4th Grade ELA – Reading Curriculum- 2022-2023

Scope and Sequence:

Quarter	Unit	Topics/Bends
1	0: Growing Yourself as A Reader	This unit will focus on setting up routines and procedures for the Workshop Model
1	1: Interpreting Characters	Topic 1: Establishing a Reading Life Topic 2: Thinking Deeply About Characters Topic 3: Building Interpretations
2	2: Reading the Weather, Reading the World	Topic 1: Learning from Texts Topic 2: Launching a Whole-Class Research Project Topic 3: Tackling a Second Research Project with More Agency and Power
3	3: Reading History	Topic 1: Researching History Topic 2: Preparing for Debate Topic 3: Engaging in a Second Cycle of Research
4	4: Historical Fiction Clubs	Topic 1: Tackling Complex Texts Topic 2: Interpreting Complex Texts Topic 3: The Intersection of Historical Fiction and History

Unit 0: Growing Yourself as a Reader

Subject: Reader's Workshop
Grade: 4th
Name of Unit: Growing Yourself as a Reader
Length of Unit: 3 weeks (August-September)

Overview of Unit: In this unit, students will learn how to author their reading lives by becoming a classroom community of readers. Students will also obtain a reading identity by setting goals, creating a life that revolves around shared books, and developing a sense of personal agency in their reading lives.

Getting Ready for the Unit:
- Gather a variety of high interest texts for students that will get them excited about reading
- Go over the classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)
- Refer to Schoology (Reader's Workshop: Getting to Know Yourself as a Reader) for links to resources
- This unit partners closely with Unit 2: Interpreting Characters. When planning your lessons, you may want to consider where each lesson fits best within these two units.

Pre-Assessment (given prior to starting the unit):
- Reading Interest-A-Lyzer by Donalyn Miller and Joseph S. Renzulli
  Based on information obtained in this assessment, provide students one book or a small stack of books as a "book gift" from your classroom or school library. This helps them to see that you value who they are as a reader and want to make sure they have the resources to be successful.
.
Mentor Text Considerations:

   ***Be sure to preview all texts used prior to classroom use.**
- Because of Mr. Terupt by Rob Buyea
- Bridge to Terabithia by Katherine Patterson

Essential Questions:
1. How can I use my interests as a reader to help me select texts that will help me read lots and lots?
2. How do I set goals for myself as a reader that will help me grow and inspire my passions?
3. How do I share my love of reading with my classmates? How do I share my thinking about reading with others?

Enduring Understanding/Big Ideas:
1. I can select texts that will continue to grow and inspire my passions.
2. I can grow myself as a reader, by seeking challenges and setting goals for myself.
3. I can help grow my classroom reading culture by sharing and discussing my love of and thinking about reading.

Priority Standards for unit:
- 4.R.1.A: Develop and demonstrate reading skills in response to text by:

- - a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
  - b. drawing conclusions by providing textual evidence of what the text says explicitly.
  - c. monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 4.R.1.B: Develop an understanding of vocabulary by:
  - b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

Supporting Standards for unit:
- 4.SL.1.A: Develop and apply effective listening skills and strategies in formal and informal settings by:
  - a. following, generating, and justifying classroom listening rules
  - b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others
  - c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations
- 4.SL.2.A: Develop and apply effective listening skills and strategies in formal and informal settings by: a. Generating and following active listening rules, according to classroom expectations.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.R.1.A.a	Reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.	develop and demonstrate	apply	2
4.R.1.A.b	Reading skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly.	develop and demonstrate	understand	2
4.R.1.A.c	Reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.	develop and demonstrate	understand	2
4.R.1.B.b	an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	develop	apply	2

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
refer know apply read	inferences/infer comprehension text text evidence

draw conclusions monitor	story sentence context

Topic 1: Making Reading Lives

Engaging Experience 1

Teaching Point: "Readers, today we are going to build our Reading Workshop expectations so that we become a community of readers. It's important for us to know and value who we are as not only a classroom of readers, but also as individuals. In order to do this we are going to come to some agreements on ways we'll make our classroom a learning and reading space for everyone."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way you can do this…

1. Create an anchor chart of reading non-negotiables. It can be a t-chart with one side labeled "Student" and one side labeled "Teacher".
    - Student: find a book you want to read, read as if you are IN the book
    - Teacher: confers individually with students, meets with book groups.
2. Transitions: After creating the anchor chart of reading non-negotiables, discuss your expectations for transitions.
   **This is a great time for students to practice transitions like coming to the area and sitting next to their partner, turning and talking to a partner, going off to read independently, etc.
3. Stamina: As you send students off to practice the agreed upon procedures, you should work to begin building independent reading stamina.
    a. Start at 3-5 minutes and challenge students to add 2-5 minutes to their stamina each day. You can track this goal on a graph in order for students to keep momentum around reading longer and physically being able to see the growth.
4. Start a "Good Readers…" anchor chart.
    a. Add the first bullet: value each other as readers

Engaging Experience 2

Teaching Point: "Readers don't just read books; we build reading lives, 'author' reading lives, in which reading matters. For each one of us, it is always 'My Life' by me. And each one of us has choices. We can make lives for ourselves in which reading is the pits, or we can make lives for ourselves in which reading is the best that it can be. Today, I want to teach you that to build powerful, wonderful reading lives, we need to reflect on our reading and then make wise changes so reading becomes the best it can be for each of us."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way you can do this

1. Create a timeline of your reading life, and talk through it with students, highlighting the power of reflection for this specific element in their life.

2. Hand out [book logs](#) for students to complete as they go. It will tell the story of who they are as a reader, allowing you to be a better reading teacher for them.
3. Add to "Good Readers…" anchor chart--choose books we love, adding them to our book log

Engaging Experience 3

Teaching Point: "Today I want to teach you that people who take care of themselves--as athletes, as musicians, and as readers, too--know that it is important to sometimes stop and say, 'From this moment on, I'm going to…,'and then we name our hopes, our promises, our New Year's resolutions. After that, we make sure our important resolution changes how we live in the future, so that our resolution will come true. Readers do that, too. We stop, we promise, and we look forward, saying, 'From now on, I….'"

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Review with students that resolutions should be important and realistic. You might use the anchor chart in The Reading Strategies book on page 55 to review types of reading goals that can be tracked.
2. Think about an important goal, show students how they can't have ten important things, but only one or two. Decide on a goal for yourself based on your reflection of your reading life from yesterday, thinking aloud with students about how you made sure it was important and realistic.
3. Remind students once again of their book log. As they begin to add books and notice more specifically who they are as a reader, let them know this will also be a powerful goal-setting tool.
4. Add to the "Good Readers…" anchor chart: Take charge of our reading lives.

Engaging Experience 4

Teaching Point: Readers, yesterday we learned about making reading resolutions for ourselves. It is important as readers who are authoring their own reading lives to set both long-term and short-term goals for ourselves. Maybe right now we are working on reading a certain number of pages during reading or paying more attention to descriptions as we read, but we also have to have goals for what we want to accomplish in reading this year. We need to find ways to motivate ourselves to read lots and lots of books--more than we have ever read before.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Model your own short-term and long-term goals as a reader and how you are recording your progress with those goals. Consider using the Narrative Reading Learning Progressions (see Schoology), choosing one or two to use for students to reflect on where they are with the skill and use to make short- and long-term goals.

Engaging Experience 5

Teaching Point: "Today, I want to teach you that reading researchers have found that all of us--you and me both--need tons and tons of high-success reading to grow as readers. We need tons of time to read when we are not fussing over hard words, when we are not stopping and starting and stopping again, and when we don't need to furrow our foreheads. We need lots of mind-on-the-story reading. Today, I want to teach you how to recognize the kinds of books that are at your own personal level--ones you can read smoothly, with accuracy

and comprehension."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Develop a T-chart labeled "Too Hard/Just Right". Model reading a "too hard" book in front of the class and notice behaviors together that make a book too hard. Fill in the "too hard" side with signals that this book was not a good fit (e.g. don't understand, read slowly, no expression, keep getting stuck). After that move into a "just right" book and fill in that side of the anchor chart (e.g. understand, find it funny or infuriating, know most of the words, read fast and smooth, read with expression, notice punctuation).
2. Add to "Good Readers…" anchor chart: choose books that are just right

Engaging Experience 6

Teaching Point: "Today I want to teach you that you are the boss of your reading life. You get to make the decisions about when a book is or is not working for you. And sometimes that means we have to abandon a book if it is not making reading the best it can be for you."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Go back to the reading life timeline you created when you were reflecting on when reading had been great for you and when it had been the pits. Look at those moments when it was the pits and think aloud with students about when it would have been okay to abandon a book. Create an anchor chart as a class that could include the following points:
    ○ too easy
    ○ too difficult
    ○ boring--not interesting or going anywhere
    ○ not interested in the genre
    ○ too long before the action begins
    ○ expected something different from this author
    ○ not connecting with the characters
    ○ too confusing
    ○ found a book I'm more excited about
2. Add to "Good Readers…" anchor chart: Know when a book is not working

Engaging Experience 7

Teaching Point: "Today I want to teach you that readers create a buzz about books we love so that those books will be exciting, not strange to others. To do this, it helps to talk about the sort of readers who will like a book, to summarize the book (without giving too much away), to read a little bit aloud to others, and above all, to tell them why the book is special."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Book talk about a book that you love, modeling for students how to buzz. Have a student in mind who

you want to recommend it to and ask them questions about who they are as a reader, so students see explicitly how to do this part as well.

2. Have students notice things that you did when talking about your book, so that you can create a reference anchor chart together for the class. The anchor chart could include the following points:
    ○ Think about a person who wants a book recommendation
    ○ Think about that person's reading life--you may have to ask some questions
    ○ Choose a book for that person, remember the books you know (use book log if needed)
    ○ Tell the person why you think this book might be a perfect fit.
    ○ Summarize a bit of the story, highlighting the parts that the reader will like.
    ○ Read aloud a tiny excerpt that reveals something exciting about the book.
    ○ Talk about why the book is irresistible.
3. Remind students that our book boxes should be filled with books we love reading and want to read next, and this is one way to help us do that.
4. Refer back to "Good Readers…" anchor chart and add: share their books with a reading community

Engaging Experience 8

Teaching Point: "Today, I want to teach you strategies to help us read a text closely and mark those moments in a text that speak to us. As readers, we pay attention to the parts of a book we love, wonder about, show us a character in a deeper way, have difficult words, shock or surprise us, make us laugh, provide great details. Reading a text closely helps us recognize these moments to ensure we continue to read ourselves awake."
Suggested Length of Time: 1-2 days

Detailed Description/Instructions:
One way to do this…
1. Read aloud an excerpt from your mentor text.
2. Create an anchor chart together of the different ways students can mark their text to show those moments (annotation codes, color-coding, etc.) Using your mentor text, show students how you annotate the moments that speak to you
3. Model the process of how to read a text closely--meaning that you are reading with purpose and stopping at those moments that you have a reaction to the text to think aloud about those.
    ● Some questions you could use to model close reading for this lesson are as follows:
        ○ Why did the character say what he/she said?
        ○ How does the character's actions affect the story?
        ○ Am I learning more about this character and does this cause me to change my mind about them?
        ○ What does this character really want (motivation)?
        ○ What is the setting right now? How can I describe what I am visualizing?
4. While you stop and consider these questions, thinking aloud about them, also feel free to mark any other moments in the text that speak to you to model how to use the annotation system you set up.
5. Add to "Good Readers…" anchor chart: Notice moments that speak to us and remember characters' names and setting

Engaging Experience 9

Teaching Point: Today I want to teach you that in a reading community like ours, it's important that we learn how to talk--and listen--to each other as we share our ideas about our reading. Whether we are having a discussion as a class, as a book club, or with a partner, it's important to listen and think about what others say, to respond politely to what others say, and to be able to express our own thoughts clearly.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Model a discussion with another student or students about reading. (Using the content of your read-aloud might be a good idea, so students are able to follow the content of the conversation better.)
2. Point out that only one person speaks at a time, listeners look at the speaker as they listen, and the conversation follows naturally from what the person before said.
3. Set up your expectations for Accountable Talk, drafting a set of agreed-upon rules for partnership work and group and class discussions. These might include:
    ○ Listen well--eye contact, nodding, gestures
    ○ Ask follow-up questions: Can you say more? Why is that?
    ○ Take notes on the important things you learn from your partner.
4. Create and review an anchor chart for the acronym SLANT.
        ● **S**it up
        ● **L**ook at the person talking
        ● **A**ct like you care
        ● **N**od your head
        ● **T**ake turns talking

Engaging Experience 10

Teaching Point: "Today I want to teach you that having a reading companion makes all the difference in the world. Reading friendships start with people getting to know each other as readers. We pay attention to each other's reading histories, reading interests, reading hopes, and by doing so we can support another reader's efforts to author a reading life."

