### 4th Grade ELA-Reading Curriculum

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Curriculum Revision Tracking Spring, 2017

- Standards in each unit have been re-coded to align with the Missouri Learning Standards.
- Moved the Historical Fiction Book Clubs unit from second quarter to fourth quarter.
- A new unit, Reading the Weather, Reading the World, has been added to align with the revised Missouri Learning Standards for fourth grade.
- A new unit, Reading History, has been added to align with the revised Missouri Learning Standards for fourth grade.
- The Diving into the Study of Short Texts unit has moved to 5th grade and has been revised to better align with the 5th grade Missouri Learning Standards.
- The Reading High Interest Nonfiction unit and the Interpretation of Texts unit have been removed as they no longer aligned with the work of the revised Missouri Learning Standards for fourth grade.

Curriculum Revision Tracking Spring, 2018

The Unit 2 title, “Following Characters into Meaning” has been changed to “Interpreting Characters” to mirror the same language as the unit resources.

The end-of-year Gem Unit is now focused toward students developing a plan for summer reading.

Curriculum Revision Tracking Spring, 2019
Unit 1: 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 - beginning of 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 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.

Read-Aloud Considerations:
- 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. Living a reading life means that I have a self-awareness of my interests. I can select texts that will continue to grow and inspire my passions.
2. In order to grow myself as a reader, I need to be able to seek challenges and set goals for myself.
3. Reading is a social experience that is meant to be shared with others. The more I share and discuss my love of and thinking about reading, the stronger our classroom reading culture becomes.

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.

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Unit Vocabulary:

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**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 mini lesson

**Standards Addressed**

Priority: 4.R.1.D.a,b (Independent Reading Skills)

**Detailed Description/Instructions:**

- **One way you can do this** is by creating 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.
- **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.
- **Stamina**: As you send students off to practice the agreed upon procedures, you should work to begin building independent reading stamina. 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. It’s important for students and teachers to remember that if the group expectations are broken during the “Practice and Application” component, you join back together as a class, talk about it, and try that minute increment again. You should not move up your minute goal until the previous one has been reached by all students committing to the classroom agreement made as a community of readers.
● Start a “Good Readers…” anchor chart. Add the first bullet: value each other as readers

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1

**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:** 2 mini lessons

**Standards Addressed**


**Detailed Description/Instructions:**

- **One way you can do this** is by creating a timeline of your reading life, sharing with students when reading has been frustrating and when it has been great. Share with them explicitly what makes it great for you and what makes it awful. Is it the topic of the book? The author? The images? The theme? The people you read it with? Who is making you read it? This will help them think about their reading lives in order to formulate meaningful goals. Highlight the power of reflection for this specific element in their life.

- **One way to track classroom reading would be to** hand out book logs for students or you may choose to do the 40 Book Challenge. Let them know this will be another tool that will help them author their reading lives and add to their reading timeline throughout the year. It will tell the story of who they are as a reader, allowing you to be a better reading teacher for them.

- **Another way** to log books is by creating a class Padlet page titled, “Digital Bookshelf” Use the Shelf setting to develop a shelf for each student. When then finish a book they can add a picture of the book cover, genre, theme and how the book was read, partner read, audio book, independent read, etc. This Padlet can be kept all year long. Consider how you will encourage students to use this log. Possibly you can update together as a class once a week or ask students to share their log with you during conferences.

- **Another way** to digitally log books is through the use of Biblionasium. This is a great way for kids to log their books and recommend books to other kids.

- **In addition to individual book logs,** consider using status of the class. This blog, describes how one teacher uses this tool.

- Add to “Good Readers…” anchor chart--choose books we love, adding them to our book log

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1
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 mini lesson

Standards Addressed


Detailed Description/Instructions:

- **One way to do this** is to 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. Think about an important goal, show students how they can’t have ten important things, but only one or two. That’s what makes it important. To help them think about a realistic goal you might give the example goal of writing down everything I ever read. Then you can think aloud with them about how you read texts and newspapers and magazine articles and books, and keeping track of all that is too much. So, if I want this to be a realistic goal, I’m just going to track the books I read. 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.

- 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.

- Add to “Good Readers…” anchor chart: Take charge of our reading lives.

Bloom’s Levels: Remember

Webb’s DOK: 1

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 mini lesson

Standards Addressed


Detailed Description/Instructions:

- **One way to do this** is to 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.

- **Another way to do this** is to challenge your students to the 40-Book Challenge from Donalyn Miller’s *The Book Whisperer*. Make sure you stress with students that the goal isn’t to obsessively focus on 40
books exactly but to use that number as a goal for reading the most books they’ve ever read in their lives. For some students this will end up being less than 40 books and for some students this will be far more than 40 books. Also discuss the expectation in the 40 Book Challenge of reading a wide variety of books from different genres. Decide as a class how you will keep track of the books each student reads and how to track progress. Consider as a teacher modeling your own 40-Book Challenge reading, showing students that you too are a reader with long-term goals.

**Bloom’s Levels:** Remember, Apply  
**Webb’s DOK:** 1, 3

**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 mini lesson  
**Standards Addressed**  
Priority: 4.R.1.A.c

**Detailed Description/Instructions:**

- **One way to do this** is to develop an anchor chart with a T-chart labeled “Too Hard/Just Right”. Have a student model reading a “too hard” book in front of the class and notice behaviors together that make a book too hard. Remember, choose a student who feels comfortable in front of others and understands the purpose of this lesson so as not to embarrass them. If you feel more comfortable, you can model this. 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 the words, read fast and smooth, read with expression, notice punctuation).

- Add to “Good Readers…” anchor chart: choose books that are just right

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1

**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 mini lesson  
**Standards Addressed**  
Priority: 4.R.1.A.c

**Detailed Description/Instructions:**

- **One way to do this** is to go back to the anchor chart 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

- Add to “Good Readers…” anchor chart: Know when a book is not working

**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1

**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 mini lesson

**Standards Addressed**  
Priority: 4.R.1.A.a,b

**Detailed Description/Instructions:**

- **One way to do this** is to book talk a book that you love, modeling for students how to buzz. Make sure you 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. Have them 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 reader will like.
  - Read aloud a tiny excerpt that reveals something exciting about the book.
  - Talk about why the book is irresistible.

- 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.

- Refer back to “Good Readers…” anchor chart and add: share their books with a reading community

**Bloom’s Levels:** Remember, Apply  
**Webb’s DOK:** 1, 3

**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 mini lessons

**Standards Addressed**

Priority: 4.R.1.A,b,c

**Detailed Description/Instructions:**

- **One way to do this** is to read aloud an excerpt from your mentor text. 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, modeling in the process 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?

- 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.

- Add to “Good Readers…” anchor chart: Notice moments that speak to us and remember characters’ names and setting

**Bloom’s Levels:** Remember, Apply

**Webb’s DOK:** 1, 3

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**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 mini lesson

**Standards Addressed**

Priority: 4.R.1.A.b

**Detailed Description/Instructions:**

- **One way to do this** is to 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. Draw attention to the fact 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.

- **Another way to do this** is to explicitly set up your expectations for Accountable Talk, drafting a set of agreed-upon rules for partnership work and group and class discussions (SL.4.1.b). 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.

- **Another way to do this** is to create an anchor chart for the acronym SLANT.
  - Sit up
  - Look at the person talking
  - Act like you care
  - Nod your head
  - Take turns talking

**Bloom’s Levels:** Apply, Create
**Webb’s DOK:** 2, 3

**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 mini lesson

**Standards Addressed**
Priority: 4.R.1.A,b,c

**Detailed Description/Instructions:**
- **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.
- **One way to do this** is to 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?

**Bloom’s Levels:** Apply, Create
**Webb’s DOK:** 2, 3

**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 mini lesson
Standards Addressed  
Priority: 4.R.1.A.b,c

Detailed Description/Instructions:

- **One way to do this** is to model for students (once again in your partnership with a teacher or student) how to share an experience about your life. Share with students that you talk about your reading in the same way, excited and highlighting the good parts. Remind them of the rules you made two days ago for discussion regarding accountable talk and being a good listener. Then 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. Students then share what they noticed--both the partnerships and those observing.

Bloom’s Levels: Apply, Create  
Webb’s DOK: 2, 3

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 thinking 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 mini lessons

Standards Addressed  
Priority: 4.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to 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. There may be other responses you will incorporate throughout the year, but for today focus only on these two, as they are the most common. This would also be a good opportunity to revisit the work you did with annotation, reminding students this is a way to show their thinking as well. You will provide students a Reading Life Portfolio (possibly a folder and reader’s notebook) and have them add the work of the day into it. 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.

Bloom’s Levels: Remember, Apply  
Webb’s DOK: 1, 3

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 mini lessons

Standards Addressed Priority: 4.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to choose a text for shared reading. You could copy a passage from your read-aloud text or use another short text. 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.
Discuss the fact that it’s not important for us to see things exactly the same unless something is described explicitly in the text. 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. 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.

**Bloom’s Levels:** Apply, Analyze  
**Webb’s DOK:** 2, 3

**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 mini lessons

**Standards Addressed**  
Priority: 4.R.1.B.b

**Detailed Description/Instructions:**

- **One way to do this** is to 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. Ask students to read to themselves and to circle any words they don’t know the meaning to. Note students’ markings. Choose two to three of the most commonly circled words and model using context clues strategies to figure out the words.
  
  ○ Try reading around the words to get a sense of what is going on. Is there a synonym that might make sense? Can this help you understand the word in question?
  ○ What is the word’s job? Is it describing something (adjective), showing action (verb), naming something (noun), etc.
  ○ What is the mood of the sentence or paragraph? Is it positive or negative? Scary? Funny? Can this help you figure out the meaning?
  ○ Does the word have any parts that can help you figure it out (prefixes, suffixes, root word)?
  ○ Sometimes it’s worth looking it up. Model how to use a print or online dictionary to define the word. After reading the definition, reread the word in its context and think about how it is being used.

- Let students know that using context clues strategies to figure out the meaning of a word in the sentence is important for reading, but going one step further and trying to “collect” the word will help them to increase their vocabularies, which will make them better readers and writers in the future. 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.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Scenario Option 1**
Engaging Scenario
Situation: Creating a reading toolkit for the year
Challenge: Choosing from an array of tools that will make you a successful reader as an individual and in a group or partnership.
Specific Role: Analyzing the array of tools presented, choosing and organizing those in a meaningful way to ensure the student has taken the initial steps in authoring their reading life.
Audience: Student, student partnerships, reading groups
Product or performance: Reading tool kit

As a culmination of this unit, students will create a reading toolkit that will hold the tools and resources they need to be successful readers across the year. They can collect these in their Reading Life Portfolio, an organizational bin at their table, a baggie, etc.

Items that should be available for students to collect for their reading toolkit:
- accountable talk question stems
- reading partnership discussion starters
- reading strategies bookmarks
- annotation codes bookmark
- context clues strategies
- ways to record new words
- post-its
- paper
- book logs
- book recommendation forms
- “How to Buzz About Books” chart picture
- “How to Pick Just Right Books” form
- Goal-setting sheets

Also, you can give students their Reader’s Notebooks on this day as a celebration that they now know all they need to author their own reading life! As you hand them out, allow them to go write their first experience as a reader in 4th grade to get excited about filling that notebook!

Engaging Scenario Option 2 (digital)

Engaging Scenario
Situation: Setting up an electronic way for students to share their reading recommendations and keep a record of their reading life.
Challenge: Create a way to share out what you’re reading with others to motivate you as a reader, help you meet your goals, and energize the classroom reading community.
Specific Role: The student chooses what to say about the books they are reading. In addition to learning
to keep a record of their reading life and share recommendations, this Engaging Scenario will allow students to begin to develop expertise with ISTE Standard 3: Knowledge Constructor and ISTE Standard 2: Digital Citizen.

Audience: Students, Teacher, Families

Product or performance: Digital record of reading and recommendations.

As a culmination of this unit, students will create a digital record of their reading life as well as a vehicle for giving and receiving reading recommendations. The teacher can utilize many different options for this including: Schoology, Google Classroom, student blogs, or Padlet. In Schoology or Google Classroom students can use discussion features to share out their latest recommendations and celebrate when they meet their reading goals. On student blogs they can also do these things as well as create visual and/or written records of their reading. Your classroom could also have one blog simply devoted to “What We’re Reading” and students can post to it as they finish books--or be required to post and respond on a regular schedule. As the classroom teacher, you could also create a simple Padlet each month, and students could post as they finish books and reach goals. In order to incorporate the Digital Citizen standard, teachers can talk to students about internet safety, being wise about who can see our work, being wise about what we include about ourselves, and learning what is appropriate as we interact with each other in a digital space.
Unit 2: Interpreting Characters: The Heart of the Story

Subject: Reading
Grade: 4th
Name of Unit: Interpreting Characters: The Heart of the Story
Length of Unit: 4-5 weeks (September-October)

Overview of Unit: Children will be taught to read intensely to grow ideas about their characters. They will learn that the heart of a good story lies within the character. You will work to get your students’ enthusiasm built for growing substantial ideas grounded in evidence. To do this, we will teach readers to read closely and with conscious intent. Many fourth graders enter the year reading only to grasp the sweeping details of a text. One of the first messages we’ll send in this unit is that as they move into more complex texts, they’ll find the details in those texts matter.

In Topic 1 (Bend I) of the unit, readers will continue applying strategies to choose books within their reach to keep records of their volume, and to engage deeply and intensely with their books by creating mental movies as they read. Students will also learn to retell a story chronologically or summarize by reaching back into the book to select the information that fits.

In Topic 2 (Bend II) of the unit, readers will work to grow significant, text-based ideas about characters. The focus will shift to help readers think in more complex ways about characters by drawing evidence-based conclusions, tweaking their ideas so they are grounded in the text and defensible.

In Topic 3 (Bend III) of this unit readers will work to study characters and build interpretations. You will teach them to connect ideas to form interpretations that are supported across the whole text. Students will focus on finding recurring images, objects and details and demonstrate how they support or contribute to the overall theme of the text.

Getting Ready for the Unit:

- Start a read-aloud book several days before beginning reading lessons for *Interpreting Characters: The Heart of the Story* (books are suggested below).
- Gather multiple titles of appropriate grade-level fiction books with strong characters and themes.
- You may choose to teach this unit through book clubs if you feel that your class is ready. If you choose to do this, you will want to select texts for your book clubs that revolve around books with strong main characters. If you are wanting to introduce book clubs, you would want to introduce this idea by Experience #6.
• Familiarize yourself with the structure of book clubs within your workshop classroom by reading over the following resource:

   Read Chapter 11: Practical Help with Book Clubs from the Lucy Calkins: A Guide to the Reading Workshop, pgs. 104-112. (Schoology)

Pre-Assessment:

• Use the preassessment from Unit 2 of the Units of Study--Interpreting Characters: The Heart of the Story. (Schoology)
  
  • Use the student sample responses and student rubric to score your students’ work.

• Consider using all or part of the Lucy Calkins Narrative Learning Progression.   (Schoology)

• After looking over the pretest questions for this unit, consider rewriting these questions in a generic way so that students can practice answering them with their own reading throughout the unit. These responses can be turned in weekly and handed back with feedback the following week during individual conferring or small group. You can tell students which question to answer each week, or give them a choice. Students should have their micro-progression rubric to help self-assess their writing. This should prepare them for the post test by practicing answering questions and writing about their reading.

  ➔ What kind of person is _______________? (personality traits of characters, textual evidence)

  ➔ How did __________ change from the beginning of the story to the end of the story? Why? (interaction of characters and how they change, textual evidence)

  ➔ Choose a part (paragraph or quote) of the story. How does this part fit with the whole story? (draw conclusions from explicit and implicit text ideas)

  ➔ Write about a theme (or life lesson) that your story has. (summarize and sequence the plot; identify the theme, textual evidence)

Read-Aloud Considerations:

During your read-aloud, ask students questions that encourage them to think deeply about character motivations and how the characters are interacting in the text.

• 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?

Suggested Texts:

*The Tiger Rising* by Kate DiCamillo
*Wonder* by R.J. Palacio
*Pecan Pie Baby* by Jacqueline Woodson (From Trade Book Collection)
*The Mysteries of Harris Burdick* by Chris Van Allsburg
*The Stranger* by Chris Van Allsburg
*The Giving Tree* by Shel Silverstein

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**Essential Questions:**

1. How can I read to understand the many layers of a character?
2. How can I read carefully, paying attention to the interactions of characters and how characters change?
3. How do I determine the lesson(s) characters are learning in a story? How does this help me to determine
the theme of a story?

**Enduring Understandings/Big Ideas:**

1. Like me, characters have many layers that make up who they are. As readers, we collect textual evidence to support our thoughts about characters and their many layers.
2. Characters grow and change throughout a text. As a reader I need to track and monitor these shifts in order to enhance my understanding of a character.
3. As a reader I need to zoom in on the characters’ motivations and struggles to identify the life lessons I am learning beside them.
4. My understanding of text is enhanced when I build my thinking off of others’ thinking. I must be open to others’ views to see that texts can be interpreted in more than one way.

