizations about the text
- discuss behaviors of characters and what they could have done to act more ethically and with more accountability
- create timelines to depict events in stories
- report inappropriate content on the computer to the teacher
- show good judgment when sharing information
- synthesize multiple texts to make a claim

RESOURCES

Choose from a selection of leveled books available.

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles

<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD UA>

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.

- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.