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Model a reading partnership with another teacher or student, asking questions to help you get to know each other as readers. These could include:
    ○ Can we look over your log and talk about how much you are reading at school and home? Are there times when you read more or less? Why do you think that happens?
    ○ When you find books that are perfect for you, what do those books tend to be like/about? What should I know about the books in your life?
    ○ What are your goals for yourself as a reader? What are you doing to meet them?
    ○ If you think back over your life as a reader, what have been the big turning point moments for you? Can you tell me more about one turning point? How did your reading change during that

moment? What did you realize about yourself as a reader?
- ○ Who has helped you as a reader? What did that person do that was helpful?

You may want to consider using the Kagan strategy of shoulder and face partners. Once you have created your groups using the Kagan method, these partnerships provide students with ready-made partners.

Engaging Experience 11
Teaching Point: "You know what, readers? I'm realizing now that reading a book is a lot like going to the movies. A lot of the fun part comes after reading time is over, when you get to talk about what you've read."
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Model for students (once again in your partnership with a teacher or student) how to share an experience about your life.
2. Remind them of the rules you made two days ago for discussion regarding accountable talk and being a good listener.
3. Send student partners to each of the four corners of the room to practice sharing an experience from their life, then sharing about the book they are currently reading. The other students will observe and take notes as to what they are doing.
4. Students then share what they noticed--both the partnerships and those observing.

Engaging Experience 12
Teaching Point: "Readers, today I am going to teach you how to write about your thinking as you read. Yesterday we shared our thoughts with our partners by discussing and talking about our ideas. Today it's time to grow ourselves as readers, showing our thinking by writing as well."
Suggested Length of Time: 2 days

Detailed Description/Instructions:
One way to do this…
1. Model in your own reading how to use post-its to show thinking in your book and how to stop and jot in your reading notebook.
2. Revisit the work you did with annotation, reminding students this is a way to show their thinking as well.
3. Provide students a Reading Life Portfolio (possibly a folder and reader's notebook) and have them add the work of the day into it.
   a. If they use post-its to show their thinking or annotate the text, those can stay in the book. Let readers know that their Reading Life Portfolio is a place for them to keep their reading "stuff"--reading logs, notes, tools, etc.

Engaging Experience 13

Teaching Point: "Readers, it's so important to make sure we keep ourselves focused in our books and excited by what we read. It's also important to make sure we're understanding what we're reading. Understanding is more than just saying the words in your head. Understanding is seeing in your head what is going on, hearing it, even tasting or smelling it!"

Suggested Length of Time: 1 days

Detailed Description/Instructions:

One way to do this…

1. Choose a text for shared reading.
2. Model reading and then stopping to share what you are seeing in your mind. Allow students to practice sharing the images in their minds with their reading partners.
3. Discuss the fact that it's not important for us to see things exactly the same unless something is described explicitly in the text.
4. Ask students if they have ever read a book and then seen the movie. Discuss how sometimes the characters in the movie look differently than how you visualized them for yourself while reading
5. Continue reading through the text together, stopping to also note other sensory images you create as a reader, such as smelling, tasting, or hearing details in your mind.

Engaging Experience 14

Teaching Point: "Readers, today I want to talk to you about words. Learning new words from reading is one of the many great treasures reading brings us. Paying attention to new words is also important to make sure we are understanding what we read."

Suggested Length of Time: 1-2 days

Detailed Description/Instructions:

One way to do this…

1. Choose a passage from your read-aloud or another source that has several words students are not likely to know, and make a copy for each student.
2. Ask students to read to themselves and to circle any words they don't know the meaning to. Note students' markings.
3. Choose two to three of the most commonly circled words and model using context clues strategies to figure out the words.
4. Discuss that using context clues to figure out the meaning of a word in the sentence is important for reading.
5. Show students how to collect new words in a list in their reader's notebooks using a word collecting alphabet grid such as the Alphabox reference in The Reading Strategies book by Jennifer Serravallo..

Engaging Scenario

Celebration

Teaching Point: When you find great books, you don't want to keep them to yourself, you want to share them with others! Your goal is to share what you're reading with others to motivate you as a reader, help you meet your goals, and energize the classroom reading community.
Suggested Length of Time: 1-2 days

Detailed Description/Instructions:
One way to do this...
1. Have students think about what books they have enjoyed and want to share with others. Students need to think and plan what to say about the books they are reading.
2. The class will create a digital record of their reading life for giving and receiving reading recommendations. The teacher can utilize many different options for this including: Schoology, Padlet, Flipgrid, a blog or any other known digital tool.
   a. In Schoology, students can use discussion features to share out their latest recommendations and celebrate when they meet their reading goals.
3. Allow time for student creation AND students to browse the books that others have recommended.
4. Continue to use this digital tool throughout the year and encourage students to write more recommendations for their classmates.

Subject: Reading
Grade: 4th Grade
Name of Unit: Interpreting Characters: The Heart of the Story
Length of Unit: *20 Engaging Experiences*

Overview of Unit:
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.

Topic 1 (Bend 1)
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

Topic 2 (Bend 2)
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.

Topic 3 (Bend 3)
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.

Getting Ready for the Unit:

Text Sets from Newsela

Anchor Charts:

- Reading Intensely to Grow Ideas
  Color / B&W / Single Page
- Grow Ideas about a Character
  Color / B&W / Single Page
- How to Build an Interpretation
  Color / B&W / Single Page

Mentor Text Considerations:

*Be sure to preview all texts used prior to classroom use.
- The Tiger Rising by Kate DiCamillo (this text is paced in Reading spiral, pg. XVI)
- Because of Mr. Terupt by Rob Buyea

- Wonder by R.J. Palacio
- The Giving Tree by Shel Silverstein

Read-Aloud Discussion Points:

- Have you seen the characters show a behavior or a side of themselves that was unexpected? What was happening in the story that explains why the character behaved that way?
- Let's think about what's going on here. Turn and talk to your neighbor about what you think (so and so) is thinking right now.
- Describe some of the characters' inner thoughts. What does this tell you about who they are on the inside?
- Describe some of the characters' choices and actions. What does this tell you about how they want others to view them?
- How do the character's actions help determine the theme?
- How do the character's actions help support the theme?
- What phrases, words or images are repeated throughout the text? What do you think the author is trying to help us understand about the character or theme?
- Which sentence from the story explains how it could be that_____ (inference about a character's actions)?
- Which sentence from the story explains why _____?
- Read these sentences from the story. Based on these sentences, with which statement would _____ (one of the characters) most likely agree?

Pre Assessment:
- Teacher Instructions
- Pre Assessment: *Papa's Parrot*
- Preassessment Sample Responses
- Pre Assessment Student Rubric
  - Inferring about Characters and Other Story Elements:Character Traits, Supporting Thinking with Text Evidence
  - Character Response/Change
  - Analyzing Parts of a Story in Relation to the Whole
  - Determining Themes/Cohesion

Post Assessment:
- Post Assessment: *Slower Than the Rest*
- Post Assessment Sample Responses
- Post Assessment Student Rubric
  - Inferring about Characters and Other Story Elements:Character Traits, Supporting Thinking with Text Evidence
  - Character Response/Change
  - Analyzing Parts of a Story in Relation to the Whole
  - Determining Themes/Cohesion
- Learning Progression

Essential Questions:
1. Why do characters do what they do and feel how they feel?
2. What are the details that make a story seem realistic?

3. Why can readers see their own life in some stories?

Enduring Understandings/Big Ideas:
1. A good character is one that feels as real as a personal friend or enemy.
2. Good stories mirror true life.
3. Universal truths about human nature are found in literature.

DESE Priority Standards:

- **4.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **4.RF.3.A.a** Decode words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
- **4.R.1.B** Develop an understanding of vocabulary by:
    - **4.R.1.B.b** Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.
    - **4.R.1.B.d** Identify the meaning of common idioms and figurative language.
- **4.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
    - **4.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text
    - **4.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.2.A** Read, infer and draw conclusions using fiction texts including poetry and drama.
    - **4. R.2.A.a** Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
    - **4.R.2.A.c** Describe the interaction of characters, including relationships and how they change
    - **4.R.2.A.e** Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person

DESE Supporting Standards:

- **4.R.2.A.b**. Describe the personality traits of characters from the thoughts, words, and actions
- **4.R.2.A.d**. Compare and contrast the adventures or exploits of characters and their roles
- **4.R.3.C.a**. Analyze how characters change from the beginning to the end of a play or film.
- **4.R.3.C.d**. Compare and contrast a firsthand and secondhand account of the same event or topic

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.R.1.D	Read independently for prolonged periods of time for different purposes.	Develop and Demonstrate	Apply	2
4.R.1.A	Respond to text by: - Drawing conclusions by referencing explicit text evidence - Inferring by referencing explicit text evidence - Draw conclusions from inferences drawn from the text	Develop and Demonstrate	Apply	3

4.R.2.A	Reading Skills:
	
	● Summarize events/plot
	● Sequence events/plot
	● Explain how past events impact future events
	● Identify the theme
	● Describe interactions of characters
	  ○ Relationships
	  ○ How characters change
	● Compare and contrast point of view from which story is narrated
	● Explain if the narrator or speaker is first or third person
		Read, Infer, and Draw Conclusions	Analyze	3

4.R.1.B	Use context of a sentence: ● Determine the meaning of unfamiliar words ● Determine the meaning of multiple-meaning words Identify the meaning: ● Of common idioms ● figurative language	Develop and Demonstrate	Apply	3
4.RF.3.A.a	In reading decode words using: ● Knowledge of all letter-sound correspondences ● Syllabication patterns ● Morphology Decode unfamiliar multisyllabic words in context.	Develop and Demonstrate	Analyze	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Analyze Compare and Contrast Develop Demonstrate Draw Conclusions Explicit Infer Interaction Summarize Sequence Motivation Textual Evidence	Theme Internal Thoughts External Actions Personality Traits Plot

Start with Assessment
Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.
Suggested Length of Time: 1-2 days

Detailed Description/Instructions
One way to do this is to…

1. Introduce this new test format. Pre and Post tests in reading will follow this same format all year. Use this opportunity to teach students how to approach this style of assessment.
2. Begin by previewing questions with students.
3. Identify skills being assessed and review the 'look fors' listed under each question.
4. Read the passage to students to model slow, thoughtful reading of the text.

