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| **Grade 4**  **Unit Overview**  ***Social Issues &***  ***Poetry and Poetic Craft in Literature*** | |
| **Focus Teaching Points** | *Social Issues*   * Reading through the lens of social issues * Considering not just one, but multiple issues in a book * Reading with a question about social issues in mind: “What does this story teach about \_\_?” (e.g. homelessness, bullying, losing someone) * Paying attention to scenes that evoke strong reactions; considering what can be learned from these scenes * Paying attention to what can be learned about social issues through a character’s struggles * Comparing and contrasting how different authors address the same/similar social issues * Considering the perspective of different characters * Deepening conversations about social issues by considering issues of fairness/unfairness in books * Looking beyond specific social issues to universal issues/themes * Reading both fiction and nonfiction and noticing how they can inform one another * Considering the perspectives not only of individual characters, but the groups to which they belong (e.g. gender, race, religion, class) * Considering how social issues affect our lives * Developing new insights and understandings from our conversations with others * Reading closely to understand how authors shape texts through craft strategies (literary devices) * Writing to develop new understandings * Writing to prepare for conversations   *Poetry and Poetic Craft in Literature:*   * Reading poems carefully noticing form, length, structure, style, mood * Looking for poetic passages in novels—noticing and wondering about times when an author has used figurative language, intense imagery, or repetition * Understanding mood by paying attention to the setting, choice of words, feelings that the poems creates * Paying attention to meaning *and the sound* in poems—noticing the author’s use of line breaks to create rhyme and rhythm * Using tricky word strategies to solve words * Noticing how the parts of a poem fit together (analyzing part-to-whole) * Deepening understanding of powerful passages and rereading to consider the big ideas * Creating mental images by “thinking hard” * Seeing everyday things in new ways through poetry * Paying close attention to the last lines of poems to gain deeper insight * Understanding themes in poetry * Carrying poems with us throughout our lives * Connecting poetry to reading of other texts * Memorizing a few lines of poetry by heart; using these lines to influence the way we live |
| **Key CCSS Standards** | ***Reading Standards for Literature (RL)***   * *1, 2, 3, 4, 5, 6, 7, 9, 10*   ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *3, 3a-3f, 4, 4a-4c*   ***Speaking and Listening Standards (SL)***   * *1, 1a-d, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 2, 3, 4, 5, 6* |
| **Recommended Professional Resource(s) to Guide Instruction** | * “Social Issues” from the If. . . Then. . Curriculum Grades 3-5 from the *Units of Study for Teaching Reading* by Lucy Calkins (2015)   ***AND***   * “Poetry and Poetic Craft in Literature,” from the If. . . Then . . Curriculum Grades 3-5 from the *Units of Study for Teaching Reading* by Lucy Calkins (2015) |
| **Bends in the Road** | Social Issues   * Reading between the lines to interpret issues in texts * Analyzing the way different authors address and craft similar social issues in both literature and current events * Bringing our reading lenses to the world—and making our thinking more complex   Poetry and Poetic Craft in Literature   * Discovering poetry in poems and prose * Reading for deeper comprehension * Looking at life and literature through the lens of poetry |
| **Recommended Anchor/Mentor Texts** | * Suggested mentor texts and student book suggestions previously used in the Interpretation Text Set unit will also support reading about social issues and can be found on the [Mentor Text](http://ppsgrade4.weebly.com/mentor-texts2.html) tab of the unit. Many of these texts have also been previously purchased in your buildings. In addition to the novels and picture books recommended, we encourage you to supplement the text sets with nonfiction articles and poetry that also address social issues. See links and recommendations on the [Mentor Text](http://ppsgrade4.weebly.com/mentor-texts2.html) page. * For leveled book recommendations grouped by different social issues, see the Social Issues Book Club recommendations from Teachers College Reading and Writing Project also on the [Mentor Text](http://ppsgrade4.weebly.com/mentor-texts2.html) page. * Poetry: See the [Mentor Text](http://ppsgrade4.weebly.com/mentor-texts2.html) page of the unit and page 77 in the If-Then book for suggestions. * When creating a text set for modeling and instruction, we encourage you to create a collection to be used throughout the duration of these combined units. The collection can include a variety of texts (e.g. a novel, picture books, nonfiction articles and poems) that relate in some way to one social issue you choose for the purposes of your read aloud and minilessons. |
