

Summit Public Schools
Summit, New Jersey
Grade Level: Fourth/ Content Area: READING
2019-2020 School Year

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September/October	Interpreting Characters: The Heart of the Story (Book 1)	The Arc of Story: Writing Realistic Fiction (Book 1)	--Using an Editing Checklist --Studying Rules for Capitalization --Correcting Fragments & Run-ons
October/November	Reading the Weather, Reading the World: Purposeful Reading of Nonfiction (Book 2)	Boxes and Bullets: Personal and Persuasive Essay (Book 2)	--Tackling Tricky Words From a Range of Strategies --Using Commas and Quotations From a Text and Direct Speech
December/January	Interpretation Clubs (If...Then...)	The Literary Essay: Writing About Fiction (Book 4)	--Using Available Resources and Spelling Rules to Write Words --Exploring Transitional Words and Phrases --Determining Types of Pronouns
February/March	Reading History: The American Revolution (Book 3)	Bringing History to Life (Book 3)	--Choosing Punctuation for Effect --Reviewing Homonyms --Choosing Precise Words: Adjectives and Adverbs
April / May	Reading with the Lens of Power and Perspective (Curricular Calendar) * 2 Week Test Prep	Journalism (Curricular Calendar) * 2 Week Test Prep	--Reviewing Commas and Quotation Marks in Dialogue --Using Progressive Verb Tenses
May/ June	Historical Fiction Clubs (Book 4)	Historical Fiction Writing (If... Then...) Choose Your Own Adventure: Independent Writing Projects (An Optional Two Week Mini-Unit)	--Forming Prepositional Phrases --Using Commas and Conjunctions --Using Figurative Language: Similes, Metaphors, Personification

Unit 1: Interpreting Characters: The Heart of the Story

September/October

The first unit of the year brings students back to being “nose-in-the-book” readers. You will not only remind children to choose books that can be read with comprehension and fluency, you’ll also set them up to take responsibility for keeping track of the reading that they do. Readers need to read deeply and with conscious intent. Many of your students will enter fourth grade only reading to grasp the sweep of a story, so one of your first messages will be that as they move into more complex texts, they’ll find the details in those texts that matter.

Across Bend I you’ll acclimate children to the structures, routines, and habits of a richly literate reading workshop. Students will also retell stories chronologically and to summarize using the key details of the story. Then, in Bend II, students will grow significant, text-based ideas about characters. They will think in more complex ways by drawing evidence-based conclusions, tweaking their ideas so they are grounded in the text and defensible. Finally, in Bend III, you’ll shift your students’ focus from studying characters to building interpretations. You will teach them to connect ideas that are supported across a whole text, conveying to students that there is no one-and-only correct way to interpret literature.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers make inferences and build theories about characters. <input type="checkbox"/> Readers develop ideas about characters’ traits, motivations, problems, transformations, and lessons learned. <input type="checkbox"/> Readers develop complex theories about characters. <input type="checkbox"/> Readers utilize partnerships to enhance their understanding of books. 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do readers think in complex ways about characters? <input type="checkbox"/> How do readers build a reading life, and why is that important? <input type="checkbox"/> How do readers use partnerships to interpret text in sophisticated ways? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers walk in a character’s shoes by predicting, envisioning and reading with fluency. <input type="checkbox"/> Readers build theories about characters by thinking about a character’s personality, habits, motivations, and beliefs. <input type="checkbox"/> Readers analyze relationships between the main character and secondary character(s). <input type="checkbox"/> Readers build complex theories across multiple texts, noticing how characters change and stay the same across texts.

Unit 2: Reading the Weather, Reading the World: Purposeful Reading of Nonfiction

October/November

This unit has been designed to help educate a generation of young people to have the skills necessary to engage in the research teams and "skunk works projects" that will be necessary for solving the problems of the future. These and other challenges require that the students we educate are ready to be inventive, thoughtful researchers, collaborators, and listeners.