Engaging Experience 1:
Teaching Point: Today I want to teach you that to grow solid, grounded ideas, people read intensely, aware of everything that counts. They often reread to see more, notice more. Readers use all their brain power and strategies to pay extra attention to what they are reading.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…
1. Finding a book they want to read.
2. Read as if you are in the book.
3. Figure out confusing parts
4. Note important things to talk about later.
5. Do the work the book is requesting
6. Discuss point of view found in the book (first or third person)

Engaging Experience 2:
Teaching Point: Today I want to teach you that to grow solid, grounded ideas about books, readers need to choose books they can read fluently and understand well. Readers have ways of checking each book before committing to it.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...

1. Picking up a book we want to read and trying it out. We know it is too hard if:

- It doesn't sound smooth like a read-aloud.
- Rereading it to make it sound smoother doesn't help
- It isn't understandable
- The letters are too small and close together
- There are too many hard words.

2. If the books is too hard, I can look through my books to find one that is more within reach

A Day for Assessment: Goal Setting
Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this… is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:
Teaching Point: Today instead of me teaching you something, I'm hoping we can use out minilesson time as a time for inquiry, for an exploration of an important questions: "What systems and procedures can we establish to help us find books that we not only can read, but that we also want to read?" I wrote on chart paper, "Finding Books We Want to Read."
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Divide students into 4 groups, each group focusing on a different inquiry question. (How can we organize our library to make it easier to find books we want to read? What system can we develop for recommending books to each other? How can we use the school and community to get book recommendations? How can we get more reading material for the classroom?)
2. Give each group a piece of chart paper that they can use to record their ideas.
3. Discuss the ideas the groups came up with.
4. Allow students to sign up on the charts for tasks they would be willing to help with.

Engaging Experience 4:
Teaching Point: Today I want to remind you that readers often look back on their books to cement their comprehension. You already know how to do a chronological retelling, telling the whole timeline of events in order. Today I want to teach you that you can also pause to synthesize. To do this you still retell, but just do that for the part of the book you've just read. Then you go back and summarize the earlier parts of the book that relate to just that part.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Retell a small part of what you just read.
2. As I retell, I go back and reference earlier parts of the text that relate to the events I am retelling. I include relevant backstory.

Engaging Experience 5:
Teaching Point: Today I want to teach you that to read well, to read intensely, readers can't just read with their eyes. Readers use everything-the images, the mood, the sounds-to make movies as they read. (Reveal the newest bullet point on the anchor chart.)
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read the text.
2. Step into the story, and put yourself in the shoes of the character.
3. Use the details the author includes to help you imagine sounds, gestures and expressions that may be missing. Add those to your mental movie.

Engaging Experience 6:
Teaching Point: Today I want to remind you that when readers are trying to get better at a particular skill, such as envisioning or character traits, it helps to work with a partner to use the learning progressions and set goals to lift the level of that work. To do this, readers study their own thinking and study ways to make that thinking even better.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. With your partner, reread the part of the text that you envisioned.
2. Read your envisionment from your post-it or readers notebook.
3. Rate your envisionment based on the checklist.
4. Make revisions to your envisionment based on the checklist

Topic 2: Thinking Deeply About Characters

Engaging Experience 7:
Teaching Point: Today I want to teach you that to read people-in life and in stories- readers notice when a person does or says something that stands out, and think, "why might the character have acted this way? What do these actions show about the character?" Readers especially notice patterns in a character's actions and notice times when the character breaks the pattern.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Noting patterns in a character's actions. Use them to form ideas about the character.
2. Ask, "How do the character's new actions fit with/change these ideas?
3. Ask, "Why might the character be acting like this?"

Engaging Experience 8:
Teaching Point: Today I want to teach you that if readers pay attention to details that show characters' desires, the obstacles they encounter, and the ways they respond to those obstacles, they are likely to gain insight into both the characters, themselves, and their stories.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...
1. Think about what the character wants or desires.
2. Think about the obstacles that get in their way.
3. Think about how they respond to the obstacle.
4. Use these thoughts to grow an idea about what type of person your character is.

Engaging Experience 9:
Teaching Point: Today I want to teach you that another way readers grow significant ideas about a character is to notice anything the author spotlights. If the author repeats something over and over, or describes something at great length, or otherwise emphasizes something, readers realize the author has done this on purpose and think, "Why?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Identify aspects of a character that the author emphasizes by describing it in great detail, or repeating it multiple times.
2. Ask yourself, "Why is the author emphasizing this aspect of my character?"
3. Use the author's intent to grow an idea about your character.
4. Test to make sure your idea can be supported by evidence from other parts of the story.

Engaging Experience 10:
Teaching Point: Today I want to teach you that when readers want to grow not just any ol, ideas about characters, but insightful ideas, they try to read for exact, precise, true words to convey their thoughts and the character.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Notice a character's actions and decisions.
2. Come up with one or two words that describe your character, making sure there is evidence to support your choice.
3. Ask yourself, "Is that word exactly true?"
4. Rethink, coming up with a phrase or comparison that can better describe the character.

Engaging Experience 11:
Teaching Point: Today I want to teach you that characters are complicated-they aren't just one way. Characters may be one way in one setting or in one relationship, and another way in a different context. Or they may be one way on the outside and another way on the inside. Good readers look to the text evidence that shows this complexity to build solid ideas about characters.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Read closely about a character, noticing how they act in a variety of situations and with a variety of people.
2. Record the differences in their behavior on a T-Chart.

3. Use your ideas to grow a theory about the character.

Engaging Experience 12:
Teaching Point: Today I want to teach you that when different readers have different viewpoints about a book, these differences can often spark a debate. In a debate, each person presents his or her position and then supports that position with evidence, aiming to persuade the other person, the other side.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Generate an idea about the text that not everyone is apt to have. Make sure the idea is thought provoking and that people may have different opinions.
2. Review the evidence you have about the idea.
3. Pick a side.
4. Compile more evidence.

Engaging Experience 13:
Teaching Point: Today I want to teach you that strong readers defend and critique ideas by using specific passages- by quoting specific words, sentences, passages- from the text itself.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Take a position or make a claim about the text.
2. Come up with a reason that supports your thinking.
3. Open your book and scan for an exact line or phrase that supports your reason.

Topic 3: Building Interpretations

Engaging Experience 14:
Teaching Point: Today I want to teach you that when readers want to build a larger understanding, an interpretation, of their book, they don't just think about one thing (like the characters). To make an interpretation, readers try to add up all the parts, all the elements of the story.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Think about or list details about story elements, (characters, setting, recurring objects or images, plot, mood, parts that connect).
2. Zoom into certain elements and ask yourself, "What does this show or teach me?" or "How is this helping me understand what the whole book is about?"

Engaging Experience 15:
Teaching Point: Today I want to teach you that readers who are trying to read interpretively pay attention to whatever sticks out, but then they think, "How might this part fit with other parts?" To do that thinking, they think across the whole book.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Notice and jot when a story element seems to stick out. Remember, authors make things stick out for a reason.
2. Ask yourself, "How might this detail fit with other parts of the book?"
3. Think across the whole book, and see how this detail fits with the other parts you have read.

Engaging Experience 16:
Teaching Point: Today I want to teach you that once readers have built up lots of thinking about different aspects of their book or topic, they look for patterns and connections between their different ideas.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Lay out post-its that contain your thoughts and ideas.
2. Pick 2 or 3 post-its and ask yourself, "How do these ideas fit together?" and "How do these ideas fit with the bigger story?"
(Some prompts to push thinking: Could this have anything to do with…? I wonder… Maybe… Remember earlier in the story… These ideas might go together… The author might be trying to teach us…

Engaging Experience 17:
Teaching Point: Today I want to teach you when readers want to build a central interpretation, they often consider big life issues that relate to lots of people and lots of stories, decide on one of those that pertains to the particular book in hand, and then figure out what the book has to say about that issue.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Think about life issues that are important all over the book.
2. Think about the message the author is teaching you about those issues (through characters, setting, different parts)
3. Connect all of these smaller messages into one big, powerful message: a central interpretation.

Engaging Experience 18:
Teaching Point: Today let's investigate these important questions: Why might Kate DiCamillo have decided to make things recur? And what bigger meaning could they perhaps represent?
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Using your mentor text, list out common threads that weave through your book.
2. Provide students with passages from the read aloud that spotlight these threads.

Engaging Scenario

Celebration

__Teaching Point:__ Today is the rest of your reading life! You will be carrying a suitcase in your head, but instead of emotional baggage, yours will be a bag of strategies, close at hand for you to call upon whenever you pick up fiction literature.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Create a book trailer about their book club books at the end of the unit.
2. Use text and images to showcase the theme of the book and how their characters changed.
3. Programs to use for this include Canva or Adobe Spark.

Another way to do this…

1. Create a "Meet the Character" video using Canva.
2. Use text and images to showcase the traits of their book club book character and how they changed through the story.

Post Assessment

- Post Assessment: *Slower Than the Rest*
- Post Assessment Sample Responses
- Post Assessment Student Rubric
  - Inferring about Characters and Other Story Elements:Character Traits, Supporting Thinking with Text Evidence
  - Character Response/Change
  - Analyzing Parts of a Story in Relation to the Whole
  - Determining Themes/Cohesion
- Learning Progression

Subject: Reading
Grade: 4th Grade
Name of Unit: Reading the Weather, Reading the World
Length of Unit: *22 Engaging Experiences*

Overview of Unit:
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.

Topic 1 (Bend 1)
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.

Topic 2 (Bend 2)
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.

Topic 3 (Bend 3)
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.

Getting Ready for the Unit:
● **Text Sets from Newsela**
● Recommended Book List
● A Guide to Adapting the Unit

Anchor Charts:
● To Read Nonfiction Well…
  Color / B&W / Single Page
● To Research Well...
  Color / B&W / Single Page
● Researching a Second Example
  Color / B&W / Single Page

Mentor Text Considerations:

*Be sure to preview all texts used prior to classroom use.
● *Everything Weather*
● *DK Eyewitness: Hurricane and Tornado*

- *Hurricanes*
- Books by Gail Gibbons
- Books by Seymour Simon
- Wonderopolis.org website
- Thekidshouldseethis.com website
- Mid-Continent Public Library
  - Trueflix- has read to capability
  - Scienceflix- higher level
  - National Geographic Kids
- Pebblego/Pebblego Next
- BrainPop/ BrainPop Jr.
- Epic!- some read to capability
- Newsela-- list on Schoology

Read-Aloud Discussion Points:

- What is the main idea of what I am reading?
- What details have I noticed and how do they support the main idea?
- Who is telling this information? Whose perspective is it?
- Whose perspective am I not hearing in this text?
- Why did the author include this part? How does this part fit in with the whole text?
- How could I quickly summarize this reading?
- What text structure is the author using?