**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.2.A: Read, infer, analyze, and draw conclusions to:
  a. Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme
  b. Describe the personality traits of characters from their thoughts, words, and actions
  c. Describe the interaction of characters, including relationships and how they change

**Supporting Standards for unit:**

- 4.R.2.A: Read, infer, analyze, and draw conclusions to:
  d. Compare and contrast the adventures or exploits of characters and their roles
  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.1.C: Explain relevant connections between:
  a. Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
- 4.SL.3.A: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
  a. Contributing to discussion after listening to others’ ideas, according to classroom expectations
  b. Expressing opinions of read-alouds and independent reading and relating opinions to others

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<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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Board Approved: June 7, 2018
| 4.R.1.A | 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 | **Develop and demonstrate** | **Apply** | 3 |
| 4.R.2.A | a. Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme  
| | b. Describe the personality traits of characters from their thoughts, words, and actions  
| | c. Describe the interaction of characters, including relationships and how they change | **Read, infer, analyze, and draw conclusions** | **Analyze** | 3 |

**Unit Vocabulary:**

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<th><strong>Academic Cross-Curricular Words</strong></th>
<th><strong>Content/Domain Specific</strong></th>
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<td>Analyze</td>
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<td>Compare and Contrast</td>
<td>Internal Thoughts</td>
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<td>Develop</td>
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<td>Demonstrate</td>
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<td>Motivation</td>
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<td>Textual Evidence</td>
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Engaging Experience 1- Reading Intensely

Teaching Point: “Today I want to teach you that to grow solid, grounded ideas, people read intensely, aware that everything counts. They often reread to see more, notice more. Readers use all their brain power and strategies to pay extra attention to what they’re reading.

Suggested Length of Time: 1 mini lesson

Standards Addressed:
  Priority: 4.R.1.A.c

Detailed Description/Instructions
  ● One way to do this is to have students bring their independent reading books and reading notebooks with them to the carpet. Inform children that you know they have grown ideas from books before, but this year we'll take it to a new level. This year we will grow substantial ideas grounded in evidence.

Tell them that even though we are just starting our books, we can already read in a way that will allow us to grow solid ideas. Open up your own book you’ve been reading and read a bit out loud in front of the kids. Think aloud, “What do I do to read intensely?” Before answering, have students turn and talk, using their texts and reading notebooks to help them brainstorm how they make sure they do not let their books just fly by them. Begin an anchor chart—Reading Intensely to Grow Ideas. Begin to read Tiger Rising or the read aloud book you have selected. Read the first couple pages to allow students an opportunity to apply the strategies listed on the anchor chart. Once completed, send them off to do this same work in their own books.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 2- Taking Responsibility for Reading Lots of Within-Reach Books

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 mini lessons

Standards Addressed:
  Priority: 4.R.1.A.c

Detailed Description/Instructions
  ● Refer to anchor chart from yesterday to highlight for students that a just right book must be in your hands to read intensely. Choose a student from the classroom who is at the average reading level for
most of your students, and who does not mind reading in front of the class. Give the student a text that is too hard, exhibiting the behaviors of a too challenging text (e.g. reading bit by bit, no expression, excessive pauses, eliminating words). Give student the opportunity to read it silently for a bit to see if that helps--likely the answer is still no. Highlight for students that the reader still sounded like a robot in her own head and does not understand what’s going on. This book is still too hard. Have them turn and talk to remind each other of the characteristics of a text that is too challenging and create an anchor chart (optional).

Bloom’s Levels: Understand, Apply  
Webb’s DOK: 3

Engaging Experience 3- Retelling and Synthesizing to Cement Comprehension

Teaching Point: Today I want to teach you that another strategy readers apply to read intensely is looking back in their books to cement their comprehension. You already know how to do 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 that relate to that part.  
Suggested Length of Time: 1-2 mini lessons

Standards Addressed:  
Priority: 4.R.2.A.a-c

Detailed Description/Instructions

- **One way you can show this is** to connect this work to their book buzzes. Pull out Tiger Rising and ask students to join you retelling the read aloud by taking big steps through the timeline of events, retelling only the important ones. The model a synthesis retell by reading the beginning of Chapter 6 in Tiger Rising. Highlight the moment the bullies, Norton and Billy Threemonger begin to bully Rob in the cafeteria. Stop, and think aloud about the other big moments that have happened in the text that have illustrated Norton and Billy as bullies also. Continue thinking aloud about how the author is developing these characters through these scenes--this is a synthesizing retell, focusing on one aspect of the book and connecting those scenes across the text. If time permits, continue reading in Chapter 6 to the point where Rob yells, surprising himself. Have students practice a synthesis retell focusing in on that aspect of the text, and the backstory of who Rob is as a character that has led to this moment. Create anchor chart if you wish. Pull in the “Retelling/Synthesizing” portion of the Narrative Learning Progression (found on Schoology) to guide students toward proficiency in these skills.

- **Another way to do this is** to spend one day on chronological retell and one day on synthesis retell if you feel your students need a more in-depth review of both.

Bloom’s Levels: Understand, Apply  
Webb’s DOK: 3

Engaging Experience 4- Envisionment

Teaching Point: Today I want to teach you that to read well, to intensely, readers can’t just read with their eyes. Readers use everything--the images, the mood, the sounds--to make movies as they read.  
Suggested Length of Time: 1 mini lessons

Standards Addressed
Priority: 4.R.2.A.b-c

Detailed Description/Instructions
● **One way to do this** is to refer to the “Reading Intensely to Grow Ideas” anchor chart and add: find the flow of the book to get in the world of the story and make movies in your mind. Connect to the work you did yesterday with following characters to do a synthesis retell. Let students know that today we are going to actually walk in the shoes of the character by doing scene reenactments from the book. Go back to Chapter 2 of Tiger Rising. Have students partner up with a person near them. One of them will be assigned to play the role of Rob and the other partner to play the role of the bullies, Norton and Billy. As you read the chapter, the characters act out their body motions and facial expressions as the words are being said. Coach students to think about additional layers they can add in—where are you looking? What gestures can you add? Are you shouting? How is Rob moving? If you wish, give heavy guidance through prompts for the “Teach” portion, and then halfway through the chapter step out and let students take the lead for “Active Engagement.” Remind students of points on anchor chart of reading intensely, reminding them specifically to focus on envisioning today. Their notebook stop and jot may even be a picture or sketch of what they are seeing in their mind.

**Bloom’s Levels:** Understand, Apply

**Webb’s DOK:** 3

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**Engaging Experience 5- Using Partners and Learning Progressions to Life the Level of Your Work**

**Teaching Point:** Today I want to remind you that when readers are trying to get better at a particular skill, such as envisionment or character traits, it helps to work with a partner and use the learning progressions to set goals that will 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 mini lessons

**Standards Addressed**

Priority: 4.R.1.A.c

Detailed Description/Instructions
● **One way to do this** is to have the Narrative Learning Progression (found on Schoology) pulled up or printed for modeling purposes. Begin with “Envisioning/Predicting”. Think aloud through the third grade level of that skill, identifying your strengths and areas for growth. Then do the same for 4th and identify your goal you want to work toward in this area. **Make sure you have a recording or post-it in your reading notebook to serve as a model for analyzing your own work to set goals**, which is the work students will do today. Move onto envisionment, showing your work for that skill and have students determine an appropriate goal for you based on the progression expectations. Send students off to focus on these two areas of the progression for their own work, setting goals and working with partners to strengthen it. If you wish, you can add in the “Character Traits” portion of the progression as well.

**Bloom’s Levels:** Understand, Apply

**Webb’s DOK:** 3

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**Topic 2: Thinking Deeply About Characters**
Engaging Experience 6- Reading to Develop Defensible Ideas About Characters

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 a character have acted this way? What does these actions show about the character?” Readers especially notice patterns in character actions and notice times when the character breaks pattern.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.2.A.b-c

Detailed Description/Instructions

- One way to do this is to have students use the actions of Rob in Tiger Rising to answer the questions, “How is my character acting? What patterns have I seen in the way this character acts? Does this new action fit or disrupt those patterns?” Have students go back to the beginning of the book and think about who Rob was when he was first introduced. Think about big scenes with Rob since the beginning--has his behavior followed a pattern? If so, when? Has his behavior broken a pattern? When and why do you think the author did that? For “Active Engagement” have students do this same work with other characters, perhaps Sistine or the bullies. Refer to “Grow Ideas About a Character” anchor chart on Schoology to set students up for their work today, and the remainder of Topic 2.

Bloom’s Levels: Understand

Webb’s DOK: 3

Engaging Experience 7- Developing Significant Ideas

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 mini lesson

Standards Addressed

Priority: 4.R.2.A.b-c

Detailed Description/Instructions

- One way to do this is to explain to students that readers use what they know about how stories tend to go to determine details of a story that are important. Read a passage from your read aloud closely with students that has particular importance. If you are reading Tiger Rising, the end of Chapter 6 when Sistine is bullied in front of Rob works well. Make sure the passage is visible to all students as you read, and highlight the deep down motivation your character is working to achieve and the behaviors they are exhibiting in doing so. Add “pay attention to a character’s desires and how they are achieved” to the “Growing Ideas about a Character” anchor chart. Send students off to do this same work,
considering the following guiding questions:

- What does your character desire?
- Does your character have a mission?
- Is there an outside or internal influence that is making your character act in a certain way?
- What--or who--is getting in the way of your character’s desire?
- What challenges or obstacles are preventing the character from getting what he or she wants?

- Use a chart like is one to show students how they raise the level of their thinking and ideas about a character by adding evidence, identifying traits, and elaborating on their interpretation of the idea.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

### Engaging Experience 8--Growing Grounded, Significant Ideas by Noticing Author’s Craft

**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 mini lesson

**Standards Addressed**
- **Priority:** 4.R.1.A.a-b, 4.R.2.A.b-c

**Detailed Description/Instructions**

- **One way to do this** is to remind students that we have already learned one way to grow significant ideas about characters. Today we are going to learn a new way. Ask students to consider what a story might be like if the author was not intentional in developing their characters and just included random, disconnected characteristics for them. Then ask children to help review things the author has made a big deal about in a character from your read aloud and ask, “Why?” For instance, if you are reading Tiger Rising you might highlight Sistine’s pink frilly dress, that she’s named after a famous chapel, her words sound strange, and she has angry eyes. Add to the anchor chart, * notice anything about the character that repeats... and * repeated details--traits, features, objects--that are significant.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

### Engaging Experience 9--Improving Ideas by Reaching for Precise Academic Language

**Teaching Point:** Today I want to teach you that when readers want to grow not just any ol’ ideas about characters, but insightful ones, they try to reach for exact, precise, true words to convey their thoughts about the character.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 4.R.1.A.a-b; 4.R.2.A.b-c
Detailed Description/Instructions

- **One way you can do this is** by reading a recent passage from your read aloud that has precise language. If you’re reading Tiger Rising, display page 51 of Chapter 14 where Rob first takes Sistine to see the tiger. Have students use precise language to describe Sistine, such as bossy, controlling, feisty, passionate. Ask students to provide evidence for their idea. Continue reading the rest of that scene and have students work to together to come up with precise language about Rob. You might consider making a bulletin board in your room like the one pictured below. The baggie has generic words labeled on the outside, and as students find more precise words they put them on slips of paper and add them to the bag. The board becomes a usable tool for students to stretch themselves to come up with stronger words to describe characters.

- **Another way to do this is** to have students compare the character from your read aloud to characters from other books they’ve read, and find commonalities between the two.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 3

**Engaging Experience 10-Finding Complications in Characters**

**Teaching Point:** Today I want to teach you that characters are complicated—they aren’t just one way. Characters may be one way in the 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 for text evidence that shows this complexity to build solid ideas about characters.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 4.R.1.A.a-b; 4.R.2.A.b-c

**Detailed Description/Instructions**

- **One way to do this** is to highlight for students that characters are not just one way. Make a T-chart labeled *In the Classroom and In the Kitchen* and note how you are different in these different spaces. For example, perhaps you are comfortable and organized in the classroom, but disorganized in the kitchen. Read a portion from the read aloud that highlights seeing two different sides of a character. Make the same t-chart and model how characters have more than one side too. If you in *Tiger Rising*, focus on Sistine. Think about her leading up to the moment when she reveals she hates her dress and Rob shares his carvings with her. Share with students the “Developing Ideas about Characters” (Schoology) prompts for them to use today in their reading responses.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

**Engaging Experience 11-Debate to Prompt Rich Book Conversation**

**Teaching Point:** Today I want to teach you that when different readers have different viewpoints about a book, these differences can 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 mini lesson

**Standards Addressed**
- **Priority:** 4.R.1.A.a-b; 4.R.2.A.a-c

**Detailed Description/Instructions**
- **One way to do this** is to lay out the steps for an effective debate:
  - Have different opinions about a text you both know
  - Ideas have to be original and provocative to be debatable (provide examples like, people should eat, kids should have a lot of homework, Rob is lonely, Rob misses his mom, Rob’s father is caring…) Ask students which of these would be worthy of debate. Allow them to add ideas to the list to debate about the read aloud.
  - Develop evidence-based arguments for or against the claims related to the read aloud. (Model this by choosing a claim from the list and thinking through pros and cons. Decide which side you want to argue for and model finding text evidence for that argument. Then allow students to work together in pairs or small groups to develop an evidence-based argument for the opposing side you just modeled).
  - Use the “Let’s Debate” chart and “Suggestions for Generating Ideas” chart on Schoology to support this lesson.
  - Send students off to come up with provocative, debatable ideas in their own texts.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Engaging Experience 12- Grounding Evidence Back in the Text**

**Teaching Point:** Today I want to teach you that strong readers defend and critique ideas by using specific passages--by quoting specific words, sentences, and passages--from the text itself.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 4.R.1.A.a.b

**Detailed Description/Instructions**
- **One way to do this** is to remind students of the work they did yesterday during their debate. Remind them of needing to find that specific evidence to make their argument as strong as it could be. You will do this same work today to support the ideas you generated yesterday. Model by adding on to your argument from yesterday with a new passage from the read aloud. Then have students find a piece of evidence that could support their claims from their own books. They will need to have their independent reading books at the carpet with them to do this.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

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**Topic 3: Developing Interpretations About Characters**

**Engaging Experience 13**
Teaching Point: Looking Beyond Characters: Studying other Elements of the Story - Readers must begin to look more globally than just at what is happening to a character. We must be thinking about the larger, universal lesson that we can be learning alongside the character that the author is trying to teach us (Theme).

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.2.A.a, c

Detailed Description/Instructions

- One way to do this is to use your read-aloud to pull out the problems that the character has struggled with, or the repetition of an idea that continues to resurface in the text. Highlight these places and model these questions to guide the drafting of the theme:
  - What idea keeps reoccurring in the text?
  - What is the author trying to teach us about this idea?
  - How is the character struggling with or working through a central conflict?
  - What universal lesson is the author trying to teach us about life based on the character's journey?

Model how to pull out one theme from your read-aloud. Explicitly model your thinking and the evidence in the text that supports your decision. Make sure to stress the importance of pulling out a universal message that everyone can relate to. Readers should avoid using the characters and a detail that is extremely specific to the text when creating their theme.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 14

Teaching Point: Connecting Thoughts to Build Interpretations - “Readers push themselves to have deeper thoughts and build interpretations about a story by looking across their cumulative thinking, finding patterns and making connections.”

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Priority: 4.R.1.A.a,b, 4.R.2.A.a

Detailed Description/Instructions

- One way to do this is to remind students of the tools you can focus in on to pull out the theme (looking at the problems characters face, a recurring thought or idea, finding symbols, thinking about what the author is trying to teach us as we learn alongside the character). Pull up the theme you used in your lesson from the day before. Re-read it with the class. Tell students that today we will be looking at recurring patterns that we see multiple characters struggling with or thinking about. These characters may have different perspectives on the same idea and issue. The teacher will model how to pull out these different struggles/viewpoints that characters are going through and how they revolve around a central idea. Ask students what lesson the author is trying to teach the character and in turn teach us as the readers? Draft a new theme that also fits in with another book you have read with the students. Make sure to explicitly point out how themes are universal and are supported by multiple pieces of evidence from the text.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 15
Teaching Point: A Method for Crystallizing Central Interpretations - In this session, you’ll teach children that when readers develop a central interpretation of a book, they consider big life-issues that relate to many people and stories, choosing one that pertains to that particular book, and then figuring out what the book is saying about that issue.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 4.R.2.A.a
Detailed Description/Instructions
● One way to do this is to start by talking to students about identifying a central problem in a story. Identifying these central problems allows readers to focus in on the big life-issue the text addresses. Using a Trade Book or poem that has already been shared with the class, identify the big life-issue being addressed in this text. From here model a discussion of how that event might relate to the theme(s) of the story. Identify what the events that address these big life-issues in this text teach us about these issues. As you are guiding this model, create a SMART Board Document that shares these questions:
○ What is the character’s central problem in this scene/book? How does that relate to the theme(s) of the story?
○ Which of the details about __________ seem most important to the reader’s understanding of him or her? How do those details convey themes?
○ Which detail in this scene best helps to show a theme of this story?
○ What are some big life issues this story addresses?
Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 16
Teaching Point: Finding Symbolism in Recurring Images and Objects - As readers we should pay attention to repeated images and objects because they often represent a larger idea or message.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 4.R.2.A.a
Detailed Description/Instructions
● One way to do this is to engage students in a group discussion by having them think of well-known objects that they know stand for or represent something else. Have students talk to one another and share their thinking with you. Tell students that an object or image that represents a larger idea or message is called symbolism. Pull out one object or image that is referenced multiple times in your read-aloud text. Ask students in one word or phrase what they think that image or object represents.
○ Tiger Rising examples: Sistine’s pink frilly dress, Rob’s rash, Rob’s wood carvings, Willie May’s words- “You’ve got to let the sadness rise up”, tiger, caged, tiger, Kentucky star sign
Bloom’s Levels: Apply
Webb’s DOK: 3
**Engaging Experience 17**

**Teaching Point:** Celebrations as Readers - In this session, you will celebrate the teaching and learning that have happened across the unit. Students will have the opportunity to share out the ideas that they have learned during this unit.

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- **Priority:** 4.R.2.A.a

**Detailed Description/Instructions**

- **One way to do this** is to have students contribute to a chart with post-it notes titled, “What we must think about when we think about characters.” Encourage students to list terms, questions and ideas that support what they have learned in this unit. Create an anchor chart that collects these ideas in an orderly way to display in the room.

