

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 4 BALANCED LITERACY: READING 2019

(Last revision date: 2018)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as readers and engage in reading on a daily basis in the Grade Four Reading Workshop. Focused mini-lessons are the starting point from which the rest of the workshop flows. Students need uninterrupted blocks of reading time in order to reach the expectations set for them. Individual conferences and small-group instruction are essential to meeting students where they are and supporting their growth across units.

For the majority of the workshop time, students will be reading independently and building their stamina for reading throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have reading partners and, in some units, book clubs with whom they may also confer and discuss rich mentor texts. Readers will have a choice of texts at their independent reading levels. Students will read “broadly and deeply,” and each student’s Reader’s Notebook(s) and Folders will hold evidence of the child’s reading across each genre throughout the school year. Readers explore a variety of skills transferable across all genres.

In grade 4, students build upon the knowledge gained in grades K-3 to read more sophisticated texts across a variety of genres.

Each day, approximately 45 minutes should be spent on Reading Workshop, and approximately 15 minutes should be spent on Interactive Read-Aloud. (Additionally, approximately 45 minutes daily is to be spent on Writing Workshop.)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- readers set goals for their reading and work to meet them.
- readers use a wide repertoire of learned strategies to create effective reading.
- readers will increase volume and stamina.
- readers retell and synthesize to cement comprehension.
- readers generate debatable ideas to prompt rich book conversation.

COURSE ESSENTIAL QUESTIONS

- How do I read intensely to build substantial ideas?
- How do I use reading strategies to better understand complex characters?
- How do I use reading to connect thoughts to build interpretations?
- How do I identify text structures to enhance nonfiction reading?
- How do I tackle tricky vocabulary to broaden my understanding across genres?
- How do I participate in meaningful conversations regarding my reading?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that reading is a process

Students will be able to . . .

- read in each genre: narrative and informational.
- grow their thinking about their texts.
- collaborate with a partner about reading.
- maintain a reading log.
- independently apply appropriate reading strategies.

READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – October	<u>Unit 1</u> : Interpreting Characters: The Heart of the Story
November – December	<u>Unit 2</u> : Reading the Weather, Reading the World
January – mid February	<u>Unit 3</u> : Interpretation Book Clubs
late February – April	<u>Unit 4</u> : Reading History: Immigration
May – June	<u>Unit 5</u> : Historical Fiction Clubs

UNIT 1

Interpreting Characters: The Heart of the Story

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|--|
| CCS.ELA-Literacy.RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCS.ELA-Literacy.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| CCS.ELA-Literacy.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CCS.ELA-Literacy.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| CCS.ELA-Literacy.RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| CCS.ELA-Literacy.RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| CCS.ELA-Literacy.RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| CCS.ELA-Literacy.RL.4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| CCS.ELA-Literacy.RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

Unit Essential Questions

- How do I read intensely to build a foundation?
- How do I take responsibility for reading lots of within-reach books?
- How do I tackle more challenging texts?
- How do I find meaning in repeated details?
- How do I ground evidence in the text in order to generate debatable ideas?

Scope and Sequence

Interpreting Characters: The Heart of the Story		
	Interactive Read-Aloud	Reading Workshop
Prior to Unit		<ul style="list-style-type: none"> Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available. Prior to each lesson below, review “GETTING READY” for specific materials needed. Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)
Bend I: Establishing a Reading Life		
Lesson 1	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 1 	<ul style="list-style-type: none"> <u>Session 1</u>: Reading Intensely: Building a Foundation to Grow Substantial Ideas (p. 4) <u>Teaching Point</u>: People read intensely to grow solid ideas that are grounded in the text. <u>See</u> p. 9, Fig. 1-1, p. 10, Fig. 1-2, & p. 12, Fig. 1-3 <u>Reread</u> <i>The Tiger Rising</i> pp. 1-2 <u>Chart</u>: “Reading Intensely to Grow Ideas”
Lesson 2	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 2 	<ul style="list-style-type: none"> <u>Session 2</u>: Taking Responsibility for Reading Lots of Within-Reach Books (p. 13) <u>Teaching Point</u>: To grow solid, grounded ideas about books, readers need to choose books they can read fluently and understand well. <u>Prepare</u> reading logs <u>See</u> p. 20, Fig. 2-1 <u>Charts</u>: “Reading Intensely to Grow Ideas,” “A book is too hard when . . .”
Lesson 3		<ul style="list-style-type: none"> <u>A Day for Assessment</u> (p. 21)
Lesson 4	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 4 	<ul style="list-style-type: none"> <u>Session 3</u>: Collaborating to Create a Culture of Reading: An All-Hands-on-Deck Call (p. 22) <u>Inquiry Question</u>: How do readers create procedures and systems to find books they want to read? <u>See</u> p. 29, Figs. 3-2 & 3-3, p. 30, Figs. 3-4 & 3-5 <u>Chart</u>: “Finding Books We Want to Read”

Lesson 5	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 6 	<ul style="list-style-type: none"> <u>Session 4</u>: Retelling and Synthesizing to Cement Comprehension (p. 31) <u>Teaching Point</u>: In addition to retelling chronologically, readers can do a synthesis retelling. <u>See</u> p. 40, Fig. 4-1 <u>Retell</u> <i>The Tiger Rising</i> Chps. 1-6 <u>Chart</u>: “From Retelling toward Summarizing”
Lesson 6	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 8 	<ul style="list-style-type: none"> <u>Session 5</u>: Envisionment: Seeing and Hearing inside the Text (p. 42) <u>Teaching Point</u>: Readers use the power of their minds’ eye to put themselves into the world of their books as they read. <u>See</u> p. 49, Figs. 5-1 & 5-2 <u>Reread</u> <i>The Tiger Rising</i> pp. 5-7 <u>Chart</u>: “Reading Intensely to Grow Ideas”
Lesson 7	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 10 	<ul style="list-style-type: none"> <u>Session 6</u>: Using Partners and Learning Progressions to Lift the Level of Your Work (p. 51) <u>Teaching Point</u>: Readers who aim to improve a skill can use learning progressions and set goals to assess their progress. <u>See</u> p. 58, Fig. 6-1, & p. 59, Figs. 6-2 & 6-3 <u>Reread</u> <i>The Tiger Rising</i> p. 24
Bend II: Thinking Deeply about Characters		
Lesson 8	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 11 	<ul style="list-style-type: none"> <u>Session 7</u>: Reading to Develop Defensible Ideas about Characters (p. 62) <u>Teaching Point</u>: People read characters and develop theories about them in much the same way that people read each other. <u>See</u> p. 68, Fig. 7-1, p. 71, Fig. 7-2, & p. 72, Fig. 7-3 <u>Reread</u> <i>The Tiger Rising</i> pp. 5-7 & pp. 8-9 <u>Charts</u>: “Grow Ideas about a Character,” “Developing Ideas about Characters”
Lesson 9	<ul style="list-style-type: none"> Read <i>The Tiger Rising</i> through end of Chp. 12 	<ul style="list-style-type: none"> <u>Session 8</u>: Developing Significant Ideas: Using the Story Arc to Notice Important Details about Characters (p. 73)