Pre Assessment:
- Teacher Instructions
- Pre Assessment: *Dangerous Weather: Hurricanes and Tornadoes* and *Tornado Alley*
  - Main Idea(s) and Supporting Details/Summary
  - Analyzing Parts of a Text in Relation to the Whole
  - Analyzing Author's Craft
  - Cross-Text(s) Synthesis
- Preassessment Sample Responses
- Pre Assessment Student Rubric

Post Assessment:
- Post Assessment: *Extreme Insects!* And *Amazing Fire Ant Rafts*
  - Main Idea(s) and Supporting Details/Summary
  - Analyzing Parts of a Text in Relation to the Whole
  - Analyzing Author's Craft
  - Cross-Text(s) Synthesis
- Post Assessment Sample Responses
- Post Assessment Student Rubric
- Learning Progression

Essential Questions:
1. In what ways do researchers closely read text to learn as much as possible about the topic?
2. How do researchers plan, develop, reflect, and set goals throughout the research process?
3. What is important in the text that helps them organize and hold onto their thoughts about the subject?

Enduring Understandings/Big Ideas:

1. Readers pay attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions.
2. Readers synthesize nonfiction by being alert to the visual features of these texts and anticipating what content they will encounter.
3. Nonfiction readers make connections between details within a text and across multiple texts

DESE Priority Standards:

- **4.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **4.RF.3.A.a** Decode words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
- **4.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
  - **4.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
  - **4.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.1.B** Develop an understanding of vocabulary by:
  - **4.R.1.B.a** Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.
  - **4.R.1.B.f** Use conversational, general academic, and domain-specific words and phrases.
- **4.R.3.B** Read, infer and draw conclusions using literary techniques.
  - **4.R.3.B.b** Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
  - **4.R.3.B.c** Explain how an author uses language to present information to influence what the reader thinks or does
- **4.R.3.A** Read, infer, and draw conclusions using text features in nonfiction texts.
  - **4.R.3.A.a** Use multiple text features to locate information and gain an overview of the contents of the text
- **4.R.3.C** Read, infer and draw conclusions using text structures.
  - **4.R.3.C.b** Explain explicit and implicit relationships among ideas in texts

DESE Supporting Standards:

- **4.R.4.A.d** Explaining text structures and graphics features of a web page and how they help readers to comprehend text.
- **4.R.3.A** Read, infer and draw conclusions using text features.
- **4.R.3.A.b** Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.
- **4.W.3.A.d**. Use organizational features of print and digital sources efficiently to locate information.
- **4.R.3.C.a** Distinguish fact from opinion in a text and explain how to verify what is a fact.
- **4.W.3.A.e**.Convert graphic/visual data into written notes.
- **4.R.3.C.c** Explain the author's purpose.
- **4.R.4.A.b** Explaining how various design techniques used in the media influence the message.
- **4.R.4.A.a** Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
- **4.R.4.A.b** Explaining how various design techniques used in media influence the message
- **4.R.1.C.a** Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).
- **4.R.1.C.b** Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).
- **4.R.3.B.a** Explain similarities and differences between the events and characters' experiences in a

fictional work and the actual events and experiences described in an author's biography or autobiography.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.R.1.D	Read independently for prolonged periods of time for different purposes.	Develop and Demonstrate	Apply	2
4.RF.3.A.a	In reading decode words using: ● Knowledge of all letter-sound correspondences ● Syllabication patterns ● Morphology Decode unfamiliar multisyllabic words in context.	Develop and Demonstrate	Analyze	3
4.R.1.B	Determine the meaning of academic English words: ● Derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes Use: ● Conversational words and phrases ● General academic words and phrases ● Domain-specific words and phrases	Develop and Demonstrate	Analyze	3
4.R.1.A	In response to text: ● Drawing conclusions by referencing textual evidence of what the text says explicitly ● Infer by referencing textual evidence of what the text says explicitly ● Draw conclusions from inferences drawn from the text. ● Infer from inferences drawn from the text.	Read, Infer, and Draw Conclusions	Analyze	3
4.R.3.B	In reading: ● Analyze persuasive text ● Make inferences about persuasive text ● Use evidence from text to explain author's purpose ● Use evidence from text to support the analysis ● Explain how an author uses language to present information ● Explain how an author uses language to influence what the reader thinks or does	Read, Infer, and Draw Conclusions	Analyze	3

4.R.3.A.a	In nonfiction texts: ● Use multiple text features to locate information ● Use multiple text features to gain an overview of the contents of the text	Read, Infer, and Draw Conclusions	Analyze	3
4.R.3.C	In Reading: ● Use text structures to understand text ● Explain explicit and implicit relationships among ideas in texts	Read, Infer, and Draw Conclusions	Analyze	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Compare and Contrast Sequence Main Idea Supporting Details Nonfiction Informational Fact Opinion Research Chronological Perspective	Author's Purpose Text Structures Primary Source Secondary Source

Topic 1: Learning From Texts

Start with Assessment
Teaching Point: Today you will be reading two short texts and answer a few questions that map out key skills that you teach during the unit.
Suggested Length of Time: 1-2 days

Detailed Description/Instructions:
One way to do this…

1. Day one, plan to read text 1, "Dangerous Weather: Hurricanes and Tornadoes."
2. Read text 1 to students to model slow, thoughtful reading of the text.
3. Complete questions 1-3 as they relate to text 1.
4. Day Two read text 2, "Tornado Alley," to students and complete question #4 following the same process as the previous day.

Engaging Experience 1:
Teaching Point: Today I want to teach you that as you get older, you don't just read more nonfiction, you also read nonfiction differently. Grown-up nonfiction readers make a commitment to learning from a text, by making connections between what they already know and care about, and the text.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Browse through the book by looking at the title, the cover, and previewing the pages.
2. Ask yourself, "What do I already know about this topic that connects in some way to this topic?"
3. Ask yourself, "What do I care about on this topic that connects in some way to this topic?"

Engaging Experience 2:
Teaching Point: Today I want to remind you that nonfiction readers preview texts. They survey parts of the text, paying attention to heading and topic sentences, and they use what they already know about the topic to think, "This part seems to be about...and this other part seems to be about…"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Look through the pages for headers, topic sentences, and other text features.
2. Think about what you already know about the topic.
3. Imagine what the text might be about. "This part seems to be about _____ and this other part seems to be about _____."
4. Discuss the author's purpose for writing the book. Is it fact or opinion?
● Midworkshop: Good nonfiction readers revise their ideas about their nonfiction books as they continue reading.

A Day for Assessment: Goal Setting
Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this… is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:
Teaching Point: Today I want to teach you that once readers move beyond previewing expository texts to actually reading them, they often notice the way the text is organized. Expository text is organized. Expository texts have a few common structures: problem/solution, compare and contrast, cause and effect, and chronological.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read your text, looking for clue words/transition words

Structure	Transition words
Chronological	first, then, next, after that, finally, before, after
Problem/Solution	a problem is, a solution is, if….then…, so that
Cause and Effect	because, since, reasons, then, therefore, so, in order
Compare/Contrast	different, same, alike, similar, although, but, yet, or

2. Identify the text structure using the chart
3. Take notes on what you're learning with a graphic organizer that shows the text structure (see anchor chart on pg. 36 of book to display for students)
4. Discuss author's purpose behind choosing the structure of the text

Engaging Experience 4:
Teaching Point: Today I want to teach you that there are a bunch of ways that nonfiction texts can be hard, and when you know some of these ways, you can get yourself ready to tackle the hard parts.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. First notice what is hard for you:
    a. Misleading headings (thinking a section will be about one topic or idea, but ends up being about another)
    b. Fact overload (too many facts)
    c. Confusing beginnings
    d. Long detours (turning away from the topic) with extra information that can pull you away from the main idea
    e. Graphs and diagrams
    f. Unknown or unfamiliar words
2. Then, take action
    a. Read and reread
    b. Ask, "What is this part teaching?"
    c. Use context clues to determine the meaning of unknown words
    d. Talk and write to understand

● Midworkshop: Readers, if your book stops making sense, there are some strategies
you can use:
    1. Stop and think, "Huh?"
    2. Then, do something about it!

Engaging Experience 5:
Teaching Point: The question you'll be exploring is this: "What signals do authors give to readers to let you

know when a part of a text should be read through the lens of story and what a part should be read through the lens of reading for information?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read the text.
2. Look for signals that show when a text should be read through a narrative lens or an expository lens:
       a. Narrative Lens Signals
              i.Reads like a story with character, setting, and problem/resolution
              i.Treats a thing or group like a character
       b. Expository Lens Signals
              i. Tells all about a topic
              ii. Tells a big idea and details
              iii. Tells about groups of things
● Midworkshop: Nonfiction readers stop and ask, "What are the parts of my text? How do they go together?"

Engaging Experience 6:
Teaching Point: Today I want to teach you that if readers look in and around new vocabulary words, you can often figure them out.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read until you get to an unknown word
2. Look in the word: root words, suffixes, prefixes
3. Look around the word:
       a. What do you picture?
       b. What's happening?
       c. Is it positive or negative?
       d. What type of word is it?

Engaging Experience 7:
Teaching Point: Today I want to teach you that when readers summarize nonfiction writing, you organize summaries to include what is most important to the writer's topic- the writer's main idea and the key supporting details- all the while being careful to put this into your own words.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read a chunk of text.
2. Find the main idea. Ask, "What is this mostly about?" or jot down key sentences. (ex: The sun and Earth work together to create the weather.)
3. Identify the text structure by looking for transition words. (ex: cause and effect → the sun and Earth work together to cause the weather)
4. Reread the chunk of text to find supporting details that fit with the text structure and main idea:
       a. The sun heats the land, which warms the air.
       b. Wind moves warm air around.

      c. The Earth's rotation also causes air to change temperatures.

5. Write the summary.

"In this passage, Kathy Furgang explains that the sun and Earth work together to create the weather. One detail is that the sun heats the land on Earth, which warms the air. Another supporting detail is that the wind moves the warm air around. A third detail is that the Earth's rotation causes air to change temperatures."

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Topic 2: Launching a Whole Class Research Project

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Engaging Experience 8:
Teaching Point: Today I want to teach you that when people are part of a team-and especially a team that has been given a problem to solve-the first challenge is to decide who will do what, when, and how. Although people think of rehearsal as something writers do to get ready for writing, rehearsal is actually something readers and team members do as well, as they figure out a plan for how to get a job done.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…

1. Get to know your resources (flip through books)
2. Sequence (order) texts from easiest to hardest
3. Figure out the main subtopics, categories, and questions
4. Plans for team research roles

Engaging Experience 9:
Teaching Point: Today I want to remind you that when a researcher reads many texts about a subtopic, the researcher must read the second (and third) texts differently than the first. The researcher keeps notes and information from the first text in mind and reads the second text, asking, "Does this add to what I've already learned? Change what I learned?" The new text gets filed into mental files (or notes) from the first text."
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose a subtopic to research.
2. Read and take notes on one text
3. Read a second text.
4. Ask, "Does this add to what I've already learned? Or, does this change what I learned?"
5. Add to your notes from your first text.
● Midworkshop: When nonfiction readers come across information that changes what they've learned, they go to a third text to see if their first or second source is correct.