In Bend I, students begin by reading far and wide, picking up any nonfiction text that speaks to them. Students will be taught essential research skills such as identifying text structure, summarizing, and reading multiple texts on topics of interest. In Bend II, students will read about extreme weather and natural disasters. They will close this bend by holding a mini-celebration to teach one another what they have learned. In Bend III, students will take on a different--yet related--topic of extreme weather or natural disasters. The unit ends with a celebration and a nod towards activism. The goal is for readers to not only *read* differently after this unit but also *live* differently.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> • Researchers utilize text structures in order to determine importance in a nonfiction text. • Researchers discern the difference between narrative and expository nonfiction and ascertain the different ways to approach texts. • Researchers notice patterns across a topic, especially repeated information, to determine the most important concepts. 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • In what ways do researchers closely read text to learn as much as possible about the topic? • How do researchers plan, develop, reflect, and set goals throughout the research process? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Readers pay attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions. • Readers synthesize nonfiction by being alert to the visual features of these texts and anticipating what content they will encounter. • Nonfiction readers make connections between details within a text and across multiple texts. • Nonfiction researchers adopt the technical jargon of the subject they're exploring when teaching others about their topic. • Nonfiction is densely packed with important information. Readers must keep track of ideas as they read.

Unit 3: Interpretation Clubs

December/January

In this interpretation unit, you will help your readers to draw upon, transfer, and apply their past learning to sharpen their analytical skills. You will reinforce an integral idea- that the stories they are reading are more than just one plot and one character. Close analysis of the text and author’s choices allows one to uncover deeper central ideas. To meet this call, your readers will need some specific strategy instruction in analytical reading practices, or else they will remain ever dependent on collaborative, teacher-led understanding. All the time, you will be training your students to back up their ideas with evidence from the text.

Students will have the opportunity to harness all they have learned to transfer and apply all they have learned about comprehending, synthesizing, analyzing, and interpreting across genres. Book clubs will offer students the chance to work within structures that inherently hold them accountable for supporting their thinking. “What part of the text makes you think that?” One club member might ask another...and the club, together, will proceed in hashing out whether or not an interpretation is supported by the text.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will determine the central ideas or themes of a text and analyze the development of these themes. <input type="checkbox"/> Students will compare themes that are developed across different texts. <input type="checkbox"/> Students will closely read with a lens of symbolism and literary craft. <input type="checkbox"/> Students will compare and contrast how authors present themes differently. 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> How do authors approach the same theme in different ways? <input type="checkbox"/> How can I read with the lens of looking for themes, learning to spot pieces in the text where the theme shines through? <input type="checkbox"/> How can I compare and contrast the way a theme is presented in different texts? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> When characters experience strong emotions and/or make critical choices readers have an opportunity to learn from the decisions characters make. <input type="checkbox"/> Repetition is a tool that is not only used in poetry but in literature. Lines, parallel scenes/moments, and images are some examples. <input type="checkbox"/> When we read with a lens, first we read to understand the plot. Then, we read, considering what the story is teaching us about (the social issue)? <input type="checkbox"/> Readers look at anything they read and wonder how hidden and subtle sources of power, race, class, and gender operate in our culture.

Unit 4: Reading History: The American Revolution

February/March

This unit complements the *Bringing History to Life* writing unit. **The expectation is that you will start this unit a few days before you start the corresponding writing unit, in order to immerse students in research during reading workshop.** It is also recommended that you immerse students in social studies content pertaining to the American Revolution *prior* to launching this unit. Throughout this unit of study, students will read and engage in quick forms of research about topics and make connections between historical and current events. Furthermore, students will expand their note taking skills to generate their own thinking in the content area by learning how to summarize, compare and contrast, and analyze quotations.

In Bend I, students embark on a research project about the events leading up to the American Revolution. They will closely study text structure and pay special attention to the people, geography, and chronology of the event they are studying. Bend II moves the chronology forward to the eve of the American Revolution. Students will research to prepare to debate the question of independence from Great Britain, considering multiple points of view to develop a strong argument. Finally, in Bend III, students will work in partnerships to begin a new research project, this time on the time period after the Second Continental Congress.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> • Determine importance and synthesize information in nonfiction text • Read from various nonfiction text structures • Read contrasting texts to determine new complexities within them • Apply knowledge about nonfiction reading to inquiry 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use all that I know about nonfiction reading and research to learn more about my topic? • How does a text's structure impact our understanding of a topic? • How does engaging in research across multiple texts on the same topic impact our learning? • How can I build theories by studying multiple perspectives on a topic? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Readers read to gather information about a topic. • Readers synthesize information as they read. • Readers read from various nonfiction text formats, paying attention to the text structure. • Reading across multiple texts will give multiple perspectives on the same topic.