		<ul style="list-style-type: none"> • <u>Teaching Point</u>: Readers pay special attention to details that reveal characters’ desires, the obstacles they encounter, and their struggles to overcome the obstacles to best understand both the characters and the story. • <u>See</u> p. 78, Fig. 8-2, p. 80, Fig. 8-3, & p. 81, Fig. 8-4 • <u>Reread</u> <i>The Tiger Rising</i> p. 19 & p. 23 • <u>Chart</u>: “Grow Ideas about a Character”
Lesson 10	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 13 	<ul style="list-style-type: none"> • <u>Session 9</u>: Growing Grounded, Significant Ideas by Noticing Author’s Craft: Finding Meaning in Repeated Details (p. 83) • <u>Teaching Point</u>: Readers grow significant ideas about a character by noticing what the author calls to their attention. • <u>See</u> p. 86, Fig. 9-1, & p. 88, Figs. 9-2 & 9-3 • <u>Reflect</u> on <i>The Tiger Rising</i> Chps. 1-13 • <u>Chart</u>: “Grow Ideas about a Character”
Lesson 11	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 15 	<ul style="list-style-type: none"> • <u>Session 10</u>: Improving Theories by Reaching for Precise Academic Language (p. 92) • <u>Teaching Point</u>: Readers’ ideas about characters can become more precise, insightful, and sophisticated when readers reach for exact, precise, true language that captures those ideas. • <u>See</u> p. 97, Fig. 10-2, p. 98, Fig. 10-3, p. 99, Fig. 10-4, p. 100, Fig. 10-6, & p. 101, Fig. 10-7 • <u>Reread</u> <i>The Tiger Rising</i> pp. 51-53 • <u>Charts</u>: “Grow Ideas about a Character,” “Making Connections to Form a Theory”
Lesson 12	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 17 	<ul style="list-style-type: none"> • <u>Session 11</u>: Finding Complications in Characters (p. 103) • <u>Teaching Point</u>: Readers recognize that characters are complex and may seem one way in some relationships or setting, and another way in a different context. • <u>See</u> p. 105, Fig. 11-1, p. 107, Fig. 11-2, p. 108, Fig. 11-3, p. 110, Fig. 11-4, p. 11, Fig. 11-5, & p. 112, Fig. 11-6 • <u>Reread</u> <i>The Tiger Rising</i> pp. 43-44

		<ul style="list-style-type: none"> • <u>Charts</u>: “Developing Ideas about Characters,” “Making Connections to Form a Theory,” “Questions to Think More about Characters,” “Grow Ideas about a Character”
Lesson 13	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 19 	<ul style="list-style-type: none"> • <u>Session 12</u>: Debating to Prompt Rich Book Conversation (p. 113) • <u>Teaching Point</u>: Readers can debate differing viewpoints on a provocative question about a book they have both read. • <u>See</u> p. 119, Fig. 12-1 • <u>Reread</u> <i>The Tiger Rising</i> pp. 2-3, pp. 26-28, pp. 31-33, pp. 54-55, & pp. 65-66 • <u>Charts</u>: “Let’s Debate!” “Suggestions for Generating Provocative, Debatable Ideas about Texts”
Lesson 14	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 20 	<ul style="list-style-type: none"> • <u>Session 13</u>: Grounding Evidence Back in the Text (p. 122) • <u>Teaching Point</u>: Strong readers defend and critique ideas by quoting specific words, sentences, and passages from the text that provide evidence for their ideas. • <u>See</u> p. 126, Fig. 13-1 • <u>Reread</u> <i>The Tiger Rising</i> pp. 78-79 • <u>Charts</u>: “Let’s Debate!” “Suggestions for Generating Provocative, Debatable Ideas about Texts”
Bend III: Building Interpretations		
Lesson 15	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 21 	<ul style="list-style-type: none"> • <u>Session 14</u>: Looking beyond Characters: Studying Other Elements of Story (p. 132) • <u>Teaching Point</u>: Readers consider more than character when trying to interpret or make meaning of a story. • <u>Reread</u> <i>The Tiger Rising</i> p. 43 • <u>See</u> p. 136, Fig. 14-1, p. 137, Fig. 14-2, p. 139, Fig. 14-3, & p. 140, Fig. 14-4
Lesson 16	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 22 	<ul style="list-style-type: none"> • <u>Session 15</u>: Looking through Many Lenses at Not Just a Scene – But at the Whole Story So Far (p. 141) • <u>Teaching Point</u>: Good readers note the difference

		<p>between the small parts of something versus the whole.</p> <ul style="list-style-type: none"> • <u>See</u> p. 144, Fig. 15-1 • <u>Reread</u> <i>The Tiger Rising</i> p. 87, p. 53, p. 87, pp. 65-66, & pp. 12-13 • <u>Charts</u>: “To Understand/Interpret a Story, Readers Pay Attention to . . . ,” “How to Build an Interpretation”
Lesson 17	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 24 	<ul style="list-style-type: none"> • <u>Session 16</u>: Connecting Thoughts to Build Interpretations (p. 147) • <u>Teaching Point</u>: Readers push themselves to have deeper thoughts and build interpretations about a story by looking across their cumulative thinking, finding patterns, and making connections. • <u>See</u> p. 153, Fig. 16-1, p. 154, Fig. 16-2, & p. 155, Fig. 16-3 • <u>Charts</u>: “Thought Prompts to Help Us Grow Complex Ideas,” “How to Build an Interpretation”
Lesson 18	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 26 	<ul style="list-style-type: none"> • <u>Session 17</u>: A Method for Crystallizing Central Interpretations (p. 157) • <u>Teaching Point</u>: When readers develop a central interpretation of a book, they consider big life issues that relate to many people and stories. • <u>See</u> p. 160, Fig. 17-1, p. 163, Fig. 17-2, & p. 164, Fig. 17-3 • <u>Charts</u>: “Building a Central Interpretation,” “Thought Prompts to Help Us Move from Simple to Complex Interpretations”
Lesson 19	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> through end of Chp. 27 	<ul style="list-style-type: none"> • <u>Session 18</u>: Finding Meaning in Recurring Images, Objects, and Details (p. 165) • <u>Teaching Point</u>: Paying attention to recurring images, objects, and details helps readers develop complex interpretations. • <u>See</u> p. 168, Fig. 18-1, p. 170, Fig. 18-2, & p. 172, Fig. 18-3 • <u>Read</u> <i>The Tiger Rising</i> through end of book
Lesson 20		<ul style="list-style-type: none"> • <u>Session 19</u>: Celebration: Creating a Self-Portrait in

		Books (p. 176) <ul style="list-style-type: none"> • <u>Celebrate</u> the reading and learning of the unit • <u>See</u> p. 177, Fig. 19-1, & p. 179, Fig. 19-2
Lesson 21		<ul style="list-style-type: none"> • Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