- **The next day** continue with the idea of celebrating the teaching and learning that have happened across the unit focused on determining theme. Have students contribute to a second chart with post-it notes titled, “What we must think about when determining a theme of a story.” Also discuss why determining theme help us as readers fully comprehend a story. Create an anchor chart that collects these ideas in an orderly way to display in the room.

**Bloom’s Levels:** Evaluate, Create

**Webb’s DOK:** 3, 4

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**Post Assessment**

Use the post assessment from Unit 2 of the Units of Study “Following Characters Into Meaning” found on Schoology. Use the Student Rubric and Post Assessment Sample Responses to score your students’ work.

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**Engaging Scenario**

**Allow time for students to create a One-Pager to express comprehension of, reaction to, and connections with a specific area of study. These can be used as a tool for students to present book talks and display their reading experiences around the classroom.**
Engaging Scenario Option 2

Engaging Scenario
Allow students to create a bookmark highlighting what they learned in this unit about understanding characters and determining theme. Create a model and allow students to use classroom resources such as anchor charts, their own notebooks, and discussion with each other to name the strategies. Allow space on the bookmark to list several strategies along with an illustration of each strategy. This bookmark can be used as students continue the work of thinking deeply about characters in their historical fiction book clubs in the next unit.

Examples of student bookmarks can be found on Schoology.
DIY Literacy video directions - https://vimeo.com/164494317

Engaging Scenario Option 3 (digital)

Engaging Scenario
Have students choose a character from this unit—from their own reading or from a shared text—to write a theory about. This theory should be in-depth, include many aspects of the book, and provide ample text evidence. In addition, ask students to include how their character theory teaches them about “real life” and how it can help them to be wiser in their own life. Then have the student publish this theory electronically where classmates and/or other students can comment back. Considering partnering with another classroom in your building, our district . . . or beyond!

This Engaging Scenario can be part of meeting ISTE Standard 3: Knowledge Constructor. In order to incorporate the Digital Citizen standard, teachers can talk to students about internet safety, being wise about who can see our work, being wise about what we include about ourselves, and learning what is appropriate as we interact with each other in a digital space.

Unit 3: Reading the Weather, Reading the World

Subject: Reading
Grade: 4th
Name of Unit: Reading The Weather, Reading the World
Length of Unit: 5 weeks

Overview of Unit:
During this unit students will be researching extreme weather and natural disasters. The goal of this work is to teach students the backstage work of reading to learn. Students will learn to reason, analyze, weigh evidence, problem solve and communicate effectively. The work is intended to help students become global citizens. Students will begin with easy self-selected texts and grow into more challenging texts. Then their work will move to revolve around a class topic of extreme weather and natural disasters. Finally, they will research a
second subtopic to compare and contrast what they have learned.

**In Topic 1 (Bend I)** Students begin with self-selected, easy-to-read nonfiction. Students will learn how readers pay close attention to text structure to learn and take notes. As students begin to gather a nonfiction reading box you will begin to highlight ways nonfiction texts are complex. The goal of this bend is to help readers read increasingly challenging texts. Readers will grow strategies to build word banks, determine main ideas and supporting details and summarize.

**In Topic 2 (Bend II)** Students will launch a class research project on extreme weather and natural disasters. The class will be divided into research teams to study hurricanes, tornadoes, tsunamis, droughts, earthquakes, floods and other kinds of extreme weather and natural disasters. You will highlight the skills needed to work as a research team and how to conduct research. In this bend, research should be face paced. The goal is not that students become an expert on this topic, but that they learn and practice research skills that will be transferable to future research. As students move throughout this bend, you will emphasize synthesis and that researchers consider how new information adds to previous ideas. This bend will end with research teams sharing with other teams.

**In Topic 3 (Bend III)** Research teams will swap topics and begin studying a different extreme weather or natural disaster event. Students will apply their newly learned research skills, and layer in the new skill of comparing and contrasting. This work will prepare students to find patterns and relationships across texts. At this point students should be reading across several texts and considering the author’s agenda and credibility. Students will learn that to analyze author’s purpose they will look closely at author’s craft and their writing choices. Finally, students will use their newfound knowledge to be persuasive writers. They will generate a pamphlet, video, poster or speech advocating for the change they want to see in the world.

**Getting Ready for the Unit:**

- **One option for this unit is to connect it with the work students are currently working on in STEMscopes, Physical Science: Part 1.** You may choose to use the lessons as written and laid out in the spirals, or work in aspects of natural disasters the students have learned about in Science. **Book suggestions are outlined below under “Read Alouds and Mentor Texts” if you choose to align with your current scope.**

- **For EE #1 it is recommended that you either have a wide variety of high interest nonfiction available for students, or you have asked them to bring their own nonfiction reading from home.**

- Consider what texts you will gather for this unit. Students begin this unit reading self-selected texts before moving into topics of natural disasters/extreme weather or, if you choose to connect this with the current STEMscope, Physical Science: Part One. It is suggested that you collect text sets of varying complexity in addition to articles, videos, interviews, observations and surveys.
• Consider how you will partner students during bend I. It is recommended that students work in partnerships with another student who has a common reading level. In bends II and III students will work in research teams. You may choose to have students write quick letters about the topics they would like to study, so you can group students around interest.

• Consider how and when you will carve out time for your students to continue reading literature. It is important for students to maintain their volume of reading during this unit. Be sure readers continue to maintain their reading logs so that you monitor the total volume of reading they do during this unit.

• Consider how and when you will use reading responses in your workshop. Consider planning reading responses around reporting topics, the pre and post test questions and/or the Informational Reading Learning Progressions.

• Consider how you will integrate the ISTE Standards Global Collaborator and Digital Citizen.
  ○ Students avoid copyright infringement and plagiarism
  ○ Students connect with and gain a better understanding of others of diverse backgrounds.
  ○ Students collaborate digitally to consider issues from multiple perspectives.
  ○ Students work productively in teams
  ○ Students collaborate digitally to explore local and global issues.

• The district has purchased the Read&Write Google Chrome extension as a universal accommodation for any students who would benefit from hearing text read to them. This extension will read any text on the computer screen to the student, whether a website or a PDF or anything else. Students can adjust the rate and voice of the reader as well. To install, a student must be logged in to Chrome. Then go to the Chrome Web Store and search “read&write.” Install Read&Write for Google Chrome as well as Screenshot reader. When a student works in Chrome (and is logged in), there should appear a small purple puzzle piece with rw on it at the top of their screen. Use this button as a toggle for the Read&Write toolbar.

**Pre-Assessment (given prior to starting the unit):**
Use the pre assessment from Unit 2 of the Units of Study “Reading the Weather, Reading the World” found on Schoology. Use the Student Rubric and Pre-assessment Sample Responses to score your students’ work. Consider how you could teach students to self assess using these rubrics. Please note question three can be omitted from the pre-assessment as it does not connect to a priority standard.

**Additional note: Question 1 on the pre-assessment would be best utilized to report out on standard 4.R.3.C.b and provide instructional insight for planning the Summary Boot Camp engaging experience at the beginning of Topic 2.

Consider using the nonfiction benchmark books or conducting a nonfiction running record with select students at the start of the unit. Often students’ reading levels for nonfiction are below their levels for fiction.

**Formative Assessment Considerations:** Throughout the unit use nonfiction running records, conferring notes, examination of reading logs, writing about reading, and student talk about their reading to track student progress and tailor your instruction to what your students can do, can almost do, and can’t yet do. Also use this information to form invitational groups to work with students who are at a similar place in their growth. Use the Informational Reading Learning Progressions to plan small groups and help students progress from one level to
After looking over the pretest questions for this unit, consider rewriting these questions in a generic way so that students can practice answering them with their own reading throughout the unit. These responses can be turned in weekly and handed back with feedback the following week during individual conferring or small group. You can tell students which question to answer each week, or give them a choice. Students should have their rubric for the unit and micro-progression answers to help self-assess their writing. This should prepare them for the post test by practicing answering questions and writing about their reading.

➔ Summarize the text. (summarize and explain the main idea of a text, distinguish fact from opinion)
➔ In your text, how do the first two paragraphs (or choose a part) fit with the whole text? (explain relationships among ideas in a text)
➔ Explain the writer’s craft technique from a part of the story. Why did they choose to write that way? (analyze text to explain the author’s purpose and perspective).
➔ Both texts teach about an important subtopic. Explain what they both teach about that subtopic. (explain relevant connections between various nonfiction works, using compare/contrast to synthesize ideas).

Choose Your Read Alouds and Mentor Texts
As you choose read alouds consider what fiction and nonfiction texts you will choose. The unit focuses on extreme weather and natural disasters. You may also choose to correlate this unit with the STEMscopes they have done up to this point in the year.

For the purpose of that study you may choose to use:

- *Everything Weather*
- *DK Eyewitness: Hurricane and Tornado*
- *Hurricanes*
- Books by Gail Gibbons
- Books by Seymour Simon
- Wonderopolis.org website
- Thekidshouldseethis.com website
- Old Science and Treasures leveled readers
- Mid-Continent Public Library
  - Trueflix- has read to capability
  - Scienceflix- higher level
  - National Geographic Kids
- Pebblego- lower level
- Epic!- some read to capability
- Newsela-- list on Schoology

For fiction read alouds consider using fiction books that share how characters go through a natural disaster or extreme weather event. *Zane and the Hurricane* or *Long Walk to Water* may be reasonable choices for this work.
Read-Aloud Considerations:
During read-aloud, ask students questions that encourage them to think deeply about the information in the text, using higher-level comprehension skills. Also, consider how you can think aloud to show the ins and outs of your thinking and the complexity of the work you are doing.

- 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?

Essential Questions:
1. How can I read nonfiction informational text in order to learn things I am curious about?
2. How can identifying and understanding text structure help me to pull out the main ideas and supporting details from the text?
3. How can I organize my learning life so I can research to learn, synthesize across texts, and teach others what I am learning?
4. How can I use what I am learning from different sources about a topic to grow my own theories about the information I’m learning?

Enduring Understanding/Big Ideas:
1. When we read informational text we uncover the answers to the questions we are curious about.
2. Authors organize their writing based on a specific structure. Knowledge of these structures helps uncover the author’s main points.
3. To be able to share information I have learned with others, I have to have a deep understanding from a variety of texts. I must be able to see the connections across texts in order to present well rounded information to others.
4. As a researcher, I need to be able to synthesize the author’s main points in order to grow my own theories about the information I'm learning.

Priority Standards for unit:
- 4.R.1.C: Explain relevant connections between:
  a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)

- 4.R.3.C: Read, infer, and draw conclusions to:
  a. Distinguish fact from opinion in a text and explain how to verify what is a fact
  b. Explain explicit and implicit relationships among the ideas in texts through a summary that includes the main idea and supporting details.

Supporting Standards for unit:
- 4.R.3.B: Read, infer, and draw conclusions to:
  c. Explain how an author uses language to present information to influence
what the reader thinks or does

- **4.R.3.C:** Read, infer, and draw conclusions to:
  - c. **Compare and contrast** a firsthand and secondhand account of the same event or topic.

- **4.R.3.A:** Read, infer, and draw conclusions to:
  - a. **Use** multiple text features to locate information and gain an overview of the contents of text
  - c. **interpret and explain** factual information presented graphically

- **4.R.4.A:** Read to develop an understanding of media and its components by:
  - b. **Explaining** text structures and graphics features of a web page and how they help to comprehend text
  - d. **Explaining** text structures and graphics features of a web page and how they help readers to comprehend text

- **4.SL.4.A:** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
  - a. paraphrasing portions of a text read aloud or information presented in diverse media and formats
  - b. using efficient presentation skills with available resources
  - c. incorporating descriptive and sequential details in a student designed or teacher-assigned topic
  - d. giving a formal presentation to classmates, using a variety of media
  - e. speaking with expression and fluency
  - f. adjusting formal/informal language according to context and topic

### Unwrapped Concepts (Students need to know)

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<thead>
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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
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<td>4.R.1.C.a</td>
<td>Relevant connections between: text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</td>
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<th>Unwrapped Concepts (Students need to know)</th>
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<tr>
<td>4.R.3.C.a-c</td>
<td>To: distinguish fact from opinion in a text and explain how to verify what is a fact explain explicit and implicit relationships among ideas in texts explain author’s purpose</td>
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<tr>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Webb’s DOK</th>
<th>Bloom’s Taxonomy Levels</th>
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<tr>
<td>Read Infer Draw conclusions</td>
<td>analyze</td>
<td>3</td>
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### Unit Vocabulary:

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<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>Compare and Contrast Sequence</td>
<td>Author’s Purpose Text Structures</td>
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Engaging Experience 1
Teaching Point: “As you get older you grow as nonfiction readers. You read more nonfiction and you read nonfiction differently. As a reader, you grow with the lens of learning new things and making connections to what you already know.”

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 4.R.1.C.a

Detailed Description/Instructions:

- **One way you can do this is to** introduce the types of nonfiction reading you do in your life. You may read textbooks, instructional manuals, nutritional labels, junk mail, newspaper, emails, etc. Ideally you would have these texts available and ready to share with your students. Then, your students could pull out their backpacks or mine their desks for the types of nonfiction reading they do each day. Once this idea is established share that there are two different ways you can read nonfiction. You can read quickly or browse a nonfiction text like a magazine article, or you can read like a learner--reading to become smarter.” Now model these two different types of reading. When committing to reading a book to get smarter readers don’t only think about the book, but they think about their own prior knowledge and personal experiences to the topic.

Launch students into their work today by providing a teacher selected text to reading pairs and sending them off to practice revving up their thinking to read to become smarter.

- **Another way to do this is to** have an open-ended discussion about when we read to learn. Model for students how the non-fiction you read is often of a lower level because the information or concept is more complex. Make sure you have a variety of high interest nonfiction related to the topic your students will be studying. Either use these texts or have students use non-fiction they have brought from home to think about who they are as a non-fiction reader. Consider using the following guiding questions:
  - When do I read to learn?
  - What topics interest me as a non-fiction reader (e.g. gaming manuals, all about books, magazines, famous people or popular culture)?
○ Are there text structures or features that feel more comfortable for me? Less comfortable? Then provide students with the “Orient” portion only from the Informational Learning Progression. Have them put that in their reading notebook and think about what they do as a nonfiction reader to prepare themselves to read this genre. Have them underline strategies they currently use, and highlight ways in which they hope to grow as a nonfiction reader.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2

**Engaging Experience 2**

**Teaching Point:** “Nonfiction readers preview texts getting ready to read. They survey the text paying attention to headings and topic sentences. They use what they already know about a topic to prepare their minds to read to learn.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed:**

  - Priority: N/A

**Detailed Description/Instructions:**

- **One way to do this would be** to share with students the importance of preparing to read nonfiction. “Researchers find that readers who begin reading a nonfiction text by looking over the whole text and thinking ‘How might this whole text go’ end up being more productive than a reader who just jumps in and starts reading. It turns out it is very important that you make a plan to start reading. You may model how you get ready to read a complex text by thinking aloud how the text may seem to go, what you expect to learn as you read. Consider skimming the Table of Content, flipping through the chapters and highlight what you are learning from the headings and bold words.

- **Another way to do this would be** to consider “Don’t Skip It!” (pg. 285 in the Reading Strategies Book). Also available on Schoology. Consider prompts like:
  - “Where will you start?”
  - “Show me with your finger what your plan is for reading the whole page.”
  - “How will you make sure you read and look for everything?”

- **Another way to do this would be to** survey the text asking “What Pops Out!” (pg. 227 in the Reading Strategies Book). Also available on Schoology. Consider prompts like:
  - “Look across the page. Tell me what you see.”
  - “If you put all the visuals together, what do you think it’s mostly about?”

During share/reflection time provide students the Monitoring for Sense portion of the Informational Learning Progression. Have students complete the same process from EE #1, underlining what they did today as a nonfiction reader and highlighting how they would like to grow. Allow students to share out their work and future strategies.

**Bloom’s Levels:** Understand, Apply

**Webb’s DOK:** 2

**Engaging Experience 3**

**Teaching Point:** A Day for Feedback--Today is a day to “engage students as active agents of their own reading
By studying the rubrics and learning progressions next to your assessments of their work, students can see what is expected of them, clarifying next steps so they can work with expediency to move forward. They can approach a new chapter and think, ‘Wait, what work should I be doing as I read today?’ Then, they can work with resolve to achieve those goals.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

| Priority | N/A |

**Detailed Description/Instructions:**

- **One way to do this** would be to start by talking about great coaches. You might show the video clip from *Remember the Titans* and have students pay attention to how the coach is talking to his players and how his leadership is bringing them together. Tell your students that “Great coaches believe so much in the learner and in the work that they ask a lot of the learner. They are willing to say, ‘That’s good--but you can do better.’” Tell students that you believe so much in them that you are going to show them what is good about the work they are doing but also show them how they can do better.

Pass out the pre-assessment to your students along with the Student Rubric and Pre-assessment Sample Answers. After orienting students to both the rubric and sample answer, show them how to use these documents to examine their own work. Then invite students to work with their research partners. If you have written your score on the preassessment, ask students to determine with the rubric and sample answers, why they received the score they did. If you have not chosen to write the score on the preassessment, ask students to score themselves and be prepared to justify why.

- As you check in with your pairs of students, challenge them to take the next step to add to their pre-assessment answer right then in order to take their answer to the next level. The Informational Learning Progression is a tool the students could use to guide this decision-making process.

**Engaging Experience 4**

**Teaching Point:** Test Structures Help Accentuate What Matters, “Once readers have previewed a text and are prepared to read, they begin to notice how the text is organized. Informational texts have common structures like description, chronological order, compare and contrast, and problem and solution/cause and effect.”