| **Tips for the Unit** | This unit combines two units from the If-Then Curriculum and can be taught in different ways, depending on the needs of your class and the way in which previous units this year unfolded. We strongly encourage you to take a look at the suggested options below before planning so that the trajectory of lessons you develop is the right fit for your students.  **Option 1**   * Week 1: Return to Bend III from the *Interpreting Character* unit for about a week, highlighting and revisiting aspects of theme and goal setting, *as needed*. In this first week, students can begin to read a new self-selected novel. While students will begin reading a book for Social Issues Book Clubs in week 2, this self-selected choice can be used as a “backup” for times when they have reached a stopping point with their Social Issues book choice. You may also decide to start students off right away in same-book partnerships that can grow into book clubs beginning in week 2. * Weeks 2-4: Begin *Social Issues* *Book Clubs (Bends I and II)* * Week 5-6: Begin *Poetry and Poetic Craft in Literature* (Bends I and II). During independent practice, students can continue to read novels that address social issues, and can continue to meet in book clubs; however, your lessons can provide opportunities for close reading of poetry and poetic passages in literature.   **Option 2**   * Weeks 1-3: Begin with *Poetry and Poetic Craft in Literature* for the first three weeks.  During this time, move through Bends I-II which will allow you to revisit aspects of theme as well as to extend learning about poetry and author’s craft. During independent reading, students can read in same-book partnerships. Consider drawing from book choices used in previous years for *Interpretation Text Sets* or other novels that are rich in language (to support author’s craft) and complex character/theme work (see the [Mentor Texts](http://ppsgrade4.weebly.com/mentor-texts.html) page for specific book choices). * Weeks 4-6: Teach Bends I and II of *Social Issues*. Continue to incorporate poetry and integrate short nonfiction pieces that address social issues. During these weeks students will transition into book clubs.   \*\*   * Be sure to see the [Mentor Texts](http://ppsgrade4.weebly.com/mentor-texts.html) page of the unit for mentor text and student book suggestions. You will also find links and suggestions for resources for nonfiction articles and poetry. When creating collections from which your students will read, you also have a variety of options depending on your students and resources—there is no one right way and you need not worry about creating a variety of “perfect collections.” No matter which texts children read throughout the unit, they will naturally make connections and compare/contrast—often in ways we can’t even predict—if the texts are rich and powerful. * One option you might consider is to have all children read texts that explore the same general social issue, such as “growing up and fitting in.” You could then ask children to keep their eyes open for other text suggestions (articles, poems, novels, picture books) that they could add to the collections of texts they read. * Another option is to create collections for groups of children that address different social issues. We just caution you against labeling a collection by its social issue. To make it more powerful, let the kids discover the common threads/social issues themselves! * These combined units provide you with multiple opportunities to return to essential concepts and understandings important for 4th grade readers: * Understanding character change over time * Understanding theme * Noticing and understanding the use of author’s craft in poetry and literature; * Analyzing parts of a text (poem, novel, article) in relation to the whole * Comparing and contrasting how different authors develop themes and address social issues across different texts * This unit also **extends** and **deepens** students’ skills as readers, supporting their understanding not only of themes that exist personally in our own lives, but social issues that exist and persist for groups of people. |
| **Assessment** | * QRI: See [Grade 4 Assessment Expectations](http://www.ppsliteracycoachconnect.com/assessment-expectations-k-5.html) for details about which students to reassess in January * There is no pre-assessment for this unit; however, we encourage you to consider creating your own pre-assessment using an excerpt from your read-aloud or another short text you select, such as a poem. You could then ask students to address one or more of the types of questions previously used during *Interpreting Characters* and as part of the [fall Silent Reading Assessment](http://www.ppsliteracycoachconnect.com/grade-4-fall-2016.html). These types of questions will be the same ones used for the post-assessment (still to come) and will be helpful in informing your instruction. * We encourage you to use the Narrative Student Rubrics and Learning Progressions to support your students in self-assessment and goal setting for this work. The rubrics and learning progressions for narrative reading can be found on the [Assessment tab](http://ppsgrade4.weebly.com/assessment-social-issues.html) for this unit. * The winter Silent Reading Assessment (also the post-assessment for this combined unit) will be made available by late January on the PPS Literacy Coach site. The window for conducting the assessment is **February 13-17, 2017.** |
| **Celebrations** | * Consider a poetry celebration in which children select a favorite verse or two from poetry, reread or paraphrase for an audience and then explain why they chose it that particular piece. Students could also memorize a favorite line or two and prepare to recite it. This public sharing is a perfect time to incorporate [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html). You will also see specific coaching tips on page 91. * Another celebration related more specifically to the Social Issues unit helps children investigate solutions related to social issues and ACT upon these solutions with a day or two for mini-projects: poster campaigns, video-taped public service announcements, letters or emails to congressional representatives and so on. See pages 112-113 for more details. |