Engaging Experience 10:
Teaching Point: Readers, the nonfiction texts you are reading now are coming in a huge variety of shapes and sizes, genres and structures. Readers are wise to take a moment to think about the kind of text they are reading, so they can figure out how to read the text they are holding.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…

1. Read a chunk of text.
2. Identify the text structure by looking for transition words.
3. Structure your notes in the same way as your text structure.

Engaging Experience 11:
Teaching Point: Today I want to teach you that writing is a good way to get yourself thinking about what you are reading and learning. It helps to think about parts of the topic, to ask, "What seems important about this? How does this connect to what I know?" and to write to explain things to yourself and others.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read over your notes on a subtopic.
2. Write ideas about your topic by using these strategies:
       a. Cite (quote) specific information from resources
       b. Ask questions
       c. Make comparisons and connections
       d. Rank and categorize information
       e. Write your own ideas about the information you have gathered
● Readers, we can use thought prompts to push our thinking when we are writing about our reading:
       o The important thing about this is…
       o I'm realizing…
       o This is giving me the idea that…
       o This connects to…
       o The thought I have about this is…
       o What surprises me about this is…
       o This makes me think...

Engaging Experience 12:
Teaching Point: Today I want to teach you that when researchers encounter complex, technical parts of their text, they tackle them head-on. They read (and sometimes reread) everything on the page closely, pausing after a chunk to think about what it's teaching. Then, they talk or write to develop their ideas.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Stop when you get to a tough part of the text.
2. Reread the chunk, pause, and ask, "What is this part teaching?"
3. Talk over the chunk with your partner.
4. If that doesn't work, sketch or write about the tough part of the text.
5. Look at the text features closely to see what they are teaching.

Engaging Experience 13: Celebration
Teaching Point: Today I want to teach you that experts live in the world differently. They don't keep their expert knowledge to themselves. Instead, they share their knowledge by teaching the people in their communities.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
       o What will we present?
       o What information do we still need to gather to be ready?
       o How will we present our information?
       o What materials will we need to present?
       o What will be the order of our presentation?
● Midworkshop: Presenters also engage their audience, just like teachers. To teach well:
       o Know the main ideas and supporting details
       o Use an explaining voice
       o Use gestures
       o Use a teaching finger to reference charts, illustrations, and diagrams
       o Engage your students
             ▪ Ask questions
             ▪ Make comparisons
             ▪ Tell mini stories
             ▪ Be dramatic

Topic 3: Tackling a Second Research Project with More Agency and Power

Engaging Experience 14:
Teaching Point: Today I want to teach you that researchers often shift from studying one example of something to studying a second example of that same thing. It is powerful to learn about the second example through the lens of thinning, "How is this similar to what I already know? How is this different?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Don't start reading: Talk and come up with an action plan with your group.
2. Decide on subtopics to investigate first, making sure they are ones you can compare with your first subtopic.
3. Decide who will do what, when, how.
4. Preview texts, thinking, "How is this structured? How will I read it?"
5. As you read, think, "These are similar to my first topic because _____." and "These are different from my first topic because _____."
● Midworkshop: Readers, you can use certain phrases to help you compare and contrast your new topic to your old topic.
       _____ and _____ are alike because _____
       _____ and _____ have differences, too. One difference is _____…
     Both _____ and _____ (what?)

Engaging Experience 15:
Teaching Point: Today I want to teach you that to develop expertise on a topic, nonfiction readers go from learning about specific related topics (such as tornadoes or floods) to learning about their bigger field of knowledge (extreme weather). As a researcher's focus gets bigger, the researcher thinks more about the

patterns and relationships.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose two passages from your two different topics.
2. Look for patterns about things we can say about the bigger topic (extreme weather).
(Ex: A pattern I see between tornadoes and tsunamis is that both are super powerful - they both destroy whatever is in their path. They flatten things. They have similar effects.)
3. Ask a question about the bigger topic. (Ex: Do most examples of extreme weather get caused or triggered by another weather event?)

Engaging Experience 16:
Teaching Point: Today I want to teach you that when you move from one subtopic to another, it is like taking two sticks and rubbing them together. When you take your two topics and research further, it "sparks" new questions. As you move from topic to topic, you can think, "What question does this spark for me?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose a passage on one of your subtopics to read.
2. Jot notes on your thinking.
      a. This is making me think that _____…
      b. This makes me wonder_____…
3. Ask questions based on your note taking.
4. Choose a question or big idea as a research project, or something you can read more on and answer your questions.
● Midworkshop: Readers, if you are having difficulty growing ideas to write about in your reading, use some of the thought prompts we've used in writer's workshop:
      o Techniques for Writing to Grow Ideas
      o Write a thought. Try to use precise words to capture that thought. Often it takes a sentence or two to capture a thought, not just a few words.
      o Sometimes it helps to write, "In other words…" and to try saying the same thought differently, reaching for the precisely true words. Then you can say, "That is…" and try again to say the thought.
      o Once you've recorded a thought, it helps to think more about that thought. Usually an idea comes to the tip of your pen if you keep your pen moving.
      o Pause to reread. If a line seems especially important, true or new, copy that line onto the top of a clean white sheet of paper and write to grow that idea, using all the ideas described above.

Engaging Experience 17:
Teaching Point: Today I want to teach you that readers can come to texts with their own agendas. At times readers' agendas may match how the text is organized and intended to be read, but sometimes readers' agendas run counter to how texts are organized. In those times, readers organize the information they learn in a way that best fits their own agenda.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose a text to read.

2. Before reading, ask, "What's my research question?"
3. Read through the text through the lens of your question (looking for answers to your questions).
4. Jot notes to answer your research question, using the text structure of your choice, even if it is different from the text structure that the author chose.

Engaging Experience 18:
Teaching Point: Today I want to teach you that researchers become experts by evaluating the credibility and trustworthiness of their sources.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose one of the texts, articles, or websites you are using for your research topic.
2. Ask questions:
  a. Who wrote this? What makes this person qualified to write this text?
  b. How was the material published? Who reviewed the material?
  c. When was it published? Is this information still relevant (current or matter)?
  d. Is there an obvious opinion in the text?

Engaging Experience 19:
Teaching Point: Today I want to teach you that nonfiction readers think about the decisions nonfiction writers make-the ways those authors seem to want us to think or feel about a topic. This is especially important when reading several texts about the same, or similar, topics.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose an article or text.
2. Ask, "What does the author use?" (technique)
3. Ask, "Why does the author do this?" (goal)
4. Ask, "How does this affect me as a reader?"

The author uses… (technique)	In order to…(goal)	This affects me as a reader because…
Shocking or sad Photographs	make the reader feel emotional and realize that the topic is really serious	it makes me sad of or full of shock or want to take action
Dark colors	to show that something is scary or serious	it is scary
Bold, strong words	to show that something is important and why; to get the reader's attention	it makes me pay attention to that word and sentence
Different font sizes	to show what is most important	it makes me pay attention to the parts the the writer wants me to

Engaging Experience 20:
Teaching Point: Today I want to teach you that readers study texts to find out what techniques or craft moves an author uses to achieve his or her goals.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose a text and lay out your set of technique cards
2. Read over your technique cards
3. Start reading, and pause when you notice a technique used by the author.

Engaging Scenario

Engaging Experience 21: Celebration
Teaching Point: When we become experts on a topic, it is common to find yourself wanting to share your thoughts and opinions about your topic with the world. In your studies of weather and natural disasters, many of you have uncovered places where your voices would matter, ways in which you wish things were different or where there should be changes, and as writers, it's important to remember that you have the resources to fight for that change to happen.
Suggested Length of Time: 2 days

One way to do this…
1. Create a Public Service Announcement about how people should be prepared for a natural disaster/weather event.
2. Students create their infographic PSA digitally to share with others.
3. In the PSA, students should include text and images to show how important it is for people to be prepared in case a dangerous event were to happen to them.
4. Share PSAs in a gallery walk or print them to display.

Post Assessment

Post Assessment:
- Post Assessment: *Extreme Insects!* And *Amazing Fire Ant Rafts*
  - Main Idea(s) and Supporting Details/Summary
  - Analyzing Parts of a Text in Relation to the Whole
  - Analyzing Author's Craft
  - Cross-Text(s) Synthesis
- Post Assessment Sample Responses
- Post Assessment Student Rubric
- Learning Progression

Unit 3: Reading History: The American Revolution

Subject: Reading
Grade: 4th Grade
Name of Unit: Reading History: The American Revolution
Length of Unit: *22 Engaging Experiences*

Overview of Unit:
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 the 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

Topic 1 (Bend 1)
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.

Topic 2 (Bend 2)

This 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

Topic 3 (Bend 3)
Students will work in partnerships to begin a new research project, this time in the time period after the Second Continental Congress.

Getting Ready for the Unit:

- Text sets from Newsela
- *Aligning Grade 4 History Reading and Writing Units: A User's Guide*

Anchor Charts:

- Launching a Research Project

  Color / B&W / Single Page

Mentor Text Considerations:

*Be sure to preview all texts used prior to classroom use.
Using the topic of the Revolutionary War, some suggested read-alouds that connect to the correlating Social Studies unit are:

- *Liberty!: How the Revolutionary War Began* by Lucille Recht Penner
- *The Revolutionary War* by Josh Gregory

- *A Split History of the American Revolution* by Michael Burgan
- *King George: What Was His Problem* by Steve Sheinkin
- *Mumbet's Declaration of Independence* by Gretchen Woelfle
- *The Scarlet Stockings* Spy by Trinka Hakes Noble
- Scholastic Teaching Resources Readers' Theater

Read-Aloud Discussion Points:

- What is the main idea of what I am reading?
- What details have I noticed and how do they support the main idea?
- Who is telling this information? Whose perspective is it?
- Whose perspective am I not hearing in this text?
- Why did the author include this part? How does this part fit in with the whole text?
- How could I quickly summarize this reading?
- What text structure is the author using?

Pre Assessment:
- Teacher Instructions
- Pre Assessment: *A New Start*
  - *Main Idea(s) and Supporting Details/Summary*
  - *Analyzing Parts of a Text in Relation to the Whole*
  - *Analyzing Perspective*
  - *Cross-Text(s) Synthesis*
- Preassessment Sample Responses

Post Assessment:
- Post Assessment: *Kid Power!*
  - *Main Idea(s) and Supporting Details/Summary*
  - *Analyzing Parts of a Text in Relation to the Whole*
  - *Analyzing Perspective*
  - *Cross-Text(s) Synthesis*
- Post Assessment Sample Responses
- Student Rubric
- Learning Progression

Essential Questions:
1. How do readers tackle complex texts? How do readers work in book clubs?
2. How do readers interpret complex texts?
3. How do readers become more complex because of reading?

Enduring Understandings/Big Ideas:
1. 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.
2. Readers understand that characters exist in a relationship with history, and are affected by the social pressures, community norms, and historical atmosphere around them.
3. Readers ask themselves who has the power, how is power visible and what forms does power take in this story?