*Teacher note:* “It is important to note that students don’t need to be highly proficient at reading with an awareness of text structure. It is fine if they attempt to do this and the structures that they see in any one particular text aren’t the same as what you see.” (Calkins, page 33)

**Suggested Length of Time:** 3-5 mini lessons

**Standards Addressed**

| Priority | N/A |

**Detailed Description/Instructions:**

- **Day 1:** One way to do this would be to group your students into equal groups and allow them to inquire about text structure. Provide each group with a short text that displays a different type of text structure. Using *Everything Weather*, you can find examples of all five text structures. You might make copies of these examples to provide to groups.

<table>
<thead>
<tr>
<th>Description</th>
<th>Sequence/</th>
<th>Problem/</th>
<th>Compare/</th>
<th>Cause/</th>
</tr>
</thead>
</table>

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- Allow groups time to read their text and analyze the key words and phrases in order to determine text structure. Groups should be taking a running list of findings that are helping them determine the structure. Each group will then share out with the class what they noticed and how they discovered the structure for their article. As the teacher, be writing these key words and phrases on an anchor chart in order to form a key for finding text structure. (See the chart below for key words for each structure)

- **Days 2-5: One way to do this** would be to focus on a different text structure each day using the text structures book (also on Schoology). Close read the common text. Highlight the key words and phrases that help students determine the text structure. After deciding the structure, use that to aid in the way you take notes and write your summary. You may find it helpful for them to take notes about the topic using a graphic organizer connected to the structure. See page 364 in The Reading Strategies Book to model different note taking strategies. This can be done as part of your mini lesson or as a mid workshop teaching point. Also available on Schoology.

- *It is recommended to start with the description structure, followed by chronological order, compare and contrast and ending with problem and solution/cause and effect.*

- *It is also recommended to incorporate note taking strategies related to text structures.*

<table>
<thead>
<tr>
<th>Structure</th>
<th>Transition Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td>First, then, next, after that, finally, before, after</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>A problem is, a solution is, if . . . then, so that</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Because, since, reasons, then therefore, so, in order</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Different, same, alike, similar, although, but yet, or</td>
</tr>
<tr>
<td>Description</td>
<td>For example, For instance, Such as, Another kind,</td>
</tr>
</tbody>
</table>

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

**Engaging Experience 5**  
**Teaching Point:** Teaching Others and Teaching Well, “When we are learning new things about a topic we are excited and want to teach others. When we teach, we have to not only tell about our topic, but we must engage our audience so that they learn what we are teaching them.”

**Suggested Length of Time:** 1 mini lesson (Depending on your class consider doing this as a share inside of another workshop day.)

**Standards Addressed**  
**Priority:** 4.R.3.C.a-c

**Detailed Description/Instructions:**
● One way to do this would be modeling an engaging book talk. As you are teaching about your topic encourage students to jot down what they notice you doing. You can then generate an anchor chart or use the chart To teach well.. From schoology. Now it is the students turn. Ask them to turn and teach their neighbor about their topic. As they are teaching watch for students who are approximating the teaching strategies you just used. In future reading workshops reference the chart and give opportunities for students to teach their peers.

● Another way to do this would be have students watch a TED Talk and share their teaching around the new information they learned. How Little People Can Make a Big Difference by Charlie Cooper: https://www.youtube.com/watch?v=V7Z-Hq-xvxM

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 6
Teaching Point: Embracing the Challenge of Nonfiction Reading, “There are many ways nonfiction texts can be hard. Depending on the challenge, you may have to employ different strategies from your reading toolkit.”

Suggested Length of Time: 2 mini lessons
Standards Addressed
Priority: 4.R.1.C.a
Detailed Description/Instructions:
● Up until this point students have been reading easily accessible texts. At this point in the unit students should begin to stock their book bins with slightly more challenging texts.

● (Day 1) One way to do this… is model for your students what you may do when understanding breaks down. In this case you may consider reading a passage from Everything Weather and sharing your frustration about how to handle reading when it no longer makes sense. You can also consider using the anchor chart, What to Do If My Book Stops Making Sense as a resource for students.

● (Day 2) Another way to do this is prepare short texts that are slightly out of reach for your students. Consider texts that have statistics, domain specific vocabulary, headings that do not quickly give away the main idea, etc. You may consider using the article, A Sport. Divide the class into groups and ask that they get to work reading. As they work see what challenges and frustrations they are facing. They come back together as a class. Teach possible ways to tackle challenging nonfiction. Consider using the chart Tackle the Hard Parts of Nonfiction Reading…

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 7
Teaching Point: The Challenge Posed by Texts that are Structured as Hybrids “Readers read narrative and expository nonfiction with different lenses.”

Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 4.R.1.C.a
Detailed Description/Instructions:
● One way to do this is provide students with a hybrid text. A possible hybrid text example that you can print or show on the SMART board that relates to severe weather is Explainer: What is Thundersnow? Ask students to read with their partnership, or as a class, looking for a place where the text uses the lens of a
story or a person’s perspective of the topic. Bring students back to consider how they may record their thinking differently when reading narrative nonfiction. Consider using the anchor chart, Coding Nonfiction Texts to keep a record for something students may later reference when they encounter narrative nonfiction in their own reading.

- During the share portion of today’s workshop consider asking students to self assess Cross Text Synthesis using the Informational Reading Learning Progression.

**Bloom’s Levels:** Understand, Evaluate, Create  
**Webb’s DOK:** 2, 3, 4

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**Engaging Experience 8**

**Teaching Point:** Tackling Tricky Vocabulary - “Today I want to teach you that if readers look in and around the challenging words, you can often figure them out.”

**Suggested Length of Time:** 1-2 mini lessons

**Standards Addressed**

**Priority:** 4.R.3.C.a-c

**Detailed Description/Instructions:**

- **One way to do this is to** model reading from *Everything Weather* and talk through the process you use when determining the meaning of an unknown word. Consider generating a poster like “Figure out the Meaning of Tricky Words” (see Schology) for students to reference later in their independent reading. After modeling your work invite students to do the work alongside you.

- **Another way to do this is to** give the Word Work and Building Vocabulary progressions from the Informational Reading Progression. Highlight that this progression provides a toolkit that students can use when they get stuck. You may consider using the sticky notes for “Readers Climb the Hurdle of Hard Words by”… from Schoology to guide this lesson.

- **Another way to do this is to** generate a word bank or topic specific dictionary. You may consider using Google Drive and having students generate their own definition and using a Google search or the Google extension Read & Write to include images in their dictionaries. You may also consider launching or committing to a classroom dictionary or word wall during this lesson.

**Bloom’s Level:** Evaluate  
**Webb’s DOK:** 2

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**Engaging Experience 9**

**Teaching Point:** Summary Bootcamp -- “Today I want to teach you that when readers summarize nonfiction writing, you organize your summaries to include what is most important to the writer’s topic, main idea and supporting evidence, while being careful to put the summary into your own words.”

**Suggested Length of Time:** 3 mini lessons

**Standards Addressed**

**Priority:** 4.R.3.C.a-c

**Detailed Description/Instructions:**

- **One way to do this is to** display a passage from *Extreme Weather* and ask for students to take notes about this passage keeping structure in mind. Once these notes have been taken consider what is most important, the main idea. Now skim notes or the original text to find what evidence supports this main idea. Have students practice generating.

- **Another way to do this is to** create a microprogression showing the elements of a summary and writing
what the summary may sound like as it strengthens across that progression. If you are going to do this in your mini lesson you will want to have the one and two star example completed, so your mini lesson time can be spent on the three-star example which models the summarizing expectation for students. Use the Informational Learning Progression on Schoology to guide this work.

- During today’s work time you may consider having students stop midway for a mid-workshop teaching point where they would write a summary of the section of text they read thus far.
- During share you may consider having students use the microprogression you created in the mini lesson or the Main Idea(s) and Supporting Details/Summary progression from the Informational Learning Progression to self-assess or to assess student samples.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 4

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**Topic 2: Launching a Whole Class Research Project**

**Engaging Experience 10**

**Teaching Point:** Planning for a Research Project - “When people are a part of a team the first task they must tackle is making a plan for how they will reach their goal. Today you learn how you can make a plan to get a job done.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 4.R.1.C.a

**Detailed Description/Instructions:**

- **One way to show this is Another way to do this is to** launch the idea of a group research project. Consider putting students into groups of four and then making two teams within this group. Get students excited about the upcoming research by showing them some video clips about extreme weather.
  - *Hurricane Destruction, National Geographic*
  - *Inside the Tornado, National Geographic*

Generate excitement around the idea of researching how hurricanes, tornadoes, tsunamis, droughts, earthquakes, floods and other extreme weather affect the world. Once students are excited about the topic, slow them down to see that they can just jump in. When they work on a team they must make a plan. Consider showing how each member of a soccer team has a crucial job. They just know their role and also be ready to work with the rest of their team in order to win the game. Talk about what a soccer team does to prepare and parallel the work that researchers do to getting ready for the big game.

Consider generating an anchor chart as you launch this bend, **To Research Well...**

  - Get to know your resources
  - Figure out the main sub topics and categories and questions
  - Plan for research roles

- During today’s share consider reflecting on quality group work. What does it look like? Sound like? How will you problem solve when issues arise?

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 2
Engaging Experience 11
Teaching Point: Synthesis - “As researchers read many texts about a subtopic they must keep in mind what they have already read. They ask themselves, “Does this add to what I’ve already learned? Or does this change what I’ve learned? This new information you gather is added to what you already know.”
Suggested Length of Time: 2 mini lessons
Standards Addressed
Detailed Description/Instructions:
- One way you can do this to model by adding an additional text about your class research topic. You may consider zooming in on a subtopic and displaying two short texts or even one text and one video clip. You may choose to use *The Big Thirst: The Secret Life and Turbulent Future of Weather* and the video clip *Droughts 101*. After taking notes of the first resource, watch the second resource and revise or add to your notes based on what you learned. You may choose to use student notes as a mentor for your students as they do this work. Refer back to anchor chart G3B4 on note-taking structures connected to text structure from EE #4.
- During today’s share you may consider teaching students to use Transitions: From Main Ideas to Citing a Text as a way to teach their peers about their topic.
Bloom’s Levels: Analyze, Create
Webb’s DOK: 4

Engaging Experience 12
Teaching Point: Reading Across Texts: Reading Various Types of Texts - “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 figure out how to read the text they are holding.”
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 4.R.1.C.a
Detailed Description/Instructions:
- One way to do this would be to let readers know today they are going to be investigators. They will be exploring the ways in which nonfiction articles are written differently than nonfiction books. How do you read these two texts differently? Choose the text “In the Grip of an Epic Drought” or “A Summer Scorch” (see Schoology) and have groups work together to determine how these articles are written differently than nonfiction books like, *Everything Weather*. Listen for the following:
  - Articles tend to be shorter than nonfiction books
  - Articles tend to talk about current events or events that happened close to when the author wrote about them.
  - Most articles seemed to start with the most important, newsworthy information, then gave some details related to the news, and ended with other background information.
  - Articles typically start brought with authors using the “inverted pyramid” structure.
- Let this lead into a conversation about how these two types of texts are read differently as well. How
will I read this kind of text? How is this different from other kinds of texts?

- **Another way to do this is to** form invitational groups and spend a day addressing needs that have arisen throughout the first two bends.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 4

### Engaging Experience 13

**Teaching Point:** Don’t Skip the Hard Stuff -- “When researchers come to complex, technical parts of the text, they use everything in their toolbox to make meaning and understand the author’s information.”

**Suggested Length of Time:** 1 mini lessons

**Standards Addressed**

- **Priority:** 4.R.3.C.a-c

**Detailed Description/Instructions:**

- **One way to do this** is by adding maps, charts, and resources with an uncommon layout to each research team’s resource pile. Then model the work you do by displaying *A Photographic Diagram* from *Everything Weather.* You may reference the anchor chart you made in engaging experience 6 or draw in your journal to model how you slow down and read the images, charts, graphs or maps piece by piece and record for understanding.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 4

### Engaging Experience 14

**Teaching Point:** Writing to Grow Research-Based Ideas -- “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 and how what you have learned connects to those ideas.”

**Suggested Length of Time:** 2-3 mini lessons

**Standards Addressed**

- **Priority:** 4.R.1.C.a; 4.R.3.C.a-c

**Detailed Description/Instructions:**

- **Day 1:** Begin the mini lesson with everyone doing a quick write about the class topic. Encourage students to follow the same structure of a quick write that they have learned in writer's workshop to write about their topic. Remember the importance of your students seeing you write (you might include some of the below bulleted strategies in your model). As the students are writing, you may choose to write on the board or doc camera. After writing, talk about how that was helpful and how it was hard. Then spend time examining some student quick writes, generating a list of what writers do:
  - cite information
  - ask questions
  - make comparisons and connections
  - rank and categorize information
  - write your own ideas about the information you have gathered

- **Day 2:** Review your work from yesterday about what researchers do when they write. Have students talk to a partner about what they have learned so far. Once they talk it out, do a quick write on their topic using all the notes they have taken so far.
Engaging Experience 15
Teaching Point: Celebration -- “When you learn a lot of new information you become excited and what to share your learning with others. Today we will revisit how you can teach others well.”

Suggested Length of Time: 1 mini lessons

Standards Addressed
Priority: 4.R.1.C.a

Detailed Description/Instructions:
- One way to do this is by reviewing the anchor chart To Teach Well... and introducing When Preparing for A Group Presentation, Think About... Then give each research team time to prepare and present to other research teams.
- Another way to do this is by giving teams time to prepare using the same charts and then have them record themselves and share the video out with other groups, their families or a targeted audience.

Bloom’s Levels: Create
Webb’s DOK: 4

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Engaging Experience 16
Teaching Point: Reading and Thinking across Two Topics - “Researchers often study wide across a topic by studying a second example of the same thing. It is powerful to learn about the second example through the lens of thinking, “How is this similar to what I already know? How is it different?”

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 4.R.1.C.a

Detailed Description/Instructions:
- One way to do this would be to meet with a group of students that studies something similar to your class study. If you chose to study droughts as a class during bend II you may now choose the topic of floods. Compare your topics and and subtopics and determine a new plan of action going forward.
- Another way to do this is taking time to introduce each research team to their new topic. You may give them time to meet with a parallel research teams and create a venn diagram or other student generated graphic organizer to compare and contrast the two topics. If you choose to do this you may introduce the anchor chart, Phrases We Can Use When Comparing and Contrasting Information... to guide the conversations.

Bloom’s Levels: Create
Webb’s DOK: 4

Engaging Experience 17
Teaching Point: Seeking Out Patterns and Relationships - “As researchers develop expertise on a topic they go...
from learning about specific areas, like drought, to learning about the field as a whole, extreme weather. When you are an expert on a topic you begin to look for relationships and patterns.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.1.C.a

**Detailed Description/Instructions:**

- **One way you can do this** is by looking across two topics. You may consider tornadoes and tsunamis. Read two different pieces of text and look for similarities. If you have not yet introduced the anchor chart, Phrases We Can Use When Comparing and Contrasting Information you can introduce this now.

- During today’s share you may encourage students to have effective conversations with their research team. To do this, go back and highlight the anchor chart To Teach Well….

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** 3

**Engaging Experience 18**

**Teaching Point:** New Topics Lead to New Investigations - “When you move from one subtopic to another it is like rubbing two sticks together. You take your two topics and research further to ‘spark’ new questions. As you move from topic to topic you think ‘What does this new spark mean for me?’”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.1.C.a

**Detailed Description/Instructions:**

- **One way to do this is to** begin the connection with showing a video from “Fire Making with Sticks” by Andrew Newton. Relate this sparking to the work students are doing in their researching. Then go back to your class research topic and model how you generate new questions based on your notes and by scanning the text.

- **Another way to do this is to** read a short part from What Do you Do with an Idea and tell kid kids, “Questions are just questions if you don’t allow them to become something bigger…” Have students generate questions in their journal and then coach them to expand one question by considering who is affected by the question.

- Today during a mind-workshop teaching point you may choose to stop and remind students the techniques they have learned to push their thinking or the techniques you have taught for using writing to grow their ideas.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 4

**Engaging Experience 19**

**Teaching Point:** Readers Come to Texts with Their Own Agenda – “Readers experience a text through the lens they are using to experience the topic.”

**Suggested Length of Time:** 1 mini lesson
Standards Addressed  
Priority: 4.R.3.C.a-c  

Detailed Description/Instructions:  
- **One way to do this is to** draw a metaphor about how different people may go into a baseball game with different lenses. For example, one person may be at the baseball game watching intently on the overall game. They are closely watching who is at bat, when a run is made and how many strikes are hit. While another person may be watching the same game through a different lens. The second spectator may be interested in coaching. So, this person watches how the coach plans the game and talks to the players during the game. Once you have helped your students see how different readers bring different lens to experience you will draw this parallel to the work being done in their research group. At this point model how you align your resources with your agenda.

- **Another way to do this is to** analyze how sometimes the structure of the text does not align with the reader’s agenda. At this point it is up to the reader to make adjustments. You could show that while a text you have selected is telling the causes and effects of a hurricane and you want to instead compare a hurricane and earthquake, you can still glean information and use your agenda and notes organization to learn from this resource.

- Today, during conferring or a mid-workshop teaching point, you may prompt students to write to capture their thinking. Use the Informational Reading Learning Progress to guide this work.

**Bloom’s Levels:** Evaluate, Analyze  
**Webb’s DOK:** 3

**Engaging Experience 20**  
**Teaching Point:** Researchers look at their resources with a critical eye, evaluating their credibility and trustworthiness.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**  
**Priority:** 4.R.3.C.a-c  

**Detailed Description/Instructions:**  
- **One way to do this would be** to begin by examining a trusted resource by questioning things like: *Who wrote this?* *Is this person qualified?* *How was this material published?* *When was it published?* *Is there an obvious opinion in the text?* Think aloud and point out the information that supports that the resource is trusted and credible. Then ask students to evaluate their own sources in partnerships.