- Students' answers to pre-assessment questions prior to the unit
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Interpreting Characters: The Heart of the Story* (Grade 4, Unit 1)
- *The Tiger Rising* by Kate DiCamillo (Level T)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- *Peter's Chair* by Ezra Jack Keats (Level J)
- the *Henry and Mudge* series by Cynthia Rylant (Level J)
- *Jessica* by Kevin Henkes (Level K)
- *King of the Playground* by Phyllis Reynolds Naylor (Level K)
- *Those Shoes* by Maribeth Boelts (Level L)
- *The Sandwich Swap* by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio (Level L)
- *Freckle Juice* by Judy Blume (Level M)
- *Fly Away Home* by Eve Bunting (Level M)
- *My Father's Dragon* by Ruth Stiles Gannett (Level M)
- *Wings* by Christopher Myers (Level M)
- *Freedom Summer* by Deborah Wiles (Level M)
- *Ramona and Her Father* by Beverly Cleary (Level O)
- *Weslandia* by Paul Fleischman (Level P)

- *Otherwise Known as Sheila the Great* by Judy Blume (Level R)
- *Frindle* by Andrew Clements (Level R)
- *Because of Winn-Dixie* by Kate DiCamillo (Level R)
- *Sarah, Plain and Tall* by Patricia MacLachlan (Level R)
- *Skylark* by Patricia MacLachlan (Level R)
- the *Dunc and Amos* series by Gary Paulsen (Level R)
- *Hatchet* by Gary Paulsen (Level R)
- *Journey* by Patricia MacLachlan (Level S)
- *Boys Against Girls* by Phyllis Reynolds Naylor (Level S)
- *The Secret School* by Avi (Level T)
- *The Liberation of Gabriel King* by K. L. Going (Level T)
- *Bridge to Terabithia* by Katherine Paterson (Level T)
- *My Side of the Mountain* by Jean Craighead George (Level U)
- *Wringer* by Jerry Spinelli (Level U)
- the *Harry Potter* series by J.K. Rowling (Level V and above)
- *Maniac Magee* by Jerry Spinelli (Level W)
- *When You Reach Me* by Rebecca Stead (Level V)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- mid September – October

UNIT 2

Reading the Weather, Reading the World

Unit Goals

At the completion of this unit, students will:

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|--------------------------|--|
| CCS.ELA-Literacy.RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCS.ELA-Literacy.RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CCS.ELA-Literacy.RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| CCS.ELA-Literacy.RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| CCS.ELA-Literacy.RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| CCS.ELA-Literacy.RI.4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| CCS.ELA-Literacy.RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| CCS.ELA-Literacy.RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| CCS.ELA-Literacy.RI.4.9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| CCS.ELA-Literacy.RI.4.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band |

	proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

Unit Essential Questions

- How do I embrace the challenge of nonfiction reading?
- How do I utilize text structures to help accentuate what matters?

- How do I plan for a research project?
- How do I evaluate sources while researching?
- How do I read closely and think deeply?

Scope and Sequence

Reading the Weather, Reading the World		
	Interactive Read-Aloud	Reading Workshop
Prior to Unit		<ul style="list-style-type: none"> • Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)
Bend I: Learning from Texts		
Lesson 1	<ul style="list-style-type: none"> • Read <i>Everything Weather</i> through end of Chp. 1 	<ul style="list-style-type: none"> • <u>Session 1</u>: Reading and Learning with Intensity (p. 4) • <u>Teaching Point</u>: Nonfiction readers make a commitment to learning from texts by making connections between what they already know and care about and the text. • <u>See</u> p. 14, Fig. 1-2 • <u>Chart</u>: “To Read Nonfiction Well . . .”
Lesson 2	<ul style="list-style-type: none"> • Continue to read <i>Everything Weather</i> excerpts before minilessons 	<ul style="list-style-type: none"> • <u>Session 2</u>: To Learn from Nonfiction, Readers Get Their Mental Arms around the Text (p. 15) • <u>Teaching Point</u>: Nonfiction readers preview their texts by surveying the parts of the text as well as by activating prior knowledge to anticipate how the text might go. • <u>See</u> p. 25, Fig. 2-1 • <u>Chart</u>: “To Read Nonfiction Well . . .”
Lesson 3		<ul style="list-style-type: none"> • <u>Session 3</u>: Text Structures Help Accentuate What Matters (p. 27) • <u>Teaching Point</u>: Nonfiction readers sometimes notice the structures in a text they are reading, and then use those structures to help them determine the information that is most important. • <u>Prepare</u> link to “Phoenix Zoo: The Phoenix Zoo Saves the Arabian Onyx” • <u>See</u> p. 28, Fig. 3-1, p. 30, Fig. 3-2, p. 31, Fig. 3-3, & p. 34, Figs. 3-4 & 3-5 • <u>Charts</u>: “Common Nonfiction Text Structures,” “To

		Read Nonfiction Well . . .”
Lesson 4		<ul style="list-style-type: none"> • <u>Session 4</u>: Embracing the Challenge of Nonfiction Reading (p. 37) • <u>Teaching Point</u>: Although there are various ways that nonfiction texts can pose challenges, when readers are aware of those ways they can get themselves ready to tackle the hard parts. • <u>Prepare</u> “A Sport” excerpts • <u>See</u> p. 46, Fig. 4-1 • <u>Charts</u>: “Common Nonfiction Text Structures,” “What To Do If My Book Stops Making Sense,” “To Read Nonfiction Well . . .”
Lesson 5		<ul style="list-style-type: none"> • <u>Session 5</u>: The Challenges Posed by Texts that Are Structured as Hybrids (p. 47) • <u>Teaching Point</u>: One of the challenges nonfiction readers face derives from the fact that many texts are hybrid in structure. Readers of hybrid nonfiction use authors’ signals to determine which lenses to read through and how the different parts of a nonfiction text fit together. • <u>Prepare</u> hybrid texts (TED talks, etc.) • <u>See</u> p. 55, Figs. 5-1 & 5-2, & p. 57, Fig. 5-3 • <u>Charts</u>: “Common Nonfiction Text Structures,” “Coding Nonfiction Texts,” “To Read Nonfiction Well . . .”
Lesson 6		<ul style="list-style-type: none"> • <u>Session 6</u>: Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation (p. 58) • <u>Teaching Point</u>: When readers look in and around new vocabulary words, they can often figure out the meaning of those words. • <u>See</u> p. 61, Fig. 6-1, p. 62, Fig. 6-2, & p. 67, Fig. 6-3 • <u>Charts</u>: “Figuring Out the Meaning of Unknown Words,” “To Read Nonfiction Well . . .”
Lesson 7		<ul style="list-style-type: none"> • <u>Session 7</u>: Summary Boot Camp (p. 68) • <u>Teaching Point</u>: Nonfiction readers create summaries of their reading that include the main ideas and key