DESE Priority Standards:

- **4.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **4.RF.3.A.a** Decode words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
- **4.R.1.B** Develop an understanding of vocabulary by:
  - **4.R.1.B.b** Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.
- **4.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
  - **4.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
  - **4.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly
  - **4.R.1.B.f** Use conversational, general academic, and domain-specific words and phrases.
- **4.R.3.B** Read, infer and draw conclusions using literary techniques.
  - **4.R.3.B.b** Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.
  - **4.R.3.B.c** Explain how an author uses language to present information to influence what the reader thinks or does.
- **4.R.3.A** Read, infer, and draw conclusions using text features in nonfiction texts.
  - **4.R.3.A.a** Use multiple text features to locate information and gain an overview of the contents of the text
- **4.R.3.C** Read, infer and draw conclusions using text structures.
  - **4.R.3.C.b** Explain explicit and implicit relationships among ideas in texts

DESE Supporting Standards:

- **4.R.3.C.c** Explain the author's purpose.
- **4.R.4.A.b** Explaining how various design techniques used in the media influence the message.
- **4.R.4.A.a** Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
- **4.R.4.A.b** Explaining how various design techniques used in the media influence the message.
- **4.R.1.C.a** Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).
- **4.R.1.C.b** Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).
- **4.R.3.B.a** Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.R.1.D	Read independently for prolonged periods of time for different purposes.	Develop and Demonstrate	Apply	2
4.RF.3.A.a	In reading decode words using: ● Knowledge of all letter-sound correspondences	Develop and Demonstrate	Analyze	3

	● Syllabication patterns ● Morphology Decode unfamiliar multisyllabic words in context.			
4.R.1.B	Use: ● The context of the sentence to determine the meaning of unfamiliar words ● The context of the sentence to determine the meaning of multiple-meaning words Use: ● Conversational words and phrases ● General academic words and phrases ● Domain-specific words and phrases	Develop and Demonstrate	Analyze	3
4.R.1.A	In response to text: ● Drawing conclusions by referencing textual evidence of what the text says explicitly ● Infer by referencing textual evidence of what the text says explicitly ● Draw conclusions from inferences drawn from the text. ● Infer from inferences drawn from the text.	Read, Infer, and Draw Conclusions	Analyze	3
4.R.3.B	In reading: ● Analyze persuasive text ● Make inferences about persuasive text ● Use evidence from text to explain author's purpose ● Use evidence from text to support the analysis ● Explain how an author uses language to present information ● Explain how an author uses language to influence what the reader thinks or does	Read, Infer, and Draw Conclusions	Analyze	3
4.R.3.A.a	In nonfiction texts: ● Use multiple text features to locate information ● Use multiple text features to gain an overview of the contents of the text	Read, Infer, and Draw Conclusions	Analyze	3
4.R.3.C	In Reading: ● Use text structures to understand text ● Explain explicit and implicit relationships among ideas in texts	Read, Infer, and Draw Conclusions	Analyze	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Compare and Contrast Sequence Main Idea Supporting Details Nonfiction Informational Research Chronological Problem/Solution Cause and Effect Anecdote Perspective Claim Debate	Text Features Text Structures Synthesize Primary Source Secondary Source Complex Text Envisioning

Topic 1: Research History

Start with Assessment
Teaching Point: Today you will be reading a short story and answer a few questions that map out key skills that you teach during the unit.
Suggested Length of Time: 1-2 days

Detailed Description/Instructions:
One way to do this…

1. Day one, plan to read text 1, "A New Start."
2. Read text 1 to students to model slow, thoughtful reading of the text.
3. Complete questions 1-3 as they relate to text 1.
4. Day two, read text 2 to students and complete question #4 following the same process as the previous day.

Engaging Experience 1:
Teaching Point: Today I want to remind you that readers take time to plan before plunging into a research project. Readers locate easy sources and plan to read those first. It also helps to scan subtopics that come up again in the resources. If you list those subtopics, you give yourself a way to plan your reading.
Suggested Length of Time:

Detailed Description/Instructions:
One way to do this…
1. Gather books/articles on a topic
2. Order the books from easiest to hardest
3. Skim through the articles/books and identify subtopics that repeat throughout the books/articles
4. Choose a just right text to read for an overview of your topic
● Midworkshop: Readers, if you are reading a text and you are having a difficult time finding the main idea and details, and you have already used all of your strategies to help you, the book you are reading might not be the best fit. Choose an easier book.

Engaging Experience 2:

Teaching Point: Today I want to remind you that when you look over a nonfiction text thinking, "How is this structured?" It helps to have a handful of optional text structures in mind. Often history texts are structured either chronologically, in a cause and effect structure, or in a problem-solution structure.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Read your text, looking for clue words/transition words
    o Structure→ Transition Words
    o Chronological → First, Then, Next, After that, Finally, Before, After
    o Problem/Solution → A problem is, a solution is, if…. Then… so that
    o Cause and Effect → Because, Since, Reasons, Then, Therefore, So, In order..
    o Compare/Contrast → Different, same, alike, similar, although, but, yet, or
2. Identify the text structure using the keywords chart
3. Put a sticky note in your text where the text structure changes
4. Get your mind ready to identify a new text structure

A Day for Assessment: Goal Setting

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this… is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it is being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Today I want to teach you that people read differently based on the discipline in which they are reading. Readers of science texts read differently than readers or history texts, because different sorts of things are important in science than in history. Researchers of history pay attention to who, where, and when.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Read the text through once.
2. Read the text again, thinking of who, where, and when.
3. Create a graphic organizer for the who, the where, and the when.
4. Ask yourself questions one part at a time:
    -Who : people, relationships (create a relationship chart, diagram with lines connecting)
    -Who are the players?
    -What are their relationships?
    -Who holds power? Who doesn't?
    -Where : geography (create a quick and simple map)
    -How does geography affect big events?
    -How does geography affect people's lives?

-When : timeline (create a quick timeline)

-What is the sequence of big events?

Engaging Experience 4:

Teaching Point: Today I want to remind you that researchers take notes about the big points. They also recall the details and think, "Does this detail go with one of the main points? Is this important?" As you read, think, "How does what I'm learning fit with what I already learned? Is this a new big point? Does it fit under an existing point?"

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Read a chunk of text.

2. Ask, "What seems important here?" Jot it down: I learned that _____.

3. Find a detail to support what you learned. Jot it down: An important detail to support is _____.

4. Ask, "Why does this seem important?" Jot it down: This seems important becuase_____.

5. Ask, "What does this make you think?" Jot it down: This makes me think _____.

● Midworkshop: Readers, we want to make sure the details we are recording are important enough to record.

   o A detail is important enough to record when…

   ● It connects to something bigger - to a main idea, an issue, or a key subtopic.

   ● It sparks thinking - and the jotting adds to my thinking.

   ● It is important to the topic and I haven't recorded it before.

Engaging Experience 5:

Teaching Point: Today I want to remind you that learning is all about making connections. When you read more than one text on a topic, it is important to pause in the midst of reading the second text (or the third) and think, "How does this connect to what I already learned? Does this add on to what I learned earlier? Change what I learned?"

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

1. Choose a subtopic to research.

2. Read and take notes on one text

3. Read a second text.

4. Ask, "Does this add to what I've already learned? Or, does this change what I learned?"

5. Add to your notes from your first text.

Engaging Experience 6:

Teaching Point: Today I want to teach you that once researchers construct a big picture of the topic by synthesizing the facts, they also record the drama of history. Often specific details will dramatize the point of view of read people in history.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…

o Read a chunk of text.

o Find the main ideas.

o Reread the chunk of text, looking for details that support the tone (the mood of the event) and point of view of

the key players.

Engaging Experience 7:
Teaching Point: Today I want to teach you that readers of history value primary resources, and they know that just as there are strategies to draw upon when reading narrative texts or persuasive texts, there are also strategies that pay off when reading primary source documents.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Choose a primary source (which can be a text or an image).
2. Ask questions about the primary source:
      a. What do you notice?
      b. What type of document is it?
      c. Who created it?
      d. When and where was it made?
      e. Why was it created?
● Midworkshop: Readers, as you read/look at your primary sources, you can write your notes with information that you are learning.

Engaging Experience 8:
Teaching Point: Today I want to teach you that the important thing about reading history is that it requires both imagination and factual knowledge. Readers need to use their factual knowledge to help them do the imaginative work of envisioning, of putting themselves into the historical scene.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read a chunk of text.
2. Put yourself in the role of the character/historical figure you are reading about.
3. Ask yourself questions:
      a. What are you wearing?
      b. How are you feeling?
      c. What's going through your mind as this is occurring?

Engaging Experience 9: A Celebration of Learning
Teaching Point: Today I want to teach you that when you teach someone all you have learned about a topic, your oral teaching needs to reflect all that you know about good information writing. Above all, information writing is structured-and that structure is clearly evident to your students, your readers if you want to call them that.
Suggested Length of Time: 1-2 days

Detailed Description/Instructions:
One way to do this…
1. Group students, have each group choose a topic from 'Subtopics on the American Revolution before 1775.'
2. Groups write scripts, create props and present skits of their historical events.
Another way to do this…
1. Provide groups scripts from [Scholastic Teaching Resources Readers' Theater](#)

2. Groups rehearse scripts, create props and present skits of their historical events.

Topic 2: Preparing for Debate

Engaging Experience 10:
Teaching Point: Today I want to teach you that historians always keep in mind that every account of history is told from a particular perspective, highlighting a particular side of the story. Just as we needed to seek out all sides of the story about the argument in the cafeteria, historians seek out all sides of the stories they research, and they realize there are always multiple points of view.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read text in order to determine its main ideas.
2. Reread the text and pay attention to the details that reveal the point of view of the author.

Engaging Experience 11:
Teaching Point: Readers, today I want to teach you that readers look at historical evidence and ask themselves, "What does this tell me? What can I make of this?" And if you have looked at enough evidence to decide on your point of view, the question becomes: "How can I use this to support my point of view?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Historians ask themselves, "What does this tell me?" and "What can I make of this?"
2. After examining enough evidence histories decide on their own point of view.
3. Historians ask themselves, "How can I use this evidence to support my point of view?"
(Prompts include: This fits with my theory because… Most people say, but I say… Could it also mean…? Another way to look at this is… At first I thought…but now I'm starting to think that actually…)

Engaging Experience 12:
Teaching Point: Today I want to remind you that when you are debating, you want to be compelling. As a good debater, you'll state a position, give reasons to back up that position, and give evidence to support each of your reasons. A good debater is never wishy-washy.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. State your position
2. Give reasons to back up your position
3. Support each of your reasons with evidence from text.
"I take the position that… My first reason for this is…My evidence that supports this…"

Engaging Experience 13: Staging a Second Continental Congress Debate
Teaching Point: Today's lesson should feel different from all the rest. This debate is intended to be staged as a whole-class event. This is a culminating celebration of this bend for students to share the important work they've done collecting and synthesizing evidence. After the debate is over you'll want to have your students

reflect on their experience.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Look over your debate notes and think, "What might my opponent say?"
2. Think, "How could I convince someone my argument is stronger?"
(Some prompts are "Others might say…but I argue…" or "I know you are thinking…but that isn't as important as…"

**Today is the actual mock second continental congress debate. Create a dividing line among the students, having opposing sides wear different colors, or sitting opposing sides across from each other on either side of the room. Students will present their arguments one by one.