**Bloom’s Levels:** Evaluate, Analyze  
**Webb’s DOK:** 3

**Engaging Experience 21**  
**Teaching Point:** Reading Closely, Thinking Deeply – “When reading fiction we often feel strong emotions. But in nonfiction, we don’t always stop to ask, ‘What am I feeling right now? What effect is this text having on me? What did the author do to make me feel that way?’”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**  
**Priority:** 4.R.3.C.a-c
**Detailed Description/Instructions:**

- **One way to do this** is sharing two different texts. This lesson is beginning to help your students examine author’s craft to read closely for meaning. You may choose to use Deadly Droughts in *Hurricane & Tornado* and the article, *Drought Rearranges Kingdoms*. As you read powerful parts of these texts aloud, encourage students to consider how they make them feel and what they make them think. How are their thoughts and feelings about these texts the same? Different? Now spend time highlighting specific pieces from the text that elicited strong feelings. You may then generate a chart for students to hold on to this work for writer’s workshop.

<table>
<thead>
<tr>
<th>The author uses… (technique)</th>
<th>In order to…</th>
<th>This affects me as a reader because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) shocking /sad photographs</td>
<td>Make the reader feel emotional that the topic is really serious</td>
<td>It makes me sad or full of shock and want to take action</td>
</tr>
</tbody>
</table>

- **Another way to do this** is matching activity with the goal cards. Readers can work in teams to match the cards from the sheet Writers of Informational Texts Aim Towards Goals Such As… with the cards from the Writers of Informational Texts Use Techniques Such As. cards. Groups then can choose 2-4 cards that you have already studied as a class and identify how authors use these craft moves in the text they are reading.

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**Post Assessment**

Use the post assessment from Unit 2 of the Units of Study “Reading the Weather, Reading the World” found on Schoology.

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**Engaging Scenario**

At the end of the unit have students collect the notes and the information they have gathered during the unit. Ask students to develop an infographic, top 10 list, public service announcement or persuasive letter to show their learning.
This unit is a chance for you to reflect on and respond to the needs of the students. It is not intended to be taught in its entirety, in a sequential order. These teaching points could be a whole group lesson, small group lesson or individual conference.

<table>
<thead>
<tr>
<th>Stamina</th>
<th>Selecting Books</th>
<th>Chronic Abandoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your students are struggling with...</td>
<td>If your students are struggling with...</td>
<td>If your students are struggling with...</td>
</tr>
<tr>
<td>● Staying focused while reading</td>
<td>● Selecting books that are readable for them</td>
<td>● Finishing books</td>
</tr>
<tr>
<td>● Attending to the reading in another genre (ex, non-fiction, fantasy, poetry, etc.)</td>
<td>● Finding a new book to read</td>
<td>● Starting several books at once</td>
</tr>
<tr>
<td>● Sticking with one book over an extended period of time</td>
<td>● Recognizing books they will enjoy reading</td>
<td>● Having a new book each conference/status of the class</td>
</tr>
</tbody>
</table>

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<th>Chronic Abandoning</th>
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<tbody>
<tr>
<td>If your students are struggling with...</td>
<td>If your students are struggling with...</td>
</tr>
<tr>
<td>● Finding books they like to read</td>
<td>● Finishing books</td>
</tr>
<tr>
<td>● Enthusiasm for reading</td>
<td>● Starting several books at once</td>
</tr>
<tr>
<td>● Breaking out of a reading rut</td>
<td>● Having a new book each conference/status of the class</td>
</tr>
<tr>
<td>● Trying new types or genre of books</td>
<td>● Identifying books they have read they liked or enjoyed</td>
</tr>
<tr>
<td>● Finding others who like to read what they do</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Talking: the “How” and the “Why”</th>
<th>Gem Unit: A mini-unit to strengthen reading behaviors and habits</th>
<th>Responding to Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your students are struggling with...</td>
<td></td>
<td>If your students are struggling with...</td>
</tr>
<tr>
<td>● Finding books they like to read</td>
<td>Gem Unit: A mini-unit to strengthen reading behaviors and habits</td>
<td>● Remembering what they were thinking as they read or tracking literal information from the book</td>
</tr>
<tr>
<td>● Enthusiasm for reading</td>
<td></td>
<td>● Articulating ideas in writing at the same depth as when orally expressing their thinking of a text</td>
</tr>
<tr>
<td>● Breaking out of a reading rut</td>
<td></td>
<td>● Composing superficial responses to reading, while all other writing abilities are strong (as evidenced by story writing, essay writing, or informational writing)</td>
</tr>
<tr>
<td>● Trying new types or genre of books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Finding others who like to read what they do</td>
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<table>
<thead>
<tr>
<th>Variety and Text Choice</th>
<th>Modeling a Passion for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your students are struggling with...</td>
<td>If your students are struggling with...</td>
</tr>
<tr>
<td>● Reading the same genre repeatedly</td>
<td>● Having a reading identity</td>
</tr>
<tr>
<td>● Being “stuck” in a series</td>
<td></td>
</tr>
<tr>
<td>● Having variety in either the type of text or the level of difficulty</td>
<td></td>
</tr>
</tbody>
</table>
**Stamina**

*Note: If students are having trouble focusing on reading for an extended period of time, take some time to reflect on the amount of time students have to practice each day. The more students practice, the more they enjoy and develop confidence in reading and the more likely they are to read in their free time. Students struggling with stamina may, in fact, need more time to practice.*

**Teaching Point:** Readers, I want to teach you that the best way to become a stronger reader is to read. Only we are in charge of how our reading goes.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this** is to have a discussion about “real reading” and “fake reading.” Model the differences between these two in your discussion. Show what it looks like to be disengaged, distracted, or unfocused with your reading. Name what you did. Now, change your body and mind to show what it looks like to be focused and engaged. Stop and jot-- what are the differences between the two? What will students plan to do to ensure that they are practicing “real reading?” It might be helpful to share your own reading habits. For example, it might be harder for you to stay focused on nonfiction, so you have to push yourself to concentrate for an extended period of time with this genre.

- **Another way to do this** is to set timed goals for students. Start small, asking for students to read for a short period of time, maybe just a few minutes initially. As students are reading, resist formal conferences, and monitor the focus level of students. If you are seeing students become distracted or disengaged, stop the time and reconvene as a class. Use this as a teaching point, rather than a punishment. What happened? What can we do when we try again? What caused us to get distracted? Then, make time to start again the next day, gradually extending the time when students successfully read without becoming distracted. You might track this time as a class, trying to extend the time more and more each day.

- **Another way to do this** is to set page goals at the start of a chunk of reading time. Students might look back at their reading log and think, “how many pages can I read before becoming distracted?” Have students use sticky notes to mark places where they can take a short break, and reflect upon whether they were focused and engaged. At first, it might just be a couple pages, but then students can gradually extend the page numbers as their stamina increases.

- **Another way to do this** is to have students determine their reading rate. Readers need to monitor how fast we read -- sometimes we read too fast, sometimes too slow, and sometimes at the perfect pace. We can check this by checking our page per minute (ppm) rate and paying attention to how much we are stopping to check our comprehension. Then, we can set goals; do we need to read faster or slower? Do we need to jot more often or less often? To do this, set a time for 10 minutes, and have students note the page they start on. At the end of 10 minutes have them track how many pages they read in that time period. Then, they can reflect on this amount. Is it reasonable? How long would it take me to finish the book I am currently reading based on my ppm rate? Does that goal seem attainable?

- **Another way to do this** is to track your stamina on a stamina chart. This strategy might help students to
visualize their reading capabilities. Don’t let this tracking be something that is tracked because we have to ‘muscle through’ it, but rather, that reading is enjoyable. Comparing this tracking to your own tracking of fitness, or running for example, can allow students to see that although reading is hard work, it is worthwhile to set goals for ourselves.

- **Another way to do this** is to have students decide what they want to work on and what they want to pay attention to as they read. Have students set stopping points, and decide what they’ll do when they stop. Place sticky notes in your book that will serve as a reminder to stop and practice the work you’ll do that connects to your goal. The following prompts give students an idea of what to focus on:
  - What’s your goal?
  - How often do you think you need to stop? What are your plans when you do stop?
  - When you stop, what will you do? Jot? Stop and think? Stop and sketch? What will that look like?
  - Think about how often you’ll need to stop to stay focused?
  - Let’s look at how this book is organized. Now think about your goal? Where do you think it makes sense to stop?

- **Another way to do this** is to realize that sometimes, part of being engaged is just deciding to be. If you approach a book or genre thinking, “this isn’t for me,” then it’s like you’re switching your brain off from the start. Instead, try to read it like the words are beautiful or what you’re learning about is interesting. Notice how your attention changes.

### Selecting Books

**Teaching Point:** Readers select books that are appropriate for them and that they will enjoy.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this** is to introduce your students to resources to help them find the next book they’ll be successful with. You may use websites such as Amazon, Goodreads, and BiblioNasium. Show students how to type in a book they remember loving and see what recommendations pop up. You may also model how to read the reviews and summaries while thinking about what they like about books to see if any of the ones suggested are a good fit. Some prompts you may use are:
  - Which book do you remember loving? Type that one into the website.
  - Read the summary before you decide.
  - Think about what it is you liked about this book. Which of these suggestions seem to also have that quality?

- **Another way to do this** is to model for students how choosing a just-right book means more than choosing a book based on level. Instead of going to the library saying, “I’m a ____ (level),” go to the library saying “I’m a reader who enjoys ____ (description of your book interests).” Think, “Where would I find books that fit who I am as a reader?”
  - You may wish to create a questionnaire that they can fill out. Some questions you may ask are:
    - Tell me about the books you’ve loved. What do they have in common?
    - If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
What do you like outside of reading that you think might help you find a good book?
Tell me what series, authors, or genres you think you most enjoy.
Where do you think you could go to find books like that?
What genres of books have you never read before? Why have you never read this genre?

Another way to do this is to point out how readers reflect on the past and plan for the future. You may choose to say something like “It can be hard selecting books from just the cover and the blurb. Chances are good that some books you’ve picked in the past turned out to be not such great fits for you and that others were fabulous. One way to tell how focused you were while you were reading is to look at your reading rate. When you divide the pages by the minutes you get a page-per-minute (ppm) rate. It should be about .75, or three-quarters of a page per minute. Much slower and it might be showing that you’re getting distracted while you were reading. See if you can tell what these books have in common—a theme? A character type? A topic? A genre? Then, browse books with that in mind, and/or ask for help from me, or your friends, asking what might fit that same profile. You can also look over your log to notice the patterns around how often you read and where you read. You can use what you notice to make resolutions about future habits.”

Another way to do this is to focus on whether or not the text engages the reader. You may wish to model how you read the first page of a book. Notice whether you feel like the book grabbed you and if you were eager to read the rest of the book. Ask yourself, “Can I see the story or topic? Do I care to find out what comes next?” If so, the book may be a good fit. Some prompts you may use for this work are:
  o How do you feel after the first page?
  o What grabs you here?
  o Tell me what you picture after reading that first bit.
  o Tell me why you’d like to keep reading.
  o What makes you want to read on?
  o Do you feel like you were focused on that whole page?

**Chronic Abandoning**

*Note: Many times students who are chronically abandoning books are struggling to select books that are a good fit for them in the first place. Some of the lessons from Selecting Books, may also be needed during this unit.*

**Teaching Point:** Readers I want to teach you that sometimes books just don’t fit us. That is absolutely okay! It is our job to figure out what books make us want to read, what books don’t, and what to do about this.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**
- One way to do this is to let students know that even adults abandon books. Abandoning a book does not equate to failure. What we have to watch out for is making sure we aren’t abandoning (or half reading) every book we pick up. Create an anchor chart encouraging students to share out reasons that they might abandon a book.
  
  Sometimes we let books go when they are...
  
  o Too easy
Remind students that just because we “quit” a book one time, does not mean that we are never going to read it again. It is okay to give books a second chance. Encourage students to help you brainstorm reasons, from the anchor chart, that might lead you to giving a book a second chance. (ex. This book was too hard the first time I read it, but now I feel much stronger as a reader and would like to try it again.)

**Another way to do this** is to help students understand that sometimes we have to give books a little more time to decide if they are worth reading. Ask students to share out a book that took a while for them to get into. Ask them what made them stick reading it. Tell students that as readers sometimes we have to give books a chance, it can take more than just the first few pages for a story to get good. Encourage students to set a personal standard for how long they will give a book before they give it up. (ex. 50 pages, 2 chapters, etc.)

**Another way to do this** is to have student create an “I read because…” page in their Reader’s Notebooks. Model for students that there are many different reasons people read. Have students fill this page with all of the reasons that they read. Use this as an anchor point during these lessons. Make notice of students who struggle to think of reasons they read. This will be a great segue for deciding which students would benefit from conferring or small group talk about this.

**Another way to do this** is to tell students you are getting ready to let them know you are getting ready to let them in on a secret. Share with students that sometimes you read a book and you realize after a little while...that you just don’t like it. Remind them that if we are reading a lot of books that will happen from time to time. However, as readers we have to give books a reasonable chance, before we hop on to the next text. Talk to students about a book you read that you realized just wasn’t a book you liked. How many pages did you read? What let you know it wasn’t a good fit for you? How did you decide you were done reading it?

**Another way to do this** is to use a strategy like *Most and Least Desirable Actions* from *The Reading Strategies Book* by Jennifer Serravallo. Model for students what it looks like to be disengaged, distracted or unfocused while you’re reading. You could even conduct your read aloud with these behaviors for effect. Ask students to name the actions you were showing, that showed that you weren’t interested. Now, change your body and mind to show what it looks like to be focused and engaged, you might even ask students to guide you through the changes they should make. Ask students to go out into
the classroom and model for you unengaged reading. Ask students to model for you engaged reading. Spend workshop checking in with students about what things help them stay engaged. (The Reading Strategies Book p. 56)

- Another way to do this is to remind students that as the school year goes on sometimes we change and grow. It is important that we check in with ourselves to make sure that we are making decisions based on what we know about ourselves. Model for students how you might think about yourself as a reader and the things that have changed for you over the year. Give students a Reading Interest Inventory/Reading-Interest-Alyzer (found in Coaches’ Corner on Schoology). Use these inventories to guide small group and conferring conversations, as we work to help students identify the things they want to read about.

- Another way to do this is to use a strategy like Choose Books with Your Identity in Mind from The Reading Strategies Book by Jennifer Serravallo. Model for students that choosing a just-right book means more than choosing a book based on the reading level. Instead of going to the library and saying, “I’m a ___ level reade,” go to the library saying “I’m a reader who enjoys ____ type of books.” Think, “Where would I find books that fit who I am as reader?” You might then say to your students, “Sometimes in this classroom I hear kids who worry about reading books that are their reading level. Parents do it too. Sometimes I even hear teachers refer to kids that way. But I have to tell you that books have levels, readers don’t have levels. A better way to describe yourself as a reader is based on the kinds of books that interest you-series, genres, authors, topics, themes, characters. Today, instead of saying you’re a level… I want you to stop and reflect about the kind of books you love, using a few questions I am going to put on the board. I want us to start thinking about how we might use this information to label ourselves as readers.”
  - On the board you may put some of these questions:
    - Tell me about the books you’ve loved. What do they have in common?
    - If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
    - What do you like outside of reading that you think might help you find a good book?
    - Based on what you like to do, what kinds of books do you think you’d want to read?
    - Tell me what series, authors, or genres you think you most enjoy.
    - Where in our classroom library do you think you could go to find books like that? (The Reading Strategies Book p. 63)

- Another way to do this is to use a strategy Choose Like Books for a Best Fit from The Reading Strategies Book by Jennifer Serravallo. Share with students that sometimes when we are abandoning books it is because we aren’t picking the kinds of books we like to read. Remind students that readers can turn to resources to help them find the next book they’ll read. We can help our classmates by being resources to each other. First we are going to think about the books we most remember loving. Which books are those? Type one title that the teacher or student brainstormed into Amazon, Goodreads or BibliOnasium, see what recommendations pop up. Ask students to think about why these books were suggested as being similar to the one typed in. Encourage students to use their own reading experiences to make recommendations as well. (Ex: I liked reading Wonder. I also liked reading Because of Mr. Terupt because it had a similar structure. Encourage students to create a “Liked… Try…” poster to share
out books they have liked and other books that are similar. (The Reading Strategies Book p. 62)

- **Another way to do this** is to use the strategy *Rereading* from The Reading Strategies Book by Jennifer Serravallo to encourage students to get back into their book. Sometimes we start to quit on a book because it begins to get too hard, too challenging, or too confusing. One way to help yourself get back on track is to stop and notice where your attention started to drift. Go back to the last thing you remember not just reading, but really understanding. Did you notice yourself getting distracted there? What are some things that we can do? Rereading is one way of going back and making sure that the words we are reading have meaning. (The Reading Strategies Book p. 50)

**Book Talking: the “How” and the “Why”**

**Teaching Point:** Readers share book recommendations with other readers about books they love, and they listen to the recommendations of others for ideas of what to read in the future.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this** is to set aside time for book talks. If you started the year with book talks, but they have fizzled for lack of time, this is the moment to reignite the practice. Or, if you haven’t done book talks with your students, start now. Share with students that the purpose of a book talk isn’t to summarize the book. A book talk is also not something you as the teacher would use to assess a student’s reading completion or comprehension. A book talk is to persuade other readers to read a book you feel passionate about! Model a book talk from the classroom library. Model your enthusiasm for the experience of reading the book as well as a brief explanation of the setting, character, and the main problem, but don’t give away the climax or end of the story. Compare and contrast your book to other books students may have read. For instance, if you are book talking the book *Upside-Down Magic* by Sarah Mlynowski, you might say that like Harry Potter, the main character has magical powers and goes
to a special school to learn how to use them. Unlike Harry Potter, this book is shorter, more comical, and about a character whose magical abilities have troubles. End by saying something like, “If you like books that are . . . then you’ll love this book.” For instance, with *Upside-Down Magic*, you might say, “If you like books that tell school stories, have a character who is less than perfect, and are funny too, then you’ll love this book.”