		<p>details of the topic, stated in the reader’s own words.</p> <ul style="list-style-type: none"> • <u>See</u> p. 70, Fig. 7-1, p. 71, Fig. 7-2, p. 72, Figs. 7-3 & 7-4, p. 73, Fig. 7-5, & p. 78, Fig. 7-6
Bend II: Launching a Whole-Class Research Project		
Lesson 8	<ul style="list-style-type: none"> • View links to extreme weather before minilessons 	<ul style="list-style-type: none"> • <u>Session 8</u>: Planning for a Research Project (p. 80) • <u>Teaching Point</u>: The first job of a research team is for its members to organize and plan for the journey ahead. • <u>Prepare</u> YouTube links to extreme weather • <u>See</u> p. 89, Fig. 8-2, p. 90, Fig. 8-3, & p. 91, Fig. 8-4 • <u>Chart</u>: “To Research Well . . .”
Lesson 9		<ul style="list-style-type: none"> • <u>Session 9</u>: Synthesis (p. 92) • <u>Teaching Point</u>: As researchers read multiple texts on a subtopic, they read the second (and third, and so on) texts differently from how they read the first. They read subsequent texts asking, “Does this add to what I’ve already learned? Change what I’ve learned?” • <u>Prepare</u> link to, and transcript of, “Droughts 101” • <u>Prepare</u> YouTube link to, and transcript of, second resource • <u>See</u> p. 102, Figs. 9-4 & 9-5 • <u>Chart</u>: “To Research Well . . .”
Lesson 10		<ul style="list-style-type: none"> • <u>Session 10</u>: Reading Various Types of Texts (p. 105) • <u>Students will</u> have more time to research in their teams, and draw on everything they have learned as they research. • <u>See</u> p. 108, Figs. 10-1 & 10-2
Lesson 11		<ul style="list-style-type: none"> • <u>Session 11</u>: Writing to Grow Research-Based Ideas (p. 110) • <u>Teaching Point</u>: Readers can use writing to grow their ideas about research topics. • <u>See</u> p. 119, Fig. 11-5 • <u>Charts</u>: “Writing to Grow Ideas: Dos and Donts,” “To Research Well . . . ,” “Ways to Push Your Thinking”

Lesson 12		<ul style="list-style-type: none"> • <u>Session 12</u>: Don't Skip the Hard Stuff (p. 122) • <u>Teaching Point</u>: Readers tackle complex, technical passages head-on by reading and rereading small parts, thinking about what those parts are teaching, and using talk and writing to explain their ideas. • <u>See</u> p. 126, Figs. 12-1 & 12-2, & p. 127, Fig. 12-3 • <u>Charts</u>: ““To Read Nonfiction Well . . . ,” “When Preparing for a Group Presentation, Think About . . .”
Lesson 13		<ul style="list-style-type: none"> • <u>Session 13</u>: Celebration: Teaching One Another (p. 133) • <u>Students will</u> join in research teams to plan a quick course to teach their classmates about their chosen topics. • <u>See</u> p. 136, Fig. 13-1 • <u>Chart</u>: “When Preparing for a Group Presentation, Think About . . .”
Bend III: Tackling a Second Research Project with More Agency and Power		
Lesson 14	<ul style="list-style-type: none"> • Continue to read <i>Everything Weather</i> excerpts before minilessons • Read <i>Hurricane & Tornado</i> excerpts before minilessons 	<ul style="list-style-type: none"> • <u>Session 14</u>: Reading and Thinking across Two Topics: Comparing and Contrasting (p. 138) • <u>Teaching Point</u>: Researchers often move from studying one example of something to studying a second example, thinking about ways the second example is similar to and different from what they already know. • <u>See</u> p. 144, Fig. 14-2 • <u>Charts</u>: “Researching a Second Example,” “Phrases We Can Use When Comparing and Contrasting Information . . .”
Lesson 15		<ul style="list-style-type: none"> • <u>Session 15</u>: Seeking Out Patterns and Relationships (p. 149) • <u>Teaching Point</u>: One way to deepen expertise on a topic is to move from studying specific topics to thinking about patterns and relationships across the bigger field of knowledge. • <u>Prepare</u> two new text excerpts • <u>See</u> p. 157, Fig. 15-1

		<ul style="list-style-type: none"> • <u>Charts</u>: “Phrases We Can Use When Comparing and Contrasting Information . . . ,” “Researching a Second Example”
Lesson 16		<ul style="list-style-type: none"> • <u>Session 16</u>: New Topics Lead to New Investigations (p. 159) • <u>Teaching Point</u>: Researchers read across topics, the new information they learn ignites new inquiries, and then they read on to investigate their questions. • <u>Prepare</u> new text excerpts • <u>See</u> p. 165, Fig. 16-1, & p. 168, Figs. 16-2 & 16-3 • <u>Charts</u>: “Researching a Second Example,” “Ways to Push Your Thinking,” “Techniques for Writing to Grow Ideas”
Lesson 17		<ul style="list-style-type: none"> • <u>Session 17</u>: Readers Come to Texts with Their Own Agenda (p. 172) • <u>Teaching Point</u>: Researchers develop their own agendas related to their topics, and bring these agendas with them as they read. Sometimes, these agendas run counter to how texts are organized or to the author’s purpose, so researchers must reorganize the information they are learning to fit with their agendas. • <u>See</u> p. 180, Fig. 17-1 • <u>Charts</u>: “Common Nonfiction Text Structures,” “Researching a Second Example”
Lesson 18		<ul style="list-style-type: none"> • <u>Session 18</u>: Evaluating Sources (p. 183) • <u>Teaching Point</u>: Researchers become experts by evaluating the credibility and trustworthiness of sources. • <u>Prepare</u> link to U.S. Drought Monitor • <u>See</u> p. 189, Fig. 18-1 • <u>Charts</u>: “Questions Researchers Ask about Their Sources,” “Researching a Second Example”
Lesson 19		<ul style="list-style-type: none"> • <u>Session 19</u>: Reading Closely, Thinking Deeply (p. 194) • <u>Teaching Point</u>: Nonfiction readers think about the

		<p>decisions nonfiction writers make, which are related to the ways those authors seem to want readers to think or feel about a topic.</p> <ul style="list-style-type: none"> • <u>Prepare</u> two text excerpts • <u>Prepare</u> goal cards • <u>See</u> p. 203, Fig. 19-1 • <u>Chart</u>: Phrases We Can Use When Comparing and Contrasting Information . . .”
Lesson 20		<ul style="list-style-type: none"> • <u>Session 20</u>: Analyzing Craft: Studying How Nonfiction Authors Achieve Their Goals (p. 204) • <u>Teaching Point</u>: Readers study texts to determine what techniques or craft moves an author uses to achieve his or her goals.
Lesson 21		<ul style="list-style-type: none"> • <u>Session 21</u>: Imagining Possibilities, Celebrating Activism (p. 209) • <u>Students will</u> plan what will be presented and how they choose to present their learned information.
Lesson 22		<ul style="list-style-type: none"> • Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:

- Students’ answers to pre-assessment questions prior to the unit
- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Students’ answers to post-assessment questions at the conclusion of the unit

Resources

Core

- *Reading the Weather, Reading the World* (Grade 4, Unit 2)
- *Everything Weather* by Kathy Furgang
- Note-taking system for conferencing

- Reader's Notebook(s) and Folders

Supplemental

- *Hurricane & Tornado* by Jack Challoner
- *Tornadoes* by Seymour Simon
- *The Big Thirst: The Secret Life and Turbulent Future of Water* by Charles Fishman
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- November – December

UNIT 3

Interpretation Book Clubs

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|--|
| CCS.ELA-Literacy.RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCS.ELA-Literacy.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| CCS.ELA-Literacy.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CCS.ELA-Literacy.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| CCS.ELA-Literacy.RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| CCS.ELA-Literacy.RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| CCS.ELA-Literacy.RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| CCS.ELA-Literacy.RL.4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| CCS.ELA-Literacy.RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts

	and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

Unit Essential Questions

- How can I heighten my skills at interpretation?
- How can I see themes that thread through a text and sometimes across many texts?
- How can I think about ways in which different authors approach the same theme differently?