Unit 5: Reading with the Lens of Power and Perspective

April/May

In this unit, students will closely read and interpret text through the lens of author's craft. It is deliberately placed near the end of the year, when students have already done considerable work with understanding story arc and other aspects of fiction. Within this unit, it may be helpful to have students in a fiction book club. Because power and perspective can be found in all aspects of fiction, it does not necessarily matter if students are in realistic fiction, historical fiction or fantasy - so that is a school to school, teacher to teacher choice. The lessons are designed in a way that will allow students to collect lots of evidence and flag specific text evidence and jot throughout their club books so they are coming to clubs conversations ready to have deep conversations.

In terms of mentor texts, there are several picture books listed at the end of this unit that may serve as strong read aloud texts. Collect a variety of shorter picture books so students can have authentic experiences with several texts on the same topic (as opposed to a longer read aloud). Again, the list at the end of the unit is by no means comprehensive, as this work can be done in several different books across several different genres.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <input type="checkbox"/> Readers use a critical lens to deconstruct texts. <input type="checkbox"/> Readers consider the intersection of power and perspective as they read.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<input type="checkbox"/> How can we bring a critical lens to our reading? <input type="checkbox"/> Why is it important to acknowledge the power and perspective of multiple characters within a text?	Students will understand that... <input type="checkbox"/> To read critically, readers read with specific lenses in mind. <input type="checkbox"/> Readers question choices the author makes throughout a text.

Test Prep (A Two Week Mini-Unit)

April

While most of this unit is centered around preparing for the NJSLA, it is essential to remember that students should continue reading just right/independent level texts to strengthen comprehension, stamina, and fluency. The emphasis in this unit is to teach students to become stronger readers but also providing them with the strategies they need for test-taking situations. It is essential that time is *not* lost completing worksheets, as research shows that such test preparation has no positive impact on student achievement on standardized tests OR on student's ability to interpret text in general.

A few logistical tips: First, to prepare for this unit, you may want to have (A) a reading/test prep workshop in which you teach how to read, talk about, and answer questions about short texts; (B) A writing workshop, and (C) A separate time for independent reading. Additionally, you may choose to utilize student data from previous standardized tests and other diagnostic assessments to determine what standards will require the most attention. Also, do familiarize yourself with all types of NJSLA question types-- Literary Analysis, Narrative Writing, and Research Simulation Task, which will give helpful context for framing test prep support.

While it is helpful to practice multiple test question types to simulate the test-taking situation, it is also important to engage in lengthy, rich inquiry around individual questions (particularly those question types that your students struggle with most).

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> become familiar with the format of the PARCC assessment identify the most impactful reading skills, strategies, and habits needed for the PARCC assessment 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> What reading skills, strategies, and habits will help me on standardized tests? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies Standardized tests have a specific format and language Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.

Unit 6: Historical Fiction Clubs

May/June

The unit is appropriately complex for fourth graders who have engaged in a year of character analysis, determining themes, inferring within a text, comparing and contrasting texts, synthesizing across texts, and talking/writing about reading. The goal of this unit is for students to emerge from the unit as knowledgeable readers who can build complex interpretations, who know how to listen closely to learn from others, and who carry ideas across book club discussions *and* across more than one text.

In Bend I, students will focus on deep comprehension and synthesis of complex story elements while working in book clubs. In Bend II, students will focus on interpretation, paying attention to perspective and point of view as they carry ideas across a text. Finally, in Bend III, readers will enhance their thematic understanding by comparing both fiction and nonfiction texts.

It is important to note that students may need to see and feel the world of these historical events. Students will benefit from closely reading resources such as historical images, primary documents, and movie clips to help readers envision the historical settings of their stories. Furthermore, it will be important to organize book clubs around one historical era.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Students will compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of ideas events, concepts, or information in two or more texts. ● Students will analyze several accounts of the same event or topic across multiple texts. ● Students will determine the theme of a story from details in the text, including how characters respond to challenges. 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How do readers tackle complex texts? ● Why is it important to read about history? ● How does studying historical events help us understand current events? ● How does a reader approach historical fiction similarly/differently than other genres? 	<p>Students will understand that..</p> <ul style="list-style-type: none"> ● Readers know that as books become more sophisticated, the setting becomes significant. It may function as part of the problem that a character has to overcome, it can be an emotional space that creates the tone or mood of a place, or the setting can operate at a symbolic level. ● Readers pay attention to the beginning of the story where a tremendous amount of crucial information will reveal the kind of place the story is set and also the kind of people who occupy the story. ● Readers of historical fiction know that as their books get harder, they have to use tools such as timelines, graphic organizers, and lists of characters to track the events and/or narrative of the story.