- **Another way to do this is to** introduce book commercials. Book commercials are like book talks, but the focus is on something short, and the idea is to have a commercial pop up here and there, rather than a lot of book talks all at once. When teaching the book commercial, focus on what the student should say and shouldn’t say. Teach the term, “spoiler.” A commercial should be focused on creating enthusiastic persuasion for others to read a book without giving too much away. Model using the teasers and language from the backs of books. After a student has presented a commercial, allow them to ask for the opinions of any other students who have read the book. Students can raise their hands, and the presenter can call on them. This will give students a chance to agree or disagree respectfully with the presenter and will lend an informal, conversational tone to the book commercial time. Students listening to the commercial should record titles that sound interesting to them on a “Books to Read” page in their reader’s notebook. Flipgrid is an excellent website to use for this: [https://info.flipgrid.com/](https://info.flipgrid.com/)

- **Another way to do this is to** teach students to write book reviews. You can share with students that adult readers who love to read often get ideas of what to read by reading book reviews in magazines like *Booklist*, *The New York Times Magazine*, *The New York Review of Books*, and on websites like Amazon and Goodreads. Students also wrote book reviews in their 2nd grade opinion unit, so you can use that as their foundation for continuing this work. Your students can share their book reviews on a class blog, through Google Classroom, or they can type and print them, cut them out and share them on a review bulletin board or other area of the classroom. Another idea would be to showcase book club books in holders or along your whiteboard ledge and have students who read those books write reviews and hang them around the book. Students shopping for their next book can read the reviews and pick up a copy of the book if they are interested. When writing the reviews, have students use the backs of books as mentor texts for their writing. Create a class anchor chart with things the students noticed from these mentor texts. A class anchor chart created by Donalyn Miller’s students and shared in *The Book Whisperer* has these criteria (p. 138):
  - Quotes from the book
  - Quotes from famous writers and reviews
  - Cliffhanger questions
  - Personal reactions and opinions
  - Awards the book and author have won
  - Recommended reading age
  - Other books by the same author
  - Comparisons with other books

- **Another way to do this is to** hold reading clubs. These reading clubs will differ from book clubs, because their goal is not to read a certain book together but rather to discuss the reading each student has been doing lately. Group students who have similar reading levels and interests and allow them to share the books they have read with each other. Have these students give book commercials or share reviews with each other as well as informally discuss books they have finished reading this year. Have students
list ideas for future reading on a “Books to Read” page in their reader’s notebooks during the club meeting. Also consider holding reading clubs on several days, each day with a different configuration of students in each club so that each student has the opportunity to talk with multiple readers.

Responding to Reading

**Teaching Point:** Readers use writing to help them remember important events from a text and their own reactions while reading.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** show students how stopping to jot can help readers monitor their comprehension, as well as remember the main details. Instruct students to place a sticky note on every 5th page of a text. (You may need to adjust the number of pages in between sticky notes based on a child’s reading ability and text complexity.) When students get to a page with a sticky, they should stop reading and write a sentence retelling who and what the prior 4 pages were about. Explain to students if they can’t recall who or what those prior pages were about this signals the reader to reread for understanding.

- **Another way to do this is to** remind children that jotting notes while reading has a number of benefits. For one, it makes our thinking visible and supports us when we have conversations about our reading. Using sticky notes allows us to refer immediately back to the text that sparked our thinking. However, as readers we must reflect on our notes and determine which notes are truly worth keeping. Model for students how to reread sticky notes, asking the following questions to determine what notes are worth keeping:
  - Does it help me understand my book?
  - Does it connect with my goal?
  - Will it help me talk to my teacher about my reading?
  - Will I use it to springboard conversation?
  - Will I use this note to write a longer entry about my reading?

Once you’ve selected the ideas you what to keep, show students how to organize them into your reading notebook with a title on the top of the page, and the sticky notes that go with that book on the rest of the page.

- **Another way to do this is to** explain to students that one of the best ways to understand what you read is to practice summarizing it. When you are forced to say just what is most important about a selection of text, you have to sort through all the details and just pick the most essential ones. This can be accomplished by sharing the five most important events in the order they happened. Model how you do this by telling the 5 most important events across your five fingers for one of your recent read alouds. Then show students how they can take those sentences and write them down on a page of their Reader’s Notebook. (This might also be a good opportunity to teach students how the addition of transition words at the beginning of each sentence connects the ideas and creates a smoother sounding summary.) Through your discussion, guide them to notice you didn’t include every single detail, just the big events that move the story along. Possible prompts to use for this lesson include:
  - What happened first?
○ Was that the most important event that happened next?
○ You’re at the middle finger, which should be about the middle of the book.
○ One finger left—what’s the conclusion of the story that connects back to the initial problem or what the character wanted?

Teaching Point: Readers can expand on their own thinking, as well as the thinking of others.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

● **One way to do this is to** model for students how to select a sticky note that you think has a strong starting idea written on it. (It would be powerful to use a sticky note you created in reaction to a class read aloud.) Place the selected sticky note on the corner of a blank page in your Reader’s Notebook. Now, model for students how a reader can use conversational prompts to expand on their “in-the-moment” thoughts so they grow into something bigger and deeper. It is important to show students that your expanded writing will begin by restating the idea on the sticky note, then elaborating on that idea with details from the text, more personal insight, and maybe some lingering questions. Encourage students to keep their pencil moving. Don’t worry about perfection; just write to get your ideas down. Possible prompts to use:
  ○ At first I thought _______ but now I’m thinking _________.
  ○ The text said __________. That made me think ___________.
  ○ I agree/disagree with _________ because…

● **Another way to do this is to** ask students to take an idea they have about a character, theme, or something else in their book and have them write about that idea. Then, have students partner up to discuss their thinking. After their discussion, ask students to go back to their notebook and write about their thinking now. In particular, how their ideas changed or shifted, or how they’ve gotten a new perspective because of the conversation. Possible prompts to help guide student thinking:
  ○ How has your thinking changed?
  ○ What did you think before, and what are you thinking now?
  ○ You can say, “Before I thought… but after talking I’m thinking…”
  ○ Think about ideas your partner or club members shared. What’s new from what you had written down before?

● **Another way to do this is to** set up “Themed Notebooks” for students to record their responses to favorite books. Themed Notebooks can be created using composition notebooks, spiral notebooks, etc. Assign a popular literary theme to each notebook. Possible themes include:
  ○ Friendship
  ○ Courage
  ○ Love
  ○ Hope
  ○ Acceptance
  ○ Life Lessons (like Crime Doesn’t Pay)

The idea behind using these notebooks is to create an authentic place for written responses to reading, foster a sense of community writing, and provide students with another place to access book recommendations. Themed Notebooks are meant to be kept from year to year, and used by all students and adults in the classroom. When a student finishes a book, they may select the appropriate Themed Notebook, open to the next blank page in the notebook, write the title of their book, their response to the book, and date the entry.
Tracking Reading Growth

Teaching Point: Readers have goals and track their progress toward those goals, just like athletes do.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

● **One way to do this is to** share the idea of creating and tracking goals. You might refer back to the beginning of the year when you tracked minutes of quiet reading as your class worked to grow their independent reading stamina. Some students may need to return to tracking their minutes of engaged reading if this is something they are struggling with. (Click [here](#) for a graph you can use.) You might give the example of an athlete in a gym. If the athlete wanted to increase his arm strength, he might make a goal of being able to lift a certain amount of weight. Obviously, just going to the gym and hanging out would not help that athlete meet his goal. The athlete would have to use his time at the gym well and gradually increase both the minutes he lifted weights as well as the heaviness of those weights. Likewise, a reader has to use his or her independent reading time well and gradually increase both the minutes he or she reads and thinks about the book as well as the number or complexity of the books he or she is reading.

● **Another way to do this is to** create a party ladder. For students who are struggling to maintain focus or meet reading goals, a party ladder, as described in Jennifer Serravallo’s *The Reading Strategies Book* (p. 57), could be helpful. Break down a goal, like engaged reading for a longer period of time, into a small series of steps that ends with an agreed upon celebration. Draw a sideways representation of stairs on a piece of paper, and on each step, break the goal down. For example, the first step might say, “Read 5 pages.” The second step might say, “Jot a thought.” The third step might say, “Read 5 pages.” Then at the top, the celebration might say, “Party! Read a poem.”

● **Another way to do this is to** revisit book logs. If you set up book logs at the beginning of the year or gave students the 40-book challenge, take time to update and reflect on the progress shown in those book logs. Talk to students about the reason for logging their books. What are they learning about themselves as readers by looking at their logs? Are they doing a good job of reading across genre? Can they help identify a reading preference? Model analyzing a book log of a student who is a strong reader and does not mind sharing their log or model analyzing your own book log. Or share your own reading log. It is worth your time to track your reading throughout the year right along with students. This takes on a new form of modeling a reading lift for kids. Discuss the ways you can reflect on the log and then model creating a reading goal, such as reading a certain number of books in a new genre. Students could also create a goal to read more books in the next quarter or semester than they have so far. You could use the analogy of the athlete by discussing that a basketball player who wanted to get better would have to build both strength and endurance. One without the other would not help her achieve her goal. Likewise, in focusing on strength, she would need to build strength in both her arms and legs to truly improve. Readers need to focus on reading more and reading a variety of books to truly improve as readers. Jennifer Serravallo’s *The Reading Strategies Book* has these ideas for analyzing a book log:
  ○ **Reading log rate reflection.** Is the student reading too fast or slow? This may lead to a discussion of whether or not they are choosing just right books as well as a discussion of whether
or not they are taking the time to make meaning as they read.

○ **When do students read?** Are students reading only at school? Could they find other times to read? Are they reading at home? Are there times in the school day where they could steal time to read (bathroom breaks, when they finish work, when they first arrive at school, etc.)?

○ **Set page goals.** Without sacrificing meaning, can a student prompt themselves to gradually read more pages? Do they tend to read a consistent number of pages during reading or does it vary widely? Are the number of pages read consistent within a book?

○ **Read with a focus to focus.** How many pages can the student read before losing focus? Can they increase this? Do they need to plan to take small mental breaks to increase the time they can read without losing focus?

● **Another way to do this is to** Reflect on the past unit. What kind of reader were you? What books did you read? What have you learned that will help you in the future? What did you learn about yourself as a reader? It is through reflection that we can learn more about ourselves and find areas we want to improve. As Jennifer Serravallo says in *The Reading Strategies Book* on page 67, “Reflect on your reading history to set a better reading future.” This helps lead us to setting goals. Model your own reflection of your reading over the past quarter. Model setting a goal and discuss with students the satisfaction you feel in reaching a goal. Let students share times they have met goals and how they felt. If they have not yet had this experience, help students get excited about this future event! For an example of a student-friendly reading reflection, click [here](#).

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### Variety and Text Choice

**Teaching Point:** Readers vary the texts they read, just like we vary the foods that we eat.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how you pack a lunch box. You may wish to point out to them that although you know apples are good for you, you do not simply have a lunch box full of apples. If you did this, you would be missing other key food groups such as protein and vegetables. Then, relate this to the selection of books for a book box. While you know that *Magic Tree House* books are just right for you, you select various types of texts to read, considering what would give you a “balanced reading diet”.

- **Another way to do this is to** show your students the assortment of reading that you are currently doing. You may show them a catalog, an expository text, a magazine, and a novel. Talk with students about how some of it is *easy*, like the catalog; *just right*, like the magazine and novel; and *challenging*, like the expository text.

**Teaching Point:** Readers keep track of the genres they read in order to grow themselves as a reader.

**Suggested Length of Time:** varies depending on the need
Possible Ways to Do This:

- **One way to do this is to** bring to light whatever book-tracking tool you use in your classroom (40 Book Challenge, Reading Log, etc.). You may model for students how you look over the books that you’ve completed so far this year, considering the various genres as well as reading difficulty. You may even tally up for each of these. An authentic addition would be to discuss with readers how you select new books when you go to the bookstore. When you have read 3-4 books about cooking, you’re likely to visit another section of the bookstore for variety.

Teaching Point: Readers rely on other readers and tools to help themselves select their next book to read.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** emphasize the work of book talking in your classroom. If you have not yet introduced these, you may wish to see that portion of this unit (“Book Talking”: The Why and the How). Emphasize to students how many of the books that you select as your next book come from book recommendations from another adult who reads like you do. If a student is struggling to have variety in the difficulty of their books, you may encourage them to talk with a reading partner who is of like ability or slightly higher to select a next book.

- **Another way to do this is to** utilize online tools that give students ideas for what to read next.
  
  - [www.whatshouldireadnext.com](http://www.whatshouldireadnext.com) allows users to enter in the name of a book they’ve recently read or an author that they enjoy and get other book recommendations based on this.
  
  - [www.literature-map.com](http://www.literature-map.com) allows users to enter the name of an author they enjoy and it will provide them with other authors who have similar texts.

Modeling a Passion for Reading

Teaching Point: Teachers who model their passion for reading inspire a desire to read in their students.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** model reading as an “emotional and intellectual journey.” This can be accomplished by portraying reading as a gift not a goal. ([The Book Whisperer](http://blog.idealbookshelf.com/post/34989664192/this-page-is-in-the-back-of-our-book-my-ideal) - Donalyn Miller)

  - *My Ideal Bookshelf*: A great way to model what your reading life looks like is to show them your ideal bookshelf. In this activity you will model for them the 10 books you can’t live without. The key to this is explaining what emotions each book brought out in you, what made the story so powerful, how it changed/ grew you as a reader, and maybe how it helped you view life in a different way.

    - By giving students time to also do this work will help other students see their peers as passionate readers and will give them great ideas for new books to read.
    - View the link below for the paper form of your “Ideal Bookshelf.”

Another Way to do this is to take the Self-Reflection Activity from the “Walking the Walk” chapter in Donalyn Miller’s The Book Whisperer (p. 111). This reflection activity allows you to think back to your own childhood reading experiences, asks you to think about how you share past and current reading experiences with kids, to think about your role models for reading, and how you view yourself as a reader now. It is crucial to share your reading experiences with your students every day. You set the tone, and create the climate for your classroom. They look to you as the example.

- It would be helpful to give students a reading survey to get a pulse on who they are as readers, and what types of topics and genres they are interested in.
- At the beginning of the year it is powerful to give them a book stack from your library or the school library based on the information you received from your conference with them. By explaining why you chose each book specifically for them is powerful. It also makes your students feel really special. This would also be something that you will want to do for your students at different times throughout the year.

Another way to do this is to have a sign on your board or by your door that shows students what you just finished reading, what you are currently reading, and what book you want to read next. By updating this throughout the year shows students that you are a reader, and it models that good readers read all the time.

Another way to do this is to have a box or create a space for students to recommend books to you. Then have conversations when you do read books that they have recommended. It is important to continue to read children’s books in order to have a wealth of choices to recommend to them, and to have shared reading experiences with them. A list of good reasons for why adults should still read children’s books is on pg. 114 in The Book Whisperer.

Another way to do this is to investigate recommendations from industry sources. This will allow you to stay up-to-date on current books for students to read by finding what is new and relevant, but also the tried and true classics.

Here are some helpful books and websites to do this work:
- Books That Don’t Bore ‘Em: Young Adult Books that Speak to This Generation (Blasingame, 2007).
- Goodreads: www.goodreads.com
- www.teenreads.com
- March Book Madness
- http://marchbookmadness.weebly.com/
- Nerdy Book Club blog
- The Book People blog
- #titletalk: https://twitter.com/hashtag/titletalk
Overview of Unit:
This is a unit on researching history. As the second of the two nonfiction reading units for fourth grade, a focus will be on moving the fourth-graders along the continuum of skill development in reading nonfiction. This unit builds on the work of the first fourth-grade nonfiction study in Unit 3 and guides students to learn to read like historians. This unit is also timed to go along with the Bringing History to Life writing unit (Unit 5). You should start this reading unit about a week before you start the writing unit for the reading to support the writing.

The Lucy Calkins 4th grade spiral Reading History uses the American Revolution as the historical time period students learn about as they learn to read history. This choice matches with the Missouri Learning Standards shift of the American Revolution from 5th grade to 4th grade. With the new Missouri Learning Standards, the American Revolution is only taught in 4th grade. We know that some 4th grade teachers chose to allow each
student to choose their own period in history to research and for many students this was the time period they read about in their historical fiction book club. The historical fiction unit now follows this unit, so teachers will need to consider this change in deciding whether or not to allow students to choose any time period.

In Topic 1 (Bend I) students work in research teams to investigate the events leading up to the American Revolution or another event in history of their choosing. You will show students how researchers pay attention to text structures in order to organize their notes and their thinking. You will show students how researchers eventually narrow their focus, synthesizing new information into what they already know, and paying attention to the people, the location, and the sequence of the event they are studying. You will also introduce students to primary sources and show them strategies for using these more difficult texts. At the end of the bend students will celebrate their work by sharing what they have learned with each other.

In Topic 2 (Bend II) students will focus on perspective in this topic. Students will learn that any account of an event, whether in the present or the past, was written by a person who has his or her own perspective and one perspective is never the entire story. Proficient readers of history are aware of the perspective from which a text is written and they ask themselves, “What views are represented? What voices are heard and what voices have been silenced? Whose views haven’t been revealed?” Students will eventually have a debate on whether or not the colonies should declare independence (or another topic of your choosing). In preparing for the debate students will practice reading and understanding point of view, finding important details and facts, and using evidence intentionally to support an argument. You can treat the debate as a mid-unit celebration and invite families and administrators if you wish (plan ahead and use this public event to motivate your students to do the best work they possibly can!). Take advantage of the students’ excitement to make this day one that they will remember in particular from their elementary experiences.

