Unit 6 - Social Issues Book Club Unit

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 4**
Length: **7-8 Weeks**
Status: **Published**

Unit Overview

In this unit, and book club, students will be strengthening their reading lives, focusing on social issues and themes across texts. Readers will analyze how an author presents an issue, and how characters react and respond to challenges.

In Bend One of the unit, students will learn to notice the issues that exist in the world and their texts. Students will delve into books looking for problems and injustices that don't just affect the character, that don't just affect the reader, but that do affect entire groups of people in their communities and beyond. They'll learn about these issues by reading stories and articles, noticing the perspective the author takes on to explore these issues, noticing connections between issues, and comparing and contrasting how different characters deal with problems to teach readers important lessons about these topics.

In Bend Two, the students will build on this foundation by giving students the opportunity to explore issues by reading and responding to multiple pieces of literature with a specific lens (task). Students will begin to closely study and analyze how different authors approach similar social issues. They will develop questions based on their point of view about an issue and analyze these texts with a critical eye to develop themes and questions around similar social issues. They will learn to talk with the text as a foundation to support their discussion points. By the end of Bend Two, students will be finished with their book club book.

In Bend Three, the students will branch out of their book club to explore themes from other book club texts. They will consider and discuss universal social issues that apply to the real world and how the text(s) supports these themes. The students will compare and contrast theme(s) across multiple texts through an in depth analysis through multiple texts.

Standards

LA.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.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LA.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).
LA.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.
LA.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.
LA.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.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.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.
LA.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.
LA.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.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.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.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.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.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Essential Questions

- How do we interpret and analyze social issues and themes?
- How do discussions with peers help me think critically about text, and grow new ideas?
- How can I read to explore a variety of issues that exist in the world and understand the different perspectives?

Application of Knowledge: Students will know that…

- good readers don't read just to find out what characters do or what happens in stories. Powerful readers also realize that the stories we read are about ideas-they literally teach us how to live.
- readers find issues in a story by asking "What does this story teach me?"
- readers look at anything they read and wonder how hidden and subtle sources of power, race, class,

and gender operate in our culture.

- readers write and talk about issues they can relate to in their own lives, each of us is a member of many groups-how does that group identity shape us?
- repetition is a tool that is not only used in poetry but in literature as well and it's not just objects that may be repeated in a text, sometimes it is lines, and parallel scenes or moments. When we read with a lens, first we read for the story, for what happens, and then we read asking what does this story teach us about (the social issue)?

Application of Skills: Students will be able to...

- Be aware of changes within a character and their response to challenges can help interpret complex text.
- Compare and contrast similar issue in different texts and different lives.
- Examine texts to locate issues of different characters.
- See multiple perspectives to an issue; understanding the complexity of it.
- Think about an author's or narrator's viewpoint to influence their understanding of the text.
- Think critically about text(s) to help gain new understanding about themes.
- Understand that a character can represent a larger group of people facing an issue.

Teaching Points and Suggested Activities

Teaching Points

- Today I want to teach you that readers notice big issues within text.
- Today I want to teach you that readers analyze characters' struggles and name them as social issues.
- Today I want to teach you that readers revisit critical scenes in the text to uncover social issues.
- Today I want to teach you that readers think about crucial scenes to uncover what their story is truly about.
- Today I want to teach you that readers realize that texts aren't just about one issue, texts address multiple issues that tug on our hearts.
- Today I want to teach that readers incorporate nonfiction into social issues fiction book clubs.
- Today I want to teach you that readers practice empathy when speaking about social issues.
- Today I want to teach you that readers think about their own representations that can help readers empathize with characters in their stories.
- Today I want to teach you that readers use nonfiction text with their fiction selections to look more critically at a social issue.
- Today I want to teach you that readers look at the craft moves authors use to present a stance on social issues.
- Today I want to teach you that readers compare and contrast how stories in the same genre approach similar themes and topics.