Scope and Sequence

Interpretation Book Clubs		
	Interactive Read-Aloud	Reading Workshop
Bend I: Interpretation: Discussing Themes and Issues in the Company of Clubs		
Lesson 1	<ul style="list-style-type: none"> • Read <i>Love That Dog</i> 	<ul style="list-style-type: none"> • <u>Focus</u>: Growing Ideas about a Text (p. 6) • <u>Teaching Point</u>: 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 a story. • <u>Chart</u>: "Interpreting Characters" (p. 143)
Lesson 2		<ul style="list-style-type: none"> • <u>Focus</u>: Looking for Patterns and Connections between Different Ideas (p. 7) • <u>Teaching Point</u>: Once readers have built up a lot of different thinking about different aspects of their book or topic, they look for patterns or connections between different ideas. • <u>Chart</u>: "Interpreting Characters" (p. 150)
Lesson 3		<ul style="list-style-type: none"> • <u>Focus</u>: Building a Central Interpretation (p. 8) • <u>Teaching Point</u>: When readers develop a central interpretation of a book, they consider big life issues that relate to many people and 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. • <u>Chart</u>: "Thinking about Theme" (p. 8)
Lesson 4		<ul style="list-style-type: none"> • <u>Focus</u>: Determining Recurring or Important Issues to Characters (p. 10) • <u>Teaching Point</u>: To interpret or learn from books, readers can especially look for issues that recur or issues that seem particularly important.
Lesson 5		<ul style="list-style-type: none"> • <u>Focus</u>: Finding Meaning in Recurring Images,

		<p>Objects, and Details (p. 10)</p> <ul style="list-style-type: none"> • Teaching Point: Paying attention to recurring images, objects, and details helps readers develop complex interpretations about stories.
Lesson 6		<ul style="list-style-type: none"> • Focus: Key Scenes in Stories (p. 10) • Teaching Point: Readers carefully consider key scenes in stories.
Lesson 7		<ul style="list-style-type: none"> • Focus: Book Club Check-in Day and Revisiting Learning Progressions (p. 11)
Bend II: Comparing Themes – and How Characters Relate to Them – across Texts		
Lesson 8		<ul style="list-style-type: none"> • Focus: Comparing Connections across Stories (p. 13) • Teaching Point: Often there are connections across stories.
Lesson 9	<ul style="list-style-type: none"> • Read <i>Fox</i> 	<ul style="list-style-type: none"> • Focus: Ways Readers Can Foster Depth in Comparing and Contrasting (p. 14) • Teaching Point: Ideas, characters, and scenes from various texts can be compared side by side, focusing on what the characters say and do and ways the author describes them. • Prepare book club starter cards
Lesson 10		<ul style="list-style-type: none"> • Focus: Character Change to Support Comparing and Contrasting (p. 14) • Teaching Point: Even in stories that have similar themes, characters can change and learn lessons differently.
Lesson 11		<ul style="list-style-type: none"> • Focus: Comparing Stories to Our Own Lives (p. 15) • Teaching Point: Readers recall other stories; they think and talk about how the stories compare to find possible life lessons the stories leave us with.
Bend III: Reading Closely to See <i>How</i> Themes Are Shaped by Authors		
Lesson 12	<ul style="list-style-type: none"> • Revisit familiar mentor texts 	<ul style="list-style-type: none"> • Focus: Reading Closely to Think about Author’s Word Choice (p. 16) • Teaching Point: Readers can read closely to look at

		details and consider why an author may have chosen precise words.
Lesson 13		<ul style="list-style-type: none"> • <u>Focus</u>: Objects in Stories Have Symbolic Importance (p. 17) • <u>Teaching Point</u>: Readers should focus on objects in stories, which may symbolize more complex meaning.
Lesson 14		<ul style="list-style-type: none"> • <u>Focus</u>: Titles Can Be Symbolic (p. 17) • <u>Teaching Point</u>: A title may have significance beyond its literal meaning.
Lesson 15		<ul style="list-style-type: none"> • <u>Focus</u>: In Good Stories, Details Matter (p. 19) • <u>Teaching Point</u>: Details matter; readers think hard and ask themselves about details that seem to be in the text for no clear reason.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- “Interpretation Book Clubs” (Grade 4, If/Then Unit)
- *Love That Dog* by Sharon Creech
- *Fox* by Margaret Wild
- Note-taking system for conferencing
- Reader’s Notebook(s) and Folders

Supplemental

- *Your Move* by Eve Bunting

- *The Story of Ruby Bridges* excerpt by Robert Coles (accessible online via www.heinemann.com) (Level O)
- *The Tiger Rising* by Kate DiCamillo
- the *Dragon Slayers' Academy* series by Kate McMullan (Level N)
- *Skinnybones* by Barbara Park
- *Every Living Thing: Stories* by Cynthia Rylant
- “Papa’s Parrot” by Cynthia Rylant
- *The Other Side* by Jacqueline Woodson
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries

Time Allotment

- January – mid February

UNIT 4

Reading History: Immigration

Unit Goals

At the completion of this unit, students will:

- | | |
|-------------------------|--|
| CCS.ELA-Literacy.RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCS.ELA-Literacy.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| CCS.ELA-Literacy.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CCS.ELA-Literacy.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| CCS.ELA-Literacy.RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCS.ELA-Literacy.RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| CCS.ELA-Literacy.RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| CCS.ELA-Literacy.RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| CCS.ELA-Literacy.RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| CCS.ELA-Literacy.RI.4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |

CCS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCS.ELA-Literacy.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

Unit Essential Questions

- How do I research history?
- How do I recognize different perspectives?
- How do I tackle increasingly complex texts?

Scope and Sequence

Reading History: Immigration		
	Interactive Read-Aloud	Reading Workshop
Prior to Unit		<ul style="list-style-type: none"> • Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)
Bend I: Researching History		
Lesson 1	<ul style="list-style-type: none"> • Read <i>The Orphan of Ellis Island</i> through end of Chp. 1 before minilesson 	<ul style="list-style-type: none"> • <u>Session 1</u>: Researchers Orient Themselves to a Text Set (p. 4) • <u>Teaching Point</u>: Researchers often learn about a topic by locating resources to build knowledge of a topic. • <u>Read</u> beginning of <i>Ellis Island</i> (National Geographic) • <u>Charts</u>: “Subtopics on Immigration,” “Launching a Research Project”
Lesson 2	<ul style="list-style-type: none"> • Continue reading <i>The Orphan of Ellis Island</i> 	<ul style="list-style-type: none"> • <u>Session 2</u>: Readers Use Text Structures to Organize Incoming Information and Notes (p. 12) • <u>Teaching Point</u>: When researchers preview a text, they identify the text structure. • <u>Prepare</u> link to “How Tough Was Early Immigration to America?” • <u>Read</u> <i>If Your Name Was Changed at Ellis Island</i>, pp. 38-39, or <i>Life at Ellis Island</i>, pp. 18-19 • <u>Charts</u>: “Common Nonfiction Text Structures,” “Launching a Research Project”
Lesson 3		<ul style="list-style-type: none"> • <u>A Day for Assessment</u> (p. 22)
Lesson 4	<ul style="list-style-type: none"> • Continue reading <i>The Orphan of Ellis Island</i> 	<ul style="list-style-type: none"> • <u>Session 3</u>: Special Challenges of Researching History (p. 23) • <u>Teaching Point</u>: Researchers pay particular attention to people, geography, and chronology when they read history.