In Topic 3 (Bend III) students will work in partnerships to start a new research project related to their earlier work. For instance, if they were researching events leading up to the American Revolution before, this work might focus on the time period after the Second Continental Congress. Students will continue to work on research, learning to preview and paraphrase, and to study all the parts of a text to find the main ideas.

The celebration at the end of this unit focuses on how much the students have learned and how this learning helps them learn big lessons from events in the past. Students will begin to see how the past and the present are connected and how the past continues to affect the present.

Getting Ready for the Unit:
Here are some tips to help you get ready to teach this unit:

- Plan research teams of about four students. Consider reading levels, behaviors, social relationships among students to form groups that will be successful.
- Create bins of materials for each research team that includes books, photographs, articles (including easy-to-read articles that give an overview of the topic) and lists of video links.
- Use the internet to find primary sources for student bins to use with EE 8. One good resource is in the primary documents of American History section of the Library of Congress.
- Use the Mid-Continent Library to help find books on the topics and levels you request for your research teams. You can make requests via their webpage. At the bottom under Services, there is a Teacher
Choose your read-alouds.

Spend some time having students generate lists of things they know and questions they have about the topic you will be researching.

It is impossible to overstate the value of ascertaining the interests of your students, especially of those whose engagement in reading is at risk, and of making sure that you provision students with magazines and books that are engaging. In addition to high interest books, here are some other suggestions of kinds of texts to engage your readers:

- The district has purchased the Read&Write Google Chrome extension as a universal accommodation for any students who would benefit from hearing text read to them. This extension will read any text that is on the computer screen to the student, whether a website or a PDF or anything else. Students can adjust the rate and voice of the reader as well. To install, a student must be logged in to Chrome. Then go to the Chrome Web Store and search “read&write.” Install Read&Write for Google Chrome as well as Screenshot reader. When a student works in Chrome (and is logged in), there should appear a small purple puzzle piece with rw on it at the top of their screen. Use this button as a toggle for the Read&Write toolbar.
- Digital magazine sites (Cobblestone, Scholastic News, Sports Illustrated for Kids, ASK, National Geographic for Kids, Discover Kids, Storyworks, and Super Science. Super Science subscribers have access to video clips on the website that can be paired with the cover article for that month)
- Audio informational texts in your listening center (A listening center with audio books will support students in continuing to develop their fluency and vocabulary. This will be especially helpful for your ELL students and speech and language students, as these recordings provide models for fluent reading of nonfiction texts).
- Audio books also give students the opportunity to access topics and text levels that they may not have otherwise read on their own. You’ll want students to be listening to the audio books at the same time as they are following along with a print version.
- American Revolution Texts Online
  - TrueFlix on Mid-Continent Public Library (has a read-to capability)
  - FreedomFlix on Mid-Continent Public Library
  - Newsela has lower level text options
  - Epic!
  - Wonderopolis.org website

Choose Your Read Alouds and Mentor Texts

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
- *Mummet’s Declaration of Independence* by Gretchen Woelfle
- *We the People: African-American Soldiers in the Revolutionary War* by Lucia Raatma
- *Independent Dames: What You Never Knew About the Women and Girls of the American Revolution* by
Read-Aloud Considerations:
During read-aloud, ask students questions that encourage them to think deeply about the information in the text, using higher-level comprehension skills.

- 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?

A word of advice: If you do not have enough just-right texts for students to maintain their volume of reading during this unit, we strongly suggest that you reserve time every day (at least fifteen to twenty minutes in school and more time at home) for students to continue reading literature at their levels. Be sure readers continue to maintain their reading logs so that you monitor the total volume of reading they do during this unit (as you have been doing all along). You should be expecting that readers are reading what you decide is an appropriate number of pages per week, based on the individual reader. That volume of fiction reading will be in addition to the reading they do in informational texts. You may question this, thinking that every minute of a reader’s time should go toward reading informational texts, but most literate people read a balance of fiction and informational texts. The single most important way to accelerate students’ progress up the ladder of text complexity is to be sure they are reading a high volume of texts they can read with high levels of comprehension and engagement.

Pre-Assessment (given prior to starting the unit):
Use the preassessment from Unit 3 of the Units of Study “Reading History: The American Revolution Grade 4: Nonfiction” found on Schoology. Use the Student Rubric and Pre-Assessment Sample Responses to score your students’ work. (See EE3 to determine if you want to put student scores on the preassessment or just keep them for your own knowledge).

“There is a mountain of evidence suggesting that your students’ learning and your teaching are mobilized and intensified when your classroom becomes more assessment-based in the very best sense of that word. John Hattie, author of Visible Learning (2008), reviewed studies of more than 20 million learners to understand factors that maximize achievement. He found that one of the most important ways to maximize achievement is to provide learners with crystal-clear and ambitious goals, as well as frequent feedback that highlights progress toward those goals and provides doable next steps. Today’s assessment sets the stage for this powerful work.”

Formative Assessment Considerations: Throughout the unit use nonfiction running records, conferring notes, examination of reading logs, writing about reading, and student talk about their reading to track student progress and tailor your instruction to what your students can do, can almost do, and can’t yet do. Also use this information to form invitational groups to work with students who are at a similar place in their growth. Use the

Laurie Halse Anderson
- They Called Her Molly Pitcher by Anne Rockwell
- The Scarlet Stockings Spy by Trinka Hakes Noble
Informational Reading Learning Progressions (Schoology) to plan small groups and help students progress from one level to the next.

**Essential Questions:**
1. How can I read nonfiction informational text in order to learn things I am curious about?
2. How can I organize my learning life so I can research to learn, synthesize across texts, and teach others what I am learning?
3. How can I begin to look at how different authors present different information, including noticing the facts and perspectives they include or exclude?
4. How can I think about how an author’s treatment of the subject sways readers’ thinking about topics?
5. How can I use what I am learning from different sources about a topic to grow my own theories about the information I’m learning?

**Enduring Understanding/Big Ideas:**
1. When we read nonfiction historical text, we uncover the answers to the questions we are curious about.
2. Authors have a perspective when they write history. Smart readers of history can figure out the author’s perspective and explain how that affects their purpose.
3. Authors choose their language to influence what we think. Smart readers of history can explain how the author is using language to affect what we think.
4. Readers of history can distinguish fact from opinion and can explain the relationships among ideas in a text.

**Priority Standards for unit:**
- 4.R.3.B.b. c: Read, infer, and draw conclusions to:
  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
  c. Explain how an author uses language to present information to influence what the reader thinks or does

- 4.R.3.C: Read, infer, and draw conclusions to:
  a. Distinguish fact from opinion in a text and explain how to verify what is a fact
  b. Explain explicit and implicit relationships among ideas in texts
  c. Explain author’s purpose

**Supporting Standards for unit:**
- 4.R.3.C: Read, infer, and draw conclusions to:
  d. Compare and contrast a firsthand and secondhand account of the same event or topic.
- 4.R.3.A: Read, infer, and draw conclusions to:
  a. Use multiple text features to locate information and gain an overview of the contents of text
  c. Interpret and explain factual information presented graphically
- 4.R.4.A: Read to develop an understanding of media and its components by:
  d. Explaining text structures and graphics features of a web page and how they help to comprehend text
- 4.SL.4.A: Speak clearly, audibly, and to the point, using conventions of language when presenting
individually or with a group by:
   a. paraphrasing portions of a text read aloud or information presented in diverse media and formats
   b. using efficient presentation skills with available resources
   c. incorporating descriptive and sequential details in a student designed or teacher-assigned topic
   d. giving a formal presentation to classmates, using a variety of media
   e. speaking with expression and fluency
   f. adjusting formal/informal language according to context and topic

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Webb’s DOK</th>
<th>Bloom’s Taxonomy Levels</th>
</tr>
</thead>
</table>
| 4.R.3.B.b,c    | To:  
   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  
   c. explain how an author uses language to present information to influence what the reader thinks or does                                                             | Read Infer Draw conclusions                                            | analyze     | 3                       |
| 4.R.3.C.a-c    | To:  
   a. distinguish fact from opinion in a text and explain how to verify what is a fact  
   b. explain explicit and implicit relationships among ideas in texts  
   c. explain author’s purpose                                               | Read Infer Draw conclusions                                            | analyze     | 3                       |

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>Text Structures</td>
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<tr>
<td>Sequence</td>
<td>Synthesize</td>
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<tr>
<td>Main Idea</td>
<td>Primary Source</td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Secondary Source</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>Complex Text</td>
</tr>
<tr>
<td>Informational</td>
<td>Envisioning</td>
</tr>
<tr>
<td>Research</td>
<td></td>
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<tr>
<td>Chronological</td>
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<tr>
<td>---------------</td>
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<tr>
<td>Problem/Solution</td>
<td></td>
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<tr>
<td>Cause and Effect</td>
<td></td>
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<tr>
<td>Anecdote</td>
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<tr>
<td>Perspective</td>
<td></td>
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<tr>
<td>Claim</td>
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<tr>
<td>Debate</td>
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**Topic 1: Researching History**

**Engaging Experience 1**

**Teaching Point:** Researchers Orient Themselves to a Text Set—Readers, today we are going to be researchers, learning about a topic by using resources we can use to build our own background knowledge about a topic and to get a general overview of that topic.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 4.R.3.C.b

**Detailed Description/Instructions:**

- **One way you can do this is to** introduce students to their research teams and partners. Ask partners to discuss together what they already know about launching a research project. Allow some time for a group share out, making sure that the idea of strategic reading of easier material as well as skimming comes out. Then, choose one research team to begin their research while the class watches. This team can model previewing materials and talking together to build their background knowledge and gather a
general overview of their topic.

○ As the team models, stop and point out the things they are doing for success. Have students take notes on the process.
○ Start noting subtopics that repeat across books the team is previewing. Put these on a chart.
○ After the research team has modeled, tell students that they will now summarize what they saw with their partners. Allow the modeling team to help you listen in on the partnerships.
○ To wrap up the mini lesson set up an anchor chart titled, “Launching a Research Project” which will become the anchor chart for this bend. (Check Schoology for a picture of this anchor chart.) Add these points to the chart today:
  ■ Gather sources on your topic to preview.
  ■ Generate a list of subtopics that appear frequently.
  ■ Choose an accessible book to read for an overview.

● Another way you can do this is to show an “anti-model” to start your lesson. Let students know that you are launching a research project. Using a huge stack of intimidating-looking books, tell students that you are starting now. Model opening the first book (preferably a really thick book) and start reading on page 1. After a few seconds of concentrated reading where you look confused, model getting sleepy, getting off task, and looking bored or overwhelmed. At this point, ask the students how you are doing as a researcher. Let them correct you using what they learned in Unit 3. As they do correct you, chart their ideas then set up the anchor chart mentioned above.
  ○ As you send students off to start work with their research teams, find a team who is doing many things correctly and stop the class to point out the successful strategies this team is using.
● Suggest using the videos you have provided as well to help gain an overview of the topic and help with envisioning while reading about the topic.

Bloom’s Levels: Understand
Webb’s DOK: 2

Engaging Experience 2
Teaching Point: Using Text Structures to Organize Incoming Information and Notes—“When researchers preview a text, they try to identify the text structure, to help them understand the important parts and organize their reading and note taking.”
Suggested Length of Time: 1 mini lesson
Standards Addressed:
  ○ Priority: 4.R.3.C.b
Detailed Description/Instructions:
  ● One way to do this would be to show a chart reminding students of common text structures in informational texts like this one:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Transition Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td>First, then, next, after that, finally, before, after</td>
</tr>
</tbody>
</table>
Choose a piece of text or a short video and read or view it together through the lens of text structure. For instance, if your class is researching the American Revolution, you could use a speech by Samuel Adams. Show students the video clip and then pass out the transcript of the words (find links to both on Schoology). As you think aloud, noticing the transition words, let the students help you come to the conclusion that this is an example of a chronological text structure. Point out that knowing that this speech is organized chronologically will draw our attention to the most important parts, which are the parts we will write down in our notes.

- Add to the anchor chart, “Launching a Research Project”
  - Identify text structure to help determine what’s important.

- Another way to do this would be to use one of your read-aloud books. Copy a small part and hand it out to students. Allow them to work with their partners to find transition words and identify the text structure of the piece. Model how you can use the text structure to help you determine importance about which things to write down in your notes and which things to let go.
  - As you send students to work, provide them an annotation system. Students should be reading first before going back to take notes. As they read alone or with their partner, they can use the annotations on small sticky notes to flag the text structure they notice and then to flag the text when the structure seems to change, as it is likely to do. Consider using CC for compare & contrast, CE for cause & effect, SS for sequence (or CR for chronological), PS for problem/solution and A for anecdote.

**Bloom’s Levels:** Understand, Apply  
**Webb’s DOK:** 2  

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**Engaging Experience 3**  
**Teaching Point:** A Day for Feedback—Today is a day to “engage students as active agents of their own reading development. By studying the rubrics and learning progressions next to your assessments of their work, students can see what is expected of them, clarifying next steps so they can work with expediency to move forward. They can approach a new chapter and think, ‘Wait, what work should I be doing as I read today?’ Then, they can work with resolve to achieve those goals.”

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**

| Priority | N/A |

**Detailed Description/Instructions:**

- One way to do this would be to start by talking about great coaches. Tell your students that “Great coaches believe so much in the learner and in the work that they ask a lot of the learner. They are willing
to say, “That’s good--but you can do better.”” Tell students that you believe so much in them that you are going to show them what is good about the work they are doing but also show them how they can do better.

Pass back the pre-assessment to your students along with the Student Rubric and Pre-assessment Sample Answers (found on Schoology). After orienting students to both the rubric and sample answer, show them how to use these documents to examine their own work. Then invite students to work with their research partners. If you have written your score on the pre assessment, ask students to determine with the rubric and sample answers why they received the score they did. If you have not chosen to write the score on the pre assessment, ask students to score themselves and be prepared to justify why.

○ As you check in with your pairs of students, challenge them to take the next step to add to their pre-assessment answer right then in order to take their answer to the next level.

Engaging Experience 4

Teaching Point: Special Challenges of Researching History—“Researchers pay particular attention to people, geography, and chronology when they read history. By paying attention to who, where, and when, researchers begin to organize their new knowledge.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.3.C.a-c

Detailed Description/Instructions:

● One way to do this would be to start by pointing out that in fourth grade, students read-to-learn. Clarify that a researcher’s job is not just to record the facts but to think, to summarize, to wonder, to theorize. Reading is thinking. Stress that in order to read-to-learn, readers reread, paying attention to the 3Ws (who, where, and when). Display the chart “Lenses to Carry When Reading History” (available on Schoology). Researchers also create their own tools for keeping track of the 3Ws. Divide the class quickly into three groups and give each group whiteboards and markers.

○ Ask the first group to quickly develop a tool to track relationships. Explain that the relationship chart will probably have the name of individuals as well as groups, like colonists or British soldiers. Students can show the relationships by drawing arrows or lines or even a diagram like a family tree.

○ Ask the second group to develop a simple map of the places and geography of our topic.

○ Ask the third group to to make a quick timeline connected to the topic, looking up dates if they need to.

Give students no more than 5 minutes to develop their tools. As they are working, recruit a student from each group to create a larger version on chart paper at the front of the classroom. Once this is done, read a short section from your read-aloud and have students work to track the information you are reading, using the tools. Let students know that as they do their own work today, they will be creating their own tools to track the 3Ws just as we did as a class.

(“The decision to give students time to construct their own tools, rather than handing out premade graphic organizers for students to fill in, is a deliberate one. You are equipping students to create their own tools and mental models in the future when they encounter complex, historical texts.”)

Bloom’s Levels: Apply
Engaging Experience 5

Teaching Point: Prioritizing: Note-taking on What’s Really Important—“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”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.3.C.a-c

Detailed Description/Instructions:

- **One way to do this would be** to start by telling students that there are effective approaches to notetaking and ineffective approaches. Create a two-column chart with the headings of “Effective” and “Ineffective”. Under the Ineffective side list and discuss these three examples of ineffective note-taking:
  - Not taking any notes at all
  - Reading only a few words while recording every fact in notes with no organizational structure to the notes
  - Notes that aren’t information based but full of loose ideas, emotions, and generalizations.

Tell students that you have seen all three of these situations in your experience as a teacher and allow students to talk with their partners to determine if they are falling into any of these ineffective note-taking traps.

Now let students know you are going to show them how to take Effective notes. The first step in this is to read. (Students at this point in the year should be able to read quietly for about 15 minutes before pausing to think about what they have read and going back to record the important points in their notes.) Tell students that you have been reading a mentor text and now that you have read a chunk you are ready to go back to reread it and take notes. Pass out copies of the chunk you have chosen. If you are working on the American Revolution, a section you can use is “Sneaky Taxes” from *Liberty! How the Revolution Began*. After reading the text with the students, ask them to go back through the text, asking themselves “Hmmm. What seems important here?” As they take notes, put your notebook on the document camera and take your own notes. Share your notes and think aloud as you refer back to the text. Point out that in this process you can also have your own new thoughts about the topic. Allow a few students to share their notes. Let students help you articulate what should go on the Effective side of your anchor chart.
  - Add to the Launching a Research Project anchor chart you started earlier:
    - Pause at the ends of chunks to recall the text in a structured way.
    - Record only the important things.