Topic 3: Engaging in a Second Cycle of Research

Engaging Experience 14:
Teaching Point: Today, readers, I want to tell you that when researchers find the texts on a topic are just too hard to read, they can get some other texts that are way easier. If you read an easier text first- really studying the words, the ideas, so that you master them-the easier texts can give you the prior knowledge you need to handle the hard texts.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Read an easier text with your mind turned into full power
2. Talk to the person besides you afterward to make sure you understand what you read
3. Go back to the original text, bringing all that you know and your full brain power
4. Now talk about what you know about this event/topic

Engaging Experience 15:
Teaching Point: Today I want to teach you that if you make a choice to persist in reading a text that is too hard, you will want to really preview the text, and then to read a chunk, pausing to paraphrase what you have just read. As you read the next chunk, ask, "Does this go with what I just read or is this something new?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Break a paragraph into chunks
2. Use easy language to retell each chunk (paraphrasing)
3. When moving from one part of the text to the next, ask, "Does this fit with what I read earlier or is this something new?"

Engaging Experience 16:
Teaching Point: Researchers, what I want to teach you today is this. There are specific places that a nonfiction reader can look to figure out the main ideas that the author of a text seems to be the most important. These

places include the introductions and conclusions to a section, and any text features that go with the information.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…

1. Study the beginning and end of a section (and text features if there are any)

2. Think, "What might _____ (author) think is really important about _____(event/topic)?"

Engaging Experience 17:
Teaching Point: Today I want to teach you that just as it helps to bring prior knowledge of a topic to our reading of a complex nonfiction text, it also helps to bring prior knowledge of how this kind of text tends to go. To access that prior knowledge of genre, you need to preview the text (or part of a text,) thinking, "What do I know about strategies for reading this sort of a text?
Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…
1. Preview a text or part of a text
2. Ask yourself, "What do I know about strategies for reading this sort of text?"
3. Reference past charts for various types of texts

Engaging Experience 18:
Teaching Point: Today I want to teach you that getting to know a word well is like getting to know a person or a character in a book. You don't meet the person and then say to yourself, "I've got that person completely figured out." It's the same way with words. Getting to know a word well, like getting to know a person well, takes time.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…

1. Identify tricky words in a text or part of text

2. Use strategies to figure out the meaning:

▪ "I started off by looking inside the word and I noticed…and that made me think of...Then I looked around the word and I noticed some of the clues in the text, including...so I thought maybe the word could mean...This helped me understand that…"
▪ Look in root words, suffixes, prefixes
▪ Look around: What do you picture? What's happening? Is it positive or negative? What type of word is it?
▪ What part of speech is this word?
▪ Is there a word we can use to substitute for this word?
▪ How does this word go with the bigger topic?

Engaging Experience 19:
Teaching Point: Today I want to teach you that researchers don't expect to quickly find answers to every question they have. Instead, they use what they know about the topic to hypothesize possible answers to questions without clear answers.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Use a student example of someone who posed a question and set out to find the answer
2. Display the notebook page of the student and rally students to generate possible answers to the question, thinking about what they already know
3. Encourage students to reread their notes and look in sources to get ideas
4. Choose a few different hypotheses

Engaging Experience 20:
Teaching Point: Today I want to teach you that readers can study history for more than facts. You can study it to think, "What's so important about this moment in time? What big lessons can I learn from it?
Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this…
1. Show that history has the word "story" in it

2. Choose a historical event and look for patterns

3. As you continue to read about that event or subtopic, keep asking, "Why does this event matter?", "What's the bigger meaning?", "Why did this story survive?", "What lessons can I take from it?", "Are there lessons here about what it means to be a citizen? An American?"

4. Make connections to fiction stories: just like the lessons we learn from fiction stories are ones that apply to multiple characters in multiple stories, and to the people who read those stories, the lessons you get from history are ones that cross time and place.

Engaging Scenario

Engaging Experience 21: Celebration!
Researchers put the information we have discovered and the new ideas we have developed into a format that we can share with others. We create projects such as All-About books, articles, essays, timelines of achievement, etc. to share our new knowledge.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…

1. Have students use both their research from this reading unit and informational writing piece to publish an informational good site about the American Revolution (can we complied throughout the until).
2. Conduct a Gallery Walk to share websites with their classmates.

Post Assessment

Post Assessment:
- Post Assessment: *Kid Power!*
    - *Main Idea(s) and Supporting Details/Summary*
    - *Analyzing Parts of a Text in Relation to the Whole*
    - *Analyzing Perspective*
    - *Cross-Text(s) Synthesis*
- Post Assessment Sample Responses
- Student Rubric
- Learning Progression

Subject: Reading
Grade: 4th Grade
Name of Unit: Historical Fiction Clubs
Length of Unit: *22 Engaging Experiences*

Overview of Unit:
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.

Topic 1 (Bend 1)

This bend teaches readers to read complex texts with strong literal comprehension, monitoring for sense, actively working to fit the pieces together, and working with support forma book club to keep track of multiple plotlines, many characters and shifts in time and place. They will work to ask questions about their books to increase understanding of the text.

Topic 2 (Bend 2)

This bend focuses on interpretation and the idea that novels are not just about what is happening and the plot, but ideas. Our goal is that students will learn to articulate significant ideas about their books, to revise those ideas on their own, and to reconsider and elaborate those ideas in the company of other readers. You will also help them understand more about symbolism, minor characters, and subplots.

Topic 3 (Bend 3)

In this bend, readers will deepen their understanding of their book club books by turning to nonfiction images and texts. By studying nonfiction primary sources based on the time period they are reading about, readers will deepen their engagement with the time period, building knowledge and adding to the details they have learned to recognize as historical to that era. They also notice new information and perspectives. They will take that knowledge and apply it to their novels, looking for the places where nonfiction intersects or adds to what they are reading about. This work will help them develop interpretations about their book club books, building on their previous work with interpretations.This should lead to the readers leaving us with lasting lessons and deeper empathy.

Getting Ready for the Unit:
- [Text Sets from Newsela](#)

Anchor Charts:
- Readers of Historical Fiction...
  [Color](#) / [B&W](#) / [Single Page](#)

Mentor Text Considerations:

*Be sure to preview all texts used prior to classroom use.

<u>Number the Stars</u> by Lois Lowry (this text is paced in Reading spiral, pg. XVII)

<u>Rose Blanche</u> by Roberto Innocenti (this text is paced in Reading spiral, pg. XVII and pairs with <u>Number the Stars</u>)

<u>Trouble Don't Last</u> by Shelley Pearsall

Historical Fiction Book Club Considerations:

[Historical Fiction Books by Level from TCRWP](#)

 *Consider pairing images, videos, picture books, short nonfiction articles with each book title.
- *I Survived the Attacks of September 11th*, by Lauren Tarshis
  - *September Roses* by Jeanette Winter
  - *14 Cows for America* by Carmen Agra Deedy and Thomas Gonzalez
- *Breaking Stalin's Nose,* by Eugene Yelchin
  - *The Wall* by Peter Sis
- *Hannah* by Gloria Whelan
  - *Helen's Big World* by Doreen Rappaport
- *Esperanza Rising* by Pam Muñoz Ryan
  - *The Gardener* by Sarah Stewart
- *Island of the Blue Dolphins* by Scott O'Dell
  - *Encounter* by Jane Yolen
- *Bud not Buddy* by Christopher Paul Curtis
  - *Born and Bred in the Great Depression* by Jonah Winter
- *The Mighty Miss Malone* by Christopher Paul Curtis
  - *Finding Daddy: A Story of the Great Depression* by Jo Harper
- *Al Capone Does My Shirts* by Gennifer Choldenko
- *The Boy in the Striped Pajamas* by John Boyne
  - *Butterfly* by Patricia Polacco
- *One Crazy Summer* by Rita Williams Garcia
- *Red Berries, White Clouds, Blue Sky* by Sandra Dallas
  - *So Far From the Sea* Eve Bunting
  - *Baseball Saved Us* by Ken Mochizuki
- Consider Mark Twain nominees
- [More Historical Fiction Titles](#)

Pre Assessment:
- [Teacher Instructions](#)
- [Pre Assessment:](#) *Blizzard*
  - *Inferring About Characters and Other Story Elements: Character Traits and Supporting Thinking with Text Evidence*
  - *Analyzing Perspective*
  - *Analyzing Parts of a Story in Relation to the Whole*
  - *Determining Themes/Cohesion*
- [Preassessment Sample Responses](#)

Post Assessment:
- [Post Assessment:](#) *The Sign of the Cat*
  - *Inferring About Characters and Other Story Elements: Character Traits and Supporting Thinking with Text Evidence*

- - *Analyzing Perspective*
  - *Analyzing Parts of a Story in Relation to the Whole*
  - *Determining Themes/Cohesion*
- Post Assessment Sample Responses
- Student Rubric
- Learning Progression

Essential Questions:
1. How do readers tackle complex texts?
2. How do readers work in book clubs?
3. How do readers interpret complex texts?

Enduring Understandings/Big Ideas:
1. Readers work in clubs to synthesize as many details as possible, and it is important to listen carefully to each other, build on each other's comments, and honor relationships so that every club member feels valued.
2. Readers should value their own ideas about books and hold onto these as they read, because each reader brings their own history to a book, and they should share these ideas with others while remaining open to new ideas, and the possibility of revision.
3. 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.

DESE Priority Standards:
- **4.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **4.RF.3.A.a** Decode words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
- **4.R.1.B** Develop an understanding of vocabulary by:
  - **4.R.1.B.a** Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.
  - **4.R.1.B.d** Identify the meaning of common idioms and figurative language.
  - **4.R.1.B.f** Use conversational, general academic, and domain-specific words and phrases.
- **4.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
  - **4.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
  - **4.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly
- **4.R.2.A** Read, infer and draw conclusions using fiction texts including poetry and drama.
  - **4. R.2.A.a** Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
  - **4.R.2.A.c** Describe the interaction of characters, including relationships and how they change
  - **4.R.2.A.e** Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person
- **4.R.3.B** Read, infer and draw conclusions using literary techniques.
  - **4.R.3.B.b** Use evidence from the text to explain the author's purpose; and support the analysis
  - **4.R.3.B.c** Explain how an author uses language to present information to influence what the reader thinks or does

DESE Supporting Standards:

- **4.R.2.A.b**. Describe the personality traits of characters from the thoughts, words, and actions.
- **4.R.2.A.d**. Compare and contrast the adventures or exploits of characters and their roles.
- **4.R.3.C.a**. Analyze how characters change from the beginning to the end of a play or film.
- **4.R.3.C.d**. Compare and contrast a firsthand and secondhand account of the same event or topic.
- **4.R.3.C.c**. Explain the author's purpose.
- **4.R.4.A.b**. Explaining how various design techniques used in media influence the message.
- **4.R.4.A.a**. Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
- **4.R.4.A.b.** Explaining how various design techniques used in media influence the message.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
4.R.1.D	Read independently for prolong periods of time for different purposes.	Develop and Demonstrate	Apply	2
4.RF.3.A.a	In reading decode words using: • Knowledge of all letter-sound correspondences • Syllabication patterns • Morphology Decode unfamiliar multisyllabic words in context.	Develop and Demonstrate	Analyze	3
4.R.1.B	Identify the meaning of: • Idioms • Figurative language Use: • Conversational words and phrases • General academic words and phrases • Domain-specific words and phrases	Develop and Demonstrate	Analyze	3
4.R.1.A	In response to text: • Drawing conclusions by referencing textual evidence of what the text says explicitly • Infer by referencing textual evidence of what the text says explicitly • Draw conclusions from inferences drawn from the text. • Infer from inferences drawn from the text.	Read, Infer, and Draw Conclusions	Analyze	3
4.R.2.A	In Reading: • Summarize the events/plot • Sequence the events/plots • Explain how past events impact future	Read, Infer, and Draw Conclusions	Analyze	3

		events			
		- Identify the theme - Describe the interaction of characters - Relationships - How they change - Compare and contrast the point of view from which stories are narrated - Explain whether the narrator or speaker of a story is first or third person			
4.R.3.B	In Reading: - Use evidence from the text to explain the author's purpose - Support the analysis - Explain how an author uses language to present information - Explain how an author uses language to influence what the reader thinks or does	Read, Infer, and Draw Conclusions	Analyze	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Compare and Contrast Synthesize Differentiate Demonstrate Summarize Describe Determine	point of view metaphor Narration motivations perspective interpretation simile

Topic 1: Tackling Complex Texts

Start with Assessment
Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…

1. Begin by previewing questions with students.
2. Identify skills being assessed and review the 'look fors' listed under each question.
3. Read the passage, *Blizzard* to students to model slow, thoughtful reading of the text.