		<ul style="list-style-type: none"> • <u>Read</u> <i>Ellis Island</i> (National Geographic) p. 8 • <u>Chart</u>: “Lenses to Carry When Reading History”
Lesson 5		<ul style="list-style-type: none"> • <u>Session 4</u>: Prioritizing: Notetaking on What’s Really Important (p. 33) • <u>Teaching Point</u>: When researchers take notes, they read a chunk of the text straight through and pause to talk it over in their mind before they record important parts. • <u>Read</u> <i>Ellis Island</i> (National Geographic) p. 10 • <u>Chart</u>: “Taking Notes to Record Important Information and Explain It:” “Launching a Research Project,” “A Detail Is Important Enough to Record When . . . ,” “Note-Taking to Support Nonfiction Reading”
Lesson 6		<ul style="list-style-type: none"> • <u>Session 5</u>: Synthesizing across Texts (p. 44) • <u>Teaching Point</u>: Researchers synthesize information about a key subtopic by reading an overview text, by reading across several sources about that one subtopic, and by thinking about how the new information fits with what they’ve already read. • <u>Read</u> immigration book of choice to embellish notes from Lesson 5 • <u>Chart</u>: “Launching a Research Project,” “Phrases that Help Synthesize Related Information”
Lesson 7		<ul style="list-style-type: none"> • <u>Session 6</u>: The Role of Emblematic Detail in Nonfiction (p. 54) • <u>Teaching Point</u>: Researchers not only construct a big picture of their topic through reading and synthesizing; they also pay careful attention to the details that reveal tone and point of view. • <u>Read</u> <i>Immigrant Kids</i> p. 40 • <u>Read</u> <i>Immigrant Kids</i> p. 31 or <i>Life at Ellis Island</i> pp. 8-9
Lesson 8		<ul style="list-style-type: none"> • <u>Session 7</u>: Readers Develop Strategies for Reading Primary Sources (p. 64) • <u>Teaching Point</u>: Readers of history draw on particular strategies to read primary source documents.

		<ul style="list-style-type: none"> • <u>Prepare link to primary source documents from the Tenement Museum</u> • <u>Read <i>Famous Immigrants</i> excerpt</u> • <u>Chart: “Questions to Ask about a Primary Source”</u>
Lesson 9		<ul style="list-style-type: none"> • <u>Session 8: Readers Bring Their Topics to Life (p. 73)</u> • <u>Teaching Point:</u> Researchers can bring their topics to life when they draw on all they know about reading fiction to make a scene come to life. • <u>Prepare link to primary audio source</u> • <u>Read <i>The Orphan of Ellis Island</i> excerpt</u> • <u>Read <i>Immigrant Kids</i> p. 32</u>
Lesson 10		<ul style="list-style-type: none"> • <u>Session 9: A Celebration of Learning (p. 81)</u>
Bend II: Preparing for Debate		
Lesson 11	<ul style="list-style-type: none"> • Read various texts related to immigration 	<ul style="list-style-type: none"> • <u>Session 10: Recognizing Different Perspectives (p. 84)</u> • <u>Teaching Point:</u> Historians pay careful attention to multiple points of view, so that they can try to form a more complete understanding of what happened in the past. • <u>Prepare link to <i>Forgotten Ellis Island</i> trailer</u>
<p><i>(jump from Bend II, Session 10, to Bend III, Session 14)</i></p>		
Bend III: Engaging in a Second Cycle of Research		
Lesson 12	<ul style="list-style-type: none"> • Read various texts related to immigration 	<ul style="list-style-type: none"> • <u>Session 14: Building the Prior Knowledge that Makes Texts Accessible (p. 116)</u> • <u>Teaching Point:</u> Readers often read much easier text to get background knowledge on a topic before tackling harder texts. • <u>Read <i>Immigrant Kids</i> p. 15</u> • <u>Read <i>Life on the Lower East Side</i> pp. 8-9</u> • <u>Chart: “Launching a Research Project”</u>
Lesson 13		<ul style="list-style-type: none"> • <u>Session 15: Strategies for Tackling Increasingly Complex Texts (p. 126)</u> • <u>Teaching Point:</u> Readers use special strategies for

		<p>making sense of a complex text. They begin by previewing the text closely, and then they read a section, paraphrase what they read, and notice whether it goes with what they've read before or introduces something new.</p> <ul style="list-style-type: none"> • <u>Read</u> "The New Colossus" • <u>Chart</u>: "Transitional Phrases to Help Talk about the Texts"
Lesson 14		<ul style="list-style-type: none"> • <u>Session 16</u>: Readers Study All Parts of a Text to Determine Main Ideas (p. 134) • <u>Teaching Point</u>: Nonfiction readers know that there are specific places in a text where an author often reveals important information related to the main idea: introductions, conclusions, and text features. • <u>Read</u> <i>Ellis Island</i> (National Geographic) pp. 34-35
<i>(jump from Session 16 to Session 18)</i>		
Lesson 15		<ul style="list-style-type: none"> • <u>Session 18</u>: Developing a Richer Conceptual Knowledge of Key Vocabulary (p. 151) • <u>Teaching Point</u>: When readers approach a new word, they not only learn the definition of it, but also work to understand the word and how it is used at a deeper level. • <u>Read</u> various book excerpts • <u>Charts</u>: "Figuring Out the Meaning of Unknown Words," "Knowing a Word Means You Can . . ."
Lesson 16	<ul style="list-style-type: none"> • Read various texts related to immigration 	<ul style="list-style-type: none"> • <u>Session 19</u>: Questioning and Hypothesizing to Reach Deeper Conclusions (p. 159) • <u>Teaching Point</u>: Researchers sometimes ask questions that cannot be answered quickly. • <u>Read</u> various book excerpts • <u>Chart</u>: "Taking Notes to Record Important Information and Explain It:"
Lesson 17		<ul style="list-style-type: none"> • <u>Session 20</u>: Reading History for Universal Messages, for Meaning (p. 163) • <u>Teaching Point</u>: Readers draw upon their knowledge

		<p>of interpretation to ask questions about history, and to figure out the big lessons that they can learn from the past.</p> <ul style="list-style-type: none"> • <u>Read</u> <i>Ellis Island</i> (National Geographic) pp. 34-35 • <u>Chart</u>: “How to Build an Interpretation”
Lesson 18		<ul style="list-style-type: none"> • Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Students’ answers to pre-assessment questions prior to the unit
- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Students’ answers to post-assessment questions at the conclusion of the unit