Activities to Support Teaching Points

- create and refer to anchor charts

- study pages from exemplar reader's notebooks
- provide and present mentor texts as models
- teach the *Work of Readers* Charts
- teach children strategies for holding onto text, for example by using Post-its and graphic organizers
- model (Talk Aloud) the strategies good readers use
- model, provide, and use a reader's notebook
- tap, sketch, or jot across a story as a way of retaining information and details
- study book introductions and endings
- practice creating mental movies as you read
- investigate figurative language and descriptive vocabulary and how authors use them
- Turn and Talk the dialogue in a story to bring the characters' feelings alive
- set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation
- provide checklists and reading progressions to assess and develop on-going reading goals
- scaffold skills with strategies, for example using Post-its to identify key elements of a chapter
- write long about reading
- practice alternating the speed a text is read to reflect tone and mood
- plan to celebrate the conclusion of classroom reading projects
- use technology in the reading classroom; for example digital journals

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. The resource *Reading Pathways, Grades 3-5*, provides reading progressions, performance assessments, rubrics, tools for collecting data, a system for conducting running records, There are also downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals

- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex reading techniques based on the 4th grade Reading Learning Progressions:

- base predictions on how stories tend to go, explaining reasons for predictions
- pay attention to structure while reading, note sequence words that may indicate a back-story or gaps in time between scenes
- read complex sentences correctly by paying attention to punctuation
- talk about the big ideas/themes that a story teaches
- support ideas with details from several parts of a text and discuss how the details actually do support those ideas

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs

- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Mentor Texts

Bullying

Blubber by Judy Blume

How to Eat Fried Worms by Thomas Rockwell

Jake Drake, Bully Buster by Andrew Clements

The Janitor's Boy by Andrew Clements

Max Quigley, Technically Not a Bully by James Roy

The PS Brothers by Maribeth Boelts

Wonder by RJ Polacio

Courage and Honor

Catwings by Ursula LeGuin

Felita by Nicholasa Mohr

Fourth Grade Rats by Jerry Spinelli

The Hundred Penny Box by Sharon Bell Mathis

The One and Only Ivan by Katherine Applegate

The Real Boy by Anne Ursu

Speak Up, Spike! by Franzeska Ewart

There's A Boy in the Girl's Bathroom by Louis Sachar

The Thing About Georgie by Lisa Graff

Impact on the World

14 Cows for America by Carmen Deedy

Brothers in Hope by Mary Williams

Harvesting Hope by Kathleen Krull

Hound Dog True by Linda Urban

The Jacket by Andrew Clements

Judy Moody Saves the World by Megan McDonald

The Lucky Stone by Lucille Clifton

Fitting In

Bystander by James Preller

The Hundred Dresses by Eleanor Estes

A Mouse Called Wolf by Dick King-Smith

Out of My Mind by Sharon Draper

Rules by Cynthia Lord

Ringer by Jerry Spinelli

Overcoming Obstacles

Clementine, Friend of the Week by Sara Pennypacker

Dear Mr. Henshaw by Beverly Clearly

How to Steal a Dog by Barbara O'Connor

The Mightly Miss Malone by Christopher Paul Curtis

Forgiveness

Fame and Glory in Freedom, Georgia by Barbara O'Connor

The Great Unexpected by Sharon Creech

I Am Not Joey Pigza by Jack Gantos

J.T. by Jane Wagner

Growing Up

Claudia and Mean Janine by Ann M. Martin

Dexter the Tough by Maragret Peterson Haddix

Donuthead by Sue Stauffacher

Herbie Jones by Suzy Kline

Junebug by Alice Mead

Piper Reed, Navy Brat by Kimberly Willis Holt

The Report Card by Andrew Clements

Superfudge by Judy Blume

Tales of a Fourth Grade Nothing by Judy Blume

Divorce and Changing Families

The Boy on the Porch by Sharon Creech

Flora and Ulysses by Kate DiCamillo

Go Fish by Mary Stolz

Lexie by Audrey Couloumbis

The White Giraffe by Lauren St. John

Resources

Units of Study for Teaching Reading:

- *Building a Reading Life* by Lucy Calkins and Kathleen Tolan
- *A Guide to the Reading Workshop, Intermediate Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades 3-5*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Guiding Readers and Writers, Grades 3-6; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.