Engaging Experience 1:
Teaching Point: Today I want to teach you that at the very start of the story, readers pay particular attention to the mood and atmosphere of the places in which stories are set. Readers realize that the story will almost never

say, "This shows that trouble is brewing" or "This shows a sense of hope," so you must assemble clues to figure out what kind of place this is.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Rev up our minds for reading by noticing details about the setting (be alert right from the start)
2. Ask, "What clues is the author giving me that suggest what kind of place this is?"
3. Pay close attention to signs of trouble or change to think about what this place feels like
4. Continue to read analytically, studying parts that clue us in to the facts, feelings, or setting.

Engaging Experience 2:
Teaching Point: Today I want to teach you that at the start of a complex text, readers often tack up important information they need to know on mental bulletin boards. Specifically, they make note of the *who, what, where, when*, and *why* of the book.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this..
1. Record the main topic (ex: a character's name or place)
2. As you return to that name or place, jot new details as they emerge (make comparison to boxes and bullets)
3. Continue to collect and organize key facts so that you can fit the who, what, where, when, and why together

A Day for Assessment: Goal Setting
Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this… is to use the rubrics, progressions, and exemplars you'll use today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:
Teaching Point: Today I want to teach you that in historical fiction, there can be more than one timeline. There is the main character's timeline; there is also a historical timeline-and the two are entwined. To understand anyone, it helps to know the way that person's timeline intersects with the timeline of world events.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Create a personal timeline of a part of your life and a parallel historical timeline as a model
2. Get ready to try this work in clubs: use the fingers on your left hand as a timeline of the main character and the fingers on your right as a timeline of historical events

Engaging Experience 4:
Teaching Point: Today I want to teach you that a character's feelings and decisions are influenced by the

character's world, and his or her role in that world. When a character responds differently than you would, it helps to ask why. And to realize that the character's perspective is shaped by the times.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Return to a familiar scene from your read aloud, thinking about why a character behaves as he or she does.
2. Think about a character's actions in a way that first ignores the historical context, then correct yourself.
3. Consider how the historical events are helping to shape the characters in the story.

Topic 2: Interpreting Complex Texts

Engaging Experience 5:
Teaching Point: Today I want to teach you that readers don't wait for someone else to decide which passages are worth pausing over. Readers read alertly, poised to say, "Wow. This part almost seems like it's written in bold." Readers then ask, "How does this connect to other parts of the text?" and "What is this part really about?"
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Notice if an image or word is repeated often. Ask, "Might it be a symbol of something bigger?"

2. Notice if something catches you by surprise and stands out. Think, "Why might the author have put in this surprising part?"

3. Notice if a new insight dawns on a character.

Engaging Experience 6:
Teaching Point: Today I want to teach you that when you are thinking, talking, writing about big ideas-as you are doing today- it's wise to lodge your big ideas in small moments, small details, small objects.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Mark a section that feels important and ask, "what is significant about this part of the story?"
2. "How does this part fit with an earlier part? How does it connect to what the whole story is really about?"
3. "Why might the author have written in this particular way, including these details and words?"
4. "What is the character learning about life and the world? What am I learning?"

Engaging Experience 7:
Teaching Point: Readers, today I want to remind you that once you have paused to develop an interpretation of a book, you almost wear that idea- that interpretation- like a pair of glasses, like a lens. You can read through that lens, saying, "Ah yes, this goes with my interpretation?" or "Huh? This makes me think of something new."
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...

1. Create an idea (ex: war makes kids grow up early)
2. Find examples of that idea as you read with that lens
3. Push to add a "because…" statement to your idea or revise it to make it more precise or broader
● Themes or big ideas have more power when you think of them as claims about the world, rather than just about the book.
      1. Use words like "kids" or "people" when writing your claim instead of specific characters' names
      2. Talk about the theme of a story as a sentence or two rather than one word
            ▪ Start with one word theme
            ▪ Ask yourself, "what is this book teaching me about (one word theme)?"

Engaging Experience 8:
Teaching Point: Today I want to teach you that in a good book, as in good conversation, you can feel your thinking being changed. When you are open to new thinking as you read and as you discuss ideas with other readers, you can build richer, more powerful interpretations.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Use words and questions to bring out more thinking and to connect ideas in club conversations
2. Quick write using prompts such as:
        o "I used to think…, but now I realize…"
        o "When I first read this, I thought…, but now, rereading it, I realize…"
        o "On the surface, this is the story of...but I think it is really a story about…"
        o "Some people think this is a story about...but I think it is really a story About…"
        o "My ideas about...are complicated. In a way I think…, but on the other hand, I also think…"

Engaging Experience 9:
Teaching Point: Today I want to teach you that minor characters are in a story for a reason. They, like the main character, help to carry the mig messages or big ideas of the story. One way to improve your interpretation of a story is to reread, trying to understand the point of view-the perspective- of a minor character, then to revise your interpretation to include what you learn.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...

1. Try to understand the point of view--the perspective--of a minor character

2. Ask yourself, "Whose eyes are seeing this story?", "Whose thoughts am I hearing?", "Whose voice is telling the story?" to figure out the perspective

3. Revise your interpretation to include what you learn

Engaging Experience 10:
Teaching Point: Today I want to teach you that readers also take their interpretations around themes through a process of drafting and revision. One way that readers tackle this work is they have in mind an internalized sense of the qualities of strong theme work-and that guides their revision.
Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Record what you think the theme of the book is before you continue reading

2. Keep in mind the qualities of strong theme work to guide your revision

3. Qualities: A Theme…

       -is a big idea that relates to the whole arc of the story,

       -is grounded in specific details in the text, -considers the choices the author made

4. Read on with a lens of that theme, marking passages that support your idea

5. Revise both in writing and talking with clubs when necessary, using prompts to guide: I'm changing my mind...I'm starting to think...I'm realizing...So, if that's true, then...Can we try that idea on for a bit? If that's true, then how come…? Could it be that…?

Topic 3: The Intersection of Historical Fiction and History

Engaging Experience 11:

Teaching Point: Today I want to teach you that readers of historical fiction often study images-photographs and illustrations-from the time period, synthesizing them into relevant parts of their novels, to understand the time period better.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Ask: What does the picture remind you of in the book? (Go back to the text and look again)
2. Look at all parts of the picture and notice the details
3. Use expert vocabulary to describe what you see
4. Compare what you had been picturing in your mind to what you see in the image
5. Think about how the picture affects your envisioning of what you read

Engaging Experience 12:

Teaching Point: Today I want to remind you that readers don't limit themselves to the book in their hands. Readers gather resources on the run that will depend on comprehension. One important way to do this work is to read texts alongside your novel-texts that add background knowledge.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

1. Find places in your story where you have questions

2. Look for a source, including a part of a bigger article

3. Read just that part to gather information

4. Rethink what happened in the book with this information in mind

Engaging Experience 13:

Teaching Point: Today I want to teach you that readers of historical fiction not only shift between reading fiction and reading related nonfiction. Readers of historical fiction also shift between reading their historical fiction as one reads a story, and reading it as one reads an informational text. Because here's the thing- you can learn information from historical fiction.

Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Take a subtopic that you are learning about in one text and read across texts on that topic
2. As you read, ask, "Does this fit with what I already knew, or is this something that adds onto what I knew?"
3. If the nonfiction text tells something different than what you expected, think, "What could be going on? What might explain this?"
4. Realize that there is not just one history of an event- there are many.

Engaging Experience 14:
Teaching Point: Today I want to teach you as readers research characters' perspectives, it's important to recognize that one person's perspective is not everyone's perspective. Readers, therefore, are cautious about making assumptions and overgeneralizations.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Create chart: "Using My History Lens"
2. Two columns: "I notice these details…" and "I learn…"
3. Jot details from the text with page numbers and what those details teach you about the time period
4. Ask, "Who are we really talking about?" so that we do not overgeneralize by saying "all people in that time period"

Engaging Experience 15:
Teaching Point: Readers, today I want to teach you that looking at our books with the lens of power leads to all sorts of new thinking. When you investigate who has power, what form power takes (how you see it), and how power changes or shifts, that helps you find huge meanings in books.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this…
1. Ask questions to investigate power: "Who makes the rules?" "Who is in charge?" "Who has the power?" "What are the signs of that power?"
2. Then ask, "What's the resistance?" "What is their power?"
3. Begin to understand that when there is power, there is resistance. People don't just give in.

Engaging Experience 16:
Teaching Point: Readers, you've learned to think hard about people, places, and events in the stories you read- and also about ideas. Today I want to teach you that when you have developed some thinking about a big idea in one story, sometimes that thinning helps you find similar ideas in another story.
Suggested Length of Time: 1 day

Detailed Description/Instructions:
One way to do this...
1. Have clubs agree on a big idea that their book represents in one or two sentences
2. One club shares their idea, and the rest of the clubs ask, "Could this idea hold true in our book?"
3. Put hands into circle to see how one idea can relate to multiple texts
4. Reinforce that big ideas aren't confined to just one book- that author's pull the big ideas in their books from real life.

Engaging Scenario

Engaging Experience 17: Celebration
Teaching Point: I've decided that each of you, as authors of your own reading lives, will create your own celebration for this unit, capturing some idea that you learned in the course of this unit, that will affect the kind of person you want to be going forward.
Suggested Length of Time: 1-2 days

Detailed Description/Instructions:
One way to do this…
1. Create a one pager about your shared text or book club book using the following checklist:
   a. Work on only one side of the paper
   b. First and last name clearly displayed
   c. 1 inch border; fill in with theme words and drawn or written symbols
   d. Title of the book and author
   e. Sketch of main character or characters with cluster of trait words around the image
   f. 2 powerful or favorite quotes from the text
   g. A sentence or two giving your opinion of the book
   h. *Optional* additional sketched symbols from the text

Post Assessment

- Post Assessment: *The Sign of the Cat*
  - *Inferring About Characters and Other Story Elements: Character Traits and Supporting Thinking with Text Evidence*
  - *Analyzing Perspective*
  - *Analyzing Parts of a Story in Relation to the Whole*
  - *Determining Themes/Cohesion*
- Post Assessment Sample Responses
- Student Rubric
- Learning Progression