Resources

Core

- *Reading History: Immigration* (Grade 4, Unit 3, adapted)
- *The Orphan of Ellis Island* by Elvira Woodruff
- *Ellis Island* by National Geographic
- “How Tough Was Early Immigration to America?”
<https://edpuzzle.com/media/5b589d4377cb30408b9ca93d>. Web.
- *Immigrant Kids* by Russell Freedman
- “Primary Sources Lesson Plan” by the Tenement Museum.
https://www.tenement.org/files/primary_source/Primary%20Sources%20Lesson%20Plan%20-%20Lower%20Elementary.pdf. Web.
- “Immigrant Reflections on the First Day of School.”
<https://www.tenement.org/audio/Immigrant%20reflections%20on%20the%20first%20day%20of%20school.wav.wav>. Web.
- “Forgotten Ellis Island Trailer.” <https://www.youtube.com/watch?v=voAO6838Y3I>. Web.
- *Life on the Lower East Side* by Jennifer Blizin Gillis
- “The New Colossus” by Emma Lazarus
- Note-taking system for conferencing
- Reader’s Notebook(s) and Folders

Supplemental

- *If Your Name Was Changed at Ellis Island* by Ellen Levine
- *Life at Ellis Island* by Sally Senzell Isaacs
- *Famous Immigrants* by Debra J. Housel
- *My Journey through Ellis Island* by Lynda Arnaz
- *What Was Ellis Island?* by Patricia Brennan Demuth
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- late February – April (including days for specific standardized assessment preparation)

UNIT 5

Historical Fiction Clubs

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|--|
| CCS.ELA-Literacy.RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CCS.ELA-Literacy.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| CCS.ELA-Literacy.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CCS.ELA-Literacy.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| CCS.ELA-Literacy.RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| CCS.ELA-Literacy.RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| CCS.ELA-Literacy.RL.4.7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| CCS.ELA-Literacy.RL.4.9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| CCS.ELA-Literacy.RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

CCS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CCS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do I tackle complex texts?
- How do I interpret complex texts?
- How do I intersect historical fiction and history?

Scope and Sequence

Historical Fiction Clubs		
	Interactive Read-Aloud	Reading Workshop
Prior to Unit		<ul style="list-style-type: none"> • Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)
Bend I: Tackling Complex Texts		
Lesson 1	<ul style="list-style-type: none"> • Read <i>Rose Blanche</i> during minilesson 	<ul style="list-style-type: none"> • <u>Session 1</u>: Reading Analytically at the Start of a Book (p. 3) • <u>Teaching Point</u>: Readers pay particular attention at the start of a book to analyze the setting: when the story takes place, where, and what this place feels like. • See p. 12, Fig. 1-1 • <u>Charts</u>: “Readers of Historical Fiction . . .,” “Creating a Constitution for Your Club,” “In a Well-Run Club, Members . . .”
Lesson 2	<ul style="list-style-type: none"> • Read <i>Number the Stars</i> through “The corner was just ahead” (2) during minilesson 	<ul style="list-style-type: none"> • <u>Session 2</u>: Monitoring for Sense: Fitting the Pieces Together (p. 13) • <u>Teaching Point</u>: Readers keep track of story elements as they read, continually building their understanding of what’s going on. • <u>Read</u> <i>Number the Stars</i> Chp. 1 after minilesson

		<ul style="list-style-type: none"> • <u>Charts</u>: “Readers of Historical Fiction . . . ,” “How to Build an Interpretation”
Lesson 3		<ul style="list-style-type: none"> • <u>A Day for Assessment</u> (p. 21)
Lesson 4	<ul style="list-style-type: none"> • Revisit <i>Number the Stars</i> through end of Chp. 2 during minilesson 	<ul style="list-style-type: none"> • <u>Session 3</u>: Thinking across Timelines: Fitting History and Characters Together (p. 23) • <u>Teaching Point</u>: Readers keep track of the ways in which characters’ timelines fit with the historical timelines, deepening understanding of both characters and historical events. • <u>See</u> p. 28, Fig. 3-1, & p. 31, Fig. 3-2 • <u>Read</u> <i>Number the Stars</i> Chp. 2 before minilesson • <u>Chart</u>: “Readers of Historical Fiction . . . ”
Lesson 5	<ul style="list-style-type: none"> • Revisit <i>Number the Stars</i> p. 2 & pp. 8-10 during minilesson 	<ul style="list-style-type: none"> • <u>Session 4</u>: Characters’ Perspectives Are Shaped by Their Roles (p. 34) • <u>Teaching Point</u>: To deepen their understanding of characters and perspective, readers step into characters’ shoes and realize that their thoughts and decisions are shaped by the times in which they live and their roles. • <u>Prepare</u> fourth-grade exemplar • <u>See</u> p. 38, Fig. 4-1, & p. 42, Fig. 4-2 • <u>Chart</u>: “Readers of Historical Fiction . . . ”
Bend II: Interpreting Complex Texts		
Lesson 6	<ul style="list-style-type: none"> • Read <i>The Tiger Rising</i> Chp. 10, or <i>Number the Stars</i> pp. 24-25, during minilesson 	<ul style="list-style-type: none"> • <u>Session 5</u>: Making Significance (p. 44) • <u>Teaching Point</u>: Strong readers read complex texts alertly, poised to interpret as they read. They recognize when a passage is significant and think about how that passage connects to other parts of the text to figure out what it is really saying. • <u>See</u> p. 47, Fig. 5-1 & p. 52, Fig. 5-2 • <u>Read</u> <i>Number the Stars</i> Chp. 3 before minilesson • <u>Charts</u>: “Clues that Suggest a Passage is Worth Pondering,” “Readers of Historical Fiction . . . ,” “Thought Prompts to Help Us Grow Complex Ideas”
Lesson 7	<ul style="list-style-type: none"> • Read <i>Number the</i> 	<ul style="list-style-type: none"> • <u>Session 6</u>: Seeing Big Ideas in Small Details (p. 54)

	<p><i>Stars</i> through Chp. 5 during minilesson</p>	<ul style="list-style-type: none"> • <u>Teaching Point</u>: When readers think or write about big ideas from a book, they support their ideas with small moments, small details, and small objects found in the text. • <u>See</u> p. 61, Fig. 6-1, & p. 62, Fig. 6-2 • <u>Read</u> <i>Number the Stars</i> Chp. 4 before minilesson • <u>Charts</u>: “Thinking Deeply about Important Passages in a Book,” “Readers of Historical Fiction . . .”
Lesson 8	<ul style="list-style-type: none"> • Discuss <i>Number the Stars</i> thus far during minilesson 	<ul style="list-style-type: none"> • <u>Session 7</u>: Determining Themes (p. 63) • <u>Teaching Point</u>: When readers have developed an interpretation of a book, they keep it in mind, using it like a lens, growing and shaping that interpretation as they read on. • <u>See</u> p. 64, Figs. 7-1 & 7-2, p. 65, Fig. 7-3, p. 66, Fig. 7-4, & p. 72, Fig. 7-5 • <u>Read</u> <i>Number the Stars</i> Chps. 6-7 before minilesson
Lesson 9	<ul style="list-style-type: none"> • Read <i>Number the Stars</i> pp. 50-53 during minilesson 	<ul style="list-style-type: none"> • <u>Session 8</u>: Deepening Interpretation through Collaboration and Close Reading (p. 74) • <u>Teaching Point</u>: Readers are open to new ideas, both as they read and in conversation with other readers, and they can use these ideas to make their interpretations more powerful. • <u>See</u> p. 82, Fig. 8-1 • <u>Read</u> <i>Number the Stars</i> Chp. 8 before minilesson • <u>Chart</u>: “Growing Powerful Book Club Conversations,” “Readers of Historical Fiction . . .,” “Thought Prompts for Generating Quick Writes”
Lesson 10	<ul style="list-style-type: none"> • Read <i>Number the Stars</i> pp. 74-81 during minilesson 	<ul style="list-style-type: none"> • <u>Session 9</u>: Attending to Minor Characters (p. 83) • <u>Teaching Point</u>: One way readers broaden or deepen their interpretation of a text is to take into account the perspectives of minor characters. • <u>See</u> p. 86, Fig. 9-1, p. 92, Fig. 9-2, & p. 93, Fig. 9-3 • <u>Read</u> <i>Number the Stars</i> Chp. 9 before minilesson • <u>Charts</u>: “Figuring Out Perspective,” “Readers of Historical Fiction . . .”
Lesson 11	<ul style="list-style-type: none"> • Read “Things” 	<ul style="list-style-type: none"> • <u>Session 10</u>: Self-Assessing Using Qualities of a

	during minilesson	<p>Strong Interpretation (p. 94)</p> <ul style="list-style-type: none"> • <u>Teaching Point</u>: As readers build interpretations, they draft and revise their ideas by comparing them to qualities of a strong interpretation. • <u>Prepare</u> link to painting • <u>See</u> p. 97, Fig. 10-1 • <u>Read</u> <i>Number the Stars</i> Chps. 10-11 before minilesson • <u>Charts</u>: “A Theme . . .,” “Talking and Writing to Learn”
Bend III: The Intersection of Historical Fiction and History		
Lesson 12	<ul style="list-style-type: none"> • Read <i>Number the Stars</i> p. 12 during minilesson 	<ul style="list-style-type: none"> • <u>Session 11</u>: Turning to Primary Sources to Better Understand History (p. 104) • <u>Teaching Point</u>: Historical fiction readers often deepen their sense of an unfamiliar era by studying images – photographs and illustrations – from the time period. • <u>Prepare</u> King Christian X images and nonfiction materials • <u>Read</u> <i>Number the Stars</i> Chps. 12-13 before minilesson • <u>Charts</u>: “Synthesizing Nonfiction (Images + Text) into Stories,” “Readers of Historical Fiction . . .,” “Use Search Terms to Find Historical Images,” “Using Images to Deepen Understanding of What You Read”
Lesson 13	<ul style="list-style-type: none"> • Read <i>Number the Stars</i> p. 118 during minilesson 	<ul style="list-style-type: none"> • <u>Session 12</u>: Turning Reading into a Project: Add Background Information to Deepen Understanding (p. 114) • <u>Teaching Point</u>: Readers make their reading into a project, particularly by researching on the run as they read. • <u>Prepare</u> nonfiction materials • <u>Read</u> <i>Number the Stars</i> Chps. 14-15 before minilesson • <u>Chart</u>: “Historical Fiction Readers Deepen Their Understanding By . . .”
Lesson 14		<ul style="list-style-type: none"> • <u>Session 13</u>: Readers Learn History from Historical Narratives (p. 123) • <u>Teaching Point</u>: Readers don’t need to turn to nonfiction alone in order to learn about history;

		historical fiction books, too, will teach them about history.
Lesson 15	<ul style="list-style-type: none"> Read <i>Number the Stars</i> pp. 67-87, pp. 123-124, & pp. 109-110 during minilesson 	<ul style="list-style-type: none"> <u>Session 14</u>: Some People’s Perspective Is Not All People’s Perspective (p. 126) <u>Teaching Point</u>: As readers come to know people’s perspectives, they are careful not to make assumptions or overgeneralize. <u>Read</u> <i>Number the Stars</i> Chp. 16 before minilesson <u>Charts</u>: “Readers of Historical Fiction . . .,” “A Theme . . .,” “Historical Fiction Readers Deepen Their Understanding By . . .”
Lesson 16	<ul style="list-style-type: none"> Discuss <i>Number the Stars</i> thus far during minilesson; see p. 5 & p. 47 	<ul style="list-style-type: none"> <u>Session 15</u>: Seeing Power in Its Many Forms (p. 135) <u>Teaching Point</u>: Readers deepen their thinking by investigating power dynamics in their stories. <u>See</u> p. 137, Fig. 15-1, & p. 142, Fig. 15-2 <u>Read</u> <i>Number the Stars</i> Chp. 17 before minilesson <u>Chart</u>: “Predictable Questions to Investigate Power”
Lesson 17		<ul style="list-style-type: none"> <u>Session 16</u>: Finding Thematic Connections across Texts (p. 143) <u>Teaching Point</u>: Readers look for similar themes across different books to deepen their understanding. <u>See</u> p. 149, Fig. 16-1, p. 150, Figs. 16-2 & 16-3, & p. 151, Figs. 16-4 & 16-5 <u>Chart</u>: “Readers of Historical Fiction . . .”
Lesson 18		<ul style="list-style-type: none"> <u>Session 17</u>: Celebration (p. 152) <u>Students will</u> celebrate the reading and learning of the unit. They have learned to navigate more complex texts, read more closely, and fall in love with historical fiction. <u>See</u> p. 153, Fig. 17-1
Lesson 19		<ul style="list-style-type: none"> Administer post-assessment questions (same as used for pre-assessment)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Students' answers to pre-assessment questions prior to the unit
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

Resources

Core

- *Historical Fiction Clubs* (Grade 4, Unit 4)
- *Rose Blanche* by Christophe Gallaz
- *Number the Stars* by Lois Lowry
- *The Tiger Rising* by Kate DiCamillo (Level T)
- "Things" by Eloise Greenfield
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- *Bud, Not Buddy* by Christopher Paul Curtis
- *The House of Sixty Fathers* by Meindert DeJong
- *Letters from Rifka* by Karen Hesse
- *Out of the Dust* by Karen Hesse
- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson
- *Autumn Street* by Lois Lowry
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Skylark* by Patricia MacLachlan
- *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Nettie's Trip South* by Ann Turner
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- "Dorothea Lange: Migrant Farm Families Photos with Original Captions." <http://www.historyplace.com/unitedstates/lange/>. Web.

Time Allotment

- May – June

CURRENT REFERENCE

Calkins, Lucy. *A Guide to the Reading Workshop: Intermediate Grades*. Portsmouth, NH: Heinemann. 2015. Print.