- **Another way to do this would be** to let students know that today we are going to continue to refine our ability to take effective notes. You may choose to give the example of Goldilocks. Some students are so overwhelmed by taking notes, that they read and take no notes at all. Some students—on the other hand—take so many notes, they can hardly read a sentence without writing something down. This makes it hard to really read the text! A just right approach is to read a chunk and then pause to think, reread, and write down what is most important. Pass out the *Note-taking to support Nonfiction Reading Checklist* (on Schoology). Work together with a shared text to read, model pausing and reflecting, and
then model going through the checklist jotting what is most important. After you demonstrate, allow students a few more minutes to read with their partners and then practice taking notes using the checklist for support. Highlight some effective examples you have seen from this partner work.

- Add to the “Launching a Research Project” anchor chart you started earlier:
  - Pause at the ends of chunks to recall the text in a structured way.
  - Record only the important things.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

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**Engaging Experience 6**

**Teaching Point:** Synthesizing Across Texts—Researchers synthesize information by reading an overview text then reading across several sources to learn more about the topic or a chosen subtopic that comes up in their reading.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 4.R.3.C.b

**Detailed Description/Instructions:**

- **One way you can do this is** by telling students that learning is all about making connections. When researchers read more than one text on a topic, it is important to pause after reading a chunk of the second text to ask “How does this connect to what I already learned? Does this add on to what I learned earlier or change what I learned earlier? If yesterday you used the “Sneaky Taxes” example, use the book *King George: What Was His Problem?* Model that to learn more about taxes we need to locate where in that book it talks about taxes. Model using the table of contents to determine which chapter it would be most important to read first. Model reading a portion about taxes and then discuss with the students the new information. Allow students to talk with each other about whether the information added on to prior learning or changed or further explained prior learning. Allow students to help you record the new information in your notes from yesterday.
  - Add to your ongoing anchor chart for “Launching a Research Project”:
    - Read more texts on the same topic and synthesize your notes.

- **Another way you can do this is** by passing out the *Phrases that Help Synthesize Related Information* page (on Schoology). Pass out a copied chunk of text that relates to the text you used yesterday and model for students how you read the information and then used the “Phrases” page to help you record your new learning. After modeling, ask students to read a little more with their research partners and practice writing down the new information. Stress that before writing, it helps to have a conversation to clarify what they have read and what new information they have learned. In the conversation, partners can also make connections between the two texts—information that is the same and information that is new. Give feedback as students work for a few minutes. Allow students to continue this work during independent practice time.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

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**Engaging Experience 7**

**Teaching Point:** The Role of Emblematic Detail in Nonfiction—“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.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.3.C.a-c

**Detailed Description/Instructions:**

- **One way to do this** would be to start by congratulating the students on the work they are doing
  synthesizing sources and writing down the main ideas and information from each source. Tell them that
  after researchers learn this important skill, they often then go back to gather details, because it is in the
details that history becomes alive and especially interesting. Hand out a shared passage that continues
the work you have done the previous two days. First allow students to read through with an eye towards
synthesis and notetaking as we have been doing. Share your own notes and allow them to share theirs.

Next, model re-reading the passage to note details that reveal perspective, drama, or
relationships between key people. Point out that the writing work students are now doing
in their *Bringing History to Life* writing unit needs to include both the big, important
facts, but it is the carefully chosen details that will make their writing powerful.

- **Another way to do this is to** start by passing out the Informational Reading Learning Progression on
  Cross Text(s) Synthesis. Allow students to use the rubric with their partners to score their own notes, to
  plan to continue what they are doing well and make goals for improving where they can grow. After
doing this work, let students know that the next step is to go back, reread again, and note details that will
add depth and power to their notes and their understanding of the topic. Model this by using the shared
text from yesterday, this time rereading it through the lens of finding details to add to your notes.

**Bloom’s Levels:** Evaluate, Create

**Webb’s DOK:** 3

**Engaging Experience 8**

**Teaching Point:** Readers Develop Strategies for Reading Primary Sources — Readers of history know that
primary source documents require particular reading strategies. These primary sources provide an additional
layer of understanding to allow us continued opportunities to synthesize and grow our learning.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.3.B.b, c

**Detailed Description/Instructions:**

- **One way to do this is to** start by referring to the game of telephone where you whispering something in
  someone’s ear and it goes around the circle from one person to the next until finally the last person says
  the message out loud and finds that the message is changed. Let students know that reading primary
  sources when studying history is like being the first person hearing the message. You know the message
  hasn’t gotten filtered through a bunch of other people who each have their own viewpoint and
  interpretation of events. However, reading primary sources can be challenging, so good readers have a
  set of strategies just for primary sources.

  Display Paul Revere’s engraving of the Boston Massacre (on Schoology), explaining that an image can
be a primary source just like a document can be. Show students the “Questions to Ask About a Primary Source” checklist (on Schoology) and have them talk with their partners about what they notice about the image. Collect student thoughts. Make sure these points are brought out: the shooting takes place in a city, Custom House is the place where the Boston Massacre took place. The soldiers have smiles on their faces. What does the author want us to think about those soldiers? Paul Revere was the creator, and we know he was the guy who rode to warn the colonists about the British. 1770 was right after the Boston Massacre happened. When you come to the “Why it was created?” part of the checklist discuss why someone who was on the side of the colonists would be angry about the Boston Massacre. Make sure students are aware that this primary source only reflects the perspective of its creator.

- **Another way to do this is to** tell students you are thinking of a primary source that tells a bit of presidential history. Tell them that it is written in old-fashioned handwriting and the paper is yellow with burnt and torn edges. Tell them the only text you can make out is “Behead him.” Ask the students to generate questions they’d ask when viewing this primary source. Chart their questions, which should include questions like:
  o Who wrote it? Why?
  o Who is the person it references? That is, what is it really saying?
  o What were the conditions under which this was written?
  o How authentic is this?

Point out that these questions are the same ones that historians ask of primary sources. Give students another primary source and let them practice investigating it with their research partners or in their teams. After students have a few minutes to work with their teams, bring them back to debrief and to offer feedback. As you send students off for work time, offer each research team a copy or link to a primary source for them to continue to investigate and practice with.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 9**  
**Teaching Point:** Readers Bring Their Topics to Life—When researchers use what they know about reading fiction, it can make historical scenes come alive as they read.  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
**Priority:** 4.R.3.B.b, c  
**Detailed Description/Instructions:**

- **One way to do this** is to read a section from one of your read-alouds. From *The Tiger Rising*. As you read the passage, have students jot their thinking about this fiction passage and then discuss how their thinking is alike and different between the two passages. Tell students that you want to make sure that they are using their wonderful imaginations as they read history so it doesn’t become *boring*. Go back to the original passage you used about Westward Expansion and allow students to work to use more of their imaginations. As they do point out how much more exciting the information is when we stop to imagine, empathize, and envision the stories of these people.

- **Another way to do this** is to play or read a primary source—a speech—for the students. Ask students to use the envisioning they are used to using as they read fiction. A speech you could use would be Martin Luther King’s *I Have a Dream* speech (link on Schoology). If you are focusing on the American
Revolution, you could read this speech by George Washington (on Schoology). Share some of your own envisioning and invite students to share some of theirs. Help deepen the class discussion by asking how they would feel if they were one of the exhausted, starving, scared soldiers listening to George Washington’s speech or an African American who was not treated fairly under Jim Crow laws listening to Martin Luther King’s speech. Let students know that they can use the research and learning they have done so far about their topics to then imagine and envision what the events were like for the people who were there. Remind students that history is a story of people, just like fiction is a story about characters.

Challenge students to prepare a passage from their research to use for an oral performance for their research team. Having students prepare to act out part of their reading will help them to envision and imagine, adding the drama to their historical reading.

Bloom’s Levels: Analyze
Webb’s DOK: 4

Topic 2: Preparing For Debate

Engaging Experience 10
Teaching Point: Readers Recognize Different Perspectives—Readers of history “seek out all sides of the stories they research, and they realize there are always multiple points of view.”
Suggested Length of Time: 1 min-lesson
Standards Addressed
Priority: 4.R.3.B.b,c
Detailed Description/Instructions:
- One way you can do this is to start by giving the example of overhearing a student argument in the cafeteria. Tell your students that Student A (use one of your students) and Student B (another student) were arguing and that Student A told you all about it. Give some details, and then say you’ve made up your mind and you know Student B is guilty! Ask the students what they think about your decision. When they say it’s not fair, ask why not. Ask what you need to do in order to be fair (listen to the other side of the story, ask for any witnesses—what they saw, etc.). Explain that this situation is just like reading history. That any time readers of history read an account—whether a primary or secondary source—we are reading from the author’s perspective, which highlights a certain side of the story. In order to learn the entire story, we need to notice when only one side is told and seek out the “voices” we have not yet heard.

If you are focusing on the American Revolution, use Paul Revere’s engraving of the Boston Massacre from EE #8. Allow students to think and then turn and talk about what they know of Paul Revere and his perspective. Then let students know you are going to read aloud a different primary source about the Boston Massacre. Put a copy of British Officer Captain Preston’s testimony (on Schoology) on the document camera and read it to the class.

In the class discussion ask:
  • How did Captain Preston see the Boston Massacre? Who did he think was at fault?
• What words did Preston use that suggest he thought he was in danger? (underline phrases as students use them).
• How did Preston show that he thought he wasn’t to blame? (underline in a different color).

Conclude your lesson with the importance of always considering multiple perspectives.

● Another way you can do this is to start by giving the example of overhearing a student argument in the cafeteria from above. Then choose an example from The Split History of Westward Expansion that shows a different perspective than the one you have been using.

An idea for students to apply this work is to have discussions to compare and contrast their own findings in small groups or with partners. Coach their discussions as you hear them talking to ensure they are looking at the information more carefully than just a surface level. Here is a list of conversational prompts that you may use:
  ● “This source says, but this source (does not say/also says)…”
  ● “This source conflicts with what the other source said by…”
  ● “This source builds on what the other source said by…”
  ● “What information is in this account that is not in the other account?”
  ● “What major points is each author making? What are the key details each author is including?”

Bloom’s Levels: Analyze, Create
Webb’s DOK: 4

Engaging Experience 11

Teaching Point: Readers Find—and Angle—Evidence to Support Their Claim—Readers of history study different perspectives in order to figure out their own point of view, and then they analyze their sources to figure out how to use evidence to support their own point of view.

Suggested Length of Time: 1-2 mini lessons

Standards Addressed

Detailed Description/Instructions:
  ● One way to do this would be to start with the Analyzing Perspective, Critical Reading, and Questioning the Text strands of the Informational Reading Learning Progression (on Schoology) to set the expectations and tone for today’s work.

If you are using the American Revolution, introduce students to the Second Continental Congress, explaining that in a couple of days for our celebration of our work in Topics 1 and 2 we will be having a debate, and they will take the role of either a Loyalist or Patriot delegate to the Congress. Point out that arguing the side of the Loyalists will be more challenging and ask for some volunteers for this challenging work. If you are using Westward Expansion, consider having students debate the Indian Removal Act or the Trail of Tears in particular.

Work with sources you have used previously and model analyzing them and taking notes. Consider
using a T-chart as a notetaking structure that shows two different perspectives. Have students use the Learning Progression to guide you to make sure you are doing fourth grade work. Have students help you identify how you would stretch yourself into fifth grade work.

- Another way to do this (or consider doing this the next day) would be to tell your students what side you are taking in the class debate. Show an image or refer back to a piece of text you have used. Point out that when researching history, information doesn’t come with a sign that says, “Good for this side” or “Good for that side,” but it depends what we can pull out of it to use. Model how you might use the evidence for your purposes. If you are focusing on the American Revolution, consider something like a picture of King George III (on Schoology). You could think aloud about how since you are defending the Patriots this is not useful, because it’s the king the Loyalists want. Then model thinking some more about how you might angle this evidence to your uses, and think aloud saying something like, Wait a minute. The British claim they need the colonists’ money, because they don’t have any after the French and Indian War. But look at what their king is wearing. These are very fancy robes. That is fur, which is expensive! He’s also wearing a giant gold chain! I can use this picture as an example of how the British waste money on themselves and then say they need money from the colonists.

Offer the following prompts for students to consider as they go back to their research:

• This (painting/letter/advertisement) shows _____________.
• I notice that _____________.
• It could support my argument because ______________.

Bloom’s Levels: Evaluate
Webb’s DOK: 3

Engaging Experience 12
Teaching Point: Rehearing a Debate— “Debaters research both sides of an issue to present their position effectively with reasons and evidence and rebut the position of their opponent.”

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 4.R.3.B.b,c

Detailed Description/Instructions:
- One way to do this would be to start with the Tips for Being a Great Debater anchor chart (on Schoology). Remind students that they have experience debating and supporting their position with evidence from the beginning of the year when they debated Rob and Sistine in The Tiger Rising. Model using the tips with another student and allow the class to give the two of you feedback and whether or not you are following the tips.

- Another way to do this would be to start with the Tips for Being a Great Debater anchor chart and then show students how you can use your palm and fingers to keep track of your debating points. If you were using the American Revolution in this unit you could say, “I am a Loyalist, so I take the position that the colonies should remain with the British.” Pat your palm and model again stating your position. Then hold up your index fingers and say, “My first reason for this is the British army and navy offer support.” Model looking through the read-aloud text for evidence to support your claim. As soon as you find something say, “My evidence for that is . . .” Model finding a second piece of evidence and stating that.
Allow the class to help you with the second reason, making sure they help you find evidence to back up the claim. To wind up the mini lesson, show the *Phrases to Use in Debates* anchor chart and allow students to practice.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 3

**Engaging Experience 13**  
**Teaching Point:** Staging the Great Debate  
**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
- **Priority:** 4.R.3.B.b,c  
**Detailed Description/Instructions:** Today is a special day where students will hold a debate that is a culmination of the work they have been doing all unit, and in particular in Topic 2. If you have been using the American Revolution, then have your students reenact the Second Continental Congress. If you are using Westward Expansion, then simply set up the debate in any way you choose.

- **One way to do this** is to set the students of each side across from each other with lines of chairs facing the other side to create a sense of tension and excitement for the debate. Considering having each side wear a color of their choosing that they believe is symbolic of their side (for instance, The Patriots blue and the Loyalists red or Settlers brown and Native Americans green). Set yourself up as moderator, or if doing the Second Continental Congress, take the role of John Hancock, the President of the Congress. Begin with some kind of introduction, setting the stage for the debate and summing up the events that led to the debate. Consider giving each side time for an opening statement and then give a time limit, such as two minutes, for each debater’s speech. Allow for one side to present and then the other side to rebut. You could also call for each student to speak, the way it was probably done at the Continental Congress, with each member having the opportunity to weigh in. Don’t worry if students aren’t as articulate as they should be, due to stage fright. Remember that all students have done the important work of collecting and synthesizing evidence to get to this point.

After the debate, allow students time for reflection—to write what they did well (a glow) and what they still need to do (a grow). This reflection will help set them up for the work in Topic 3.

- **Another way to do this** is to consider making this debate more of a celebration than just a regular class period. Invite parents and administrators or another class. If you choose to do this, the anticipation of the event will help students to be especially motivated when doing the work to prepare for the debate. Students will be working, knowing that their efforts will eventually be public.

**Bloom’s Levels:** Evaluate  
**Webb’s DOK:** 3

**Topic 3: Navigating Through Research**

**Engaging Experience 14**
Teaching Point: “Readers often read much easier texts to get background knowledge on a topic before tackling harder texts.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

- Priority: 4.R.3.C.a-c

Detailed Description/Instructions:

- **One way to do this** is to let students know that they are going to choose a new topic to research. This will be a subtopic of the work they have been doing. If you have been working with the American Revolution, guide your students to subtopics that happen after the Second Continental Congress. For a Subtopics on the American Revolution After 1775 chart, see Schoology. If you are working with Westward Expansion, consider choosing subtopics that happen later in that time period such as the California Gold Rush or the Transcontinental Railway.

Tell students that developing background knowledge on a topic is crucial to have in order to read difficult texts in their research. Remind students that good readers and researchers often start with material that is very easy to read so that they can develop solid background knowledge. Model using a below grade-level source to develop background knowledge. Either take students to the library and help them find “easy” texts on their topics or have resources already in the classroom from your school or public library that research partners can use once they determine their topic.

- **Another way to do this** is to tell students that older students often read “baby books” to develop background knowledge when they are beginning research. Give students this example from Lucy Calkins: “This is a true story. Recently, I worked with some eighth-graders who were totally stuck on a text about black holes. It was too hard. So they went to a book that was written for second-graders. At first the text practically looked like a baby book, but they read that text with their minds turned into full power. Those eighth-graders really grasped what that very easy text said about black holes. Then they went to a somewhat harder text—maybe it was written at a third-grade level. It was almost like those eighth-graders were climbing the stairs of text complexity. Eventually, they were back to the original text, but this time, they knew enough about black holes that they could make sense out of that text.”

Allow students some time to brainstorm possible subtopics (keeping in mind what resources you have been able to gather) and then allow students to choose their topics. Guide your struggling readers toward subtopics for which you have a good supply of easy texts as well as videos to build background knowledge.

Remind students of the Launching a Research Project anchor chart (on Schoology) from Topic 1 and make sure this is visible in the classroom.

Bloom’s Levels: Create

Webb’s DOK: 3

**Engaging Experience 15**

Teaching Point: “Readers use special strategies for making sense of a complex text. They begin by previewing the text closely, and then they read a section, paraphrase what they just read, and notice whether it goes with what they’ve read before or introduces something new.”

Suggested Length of Time: 1-2 mini lessons
Standards Addressed

Priority: 4.R.3.B.b

Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they started researching their new subtopics with reading material that was easy in order to build background knowledge. Let students know that in a perfect world, they would be able to find sources that were each just one step harder than the last, so they could climb the ladder of text complexity step by step. However, usually there is a point where we can’t find resources so neatly leveled and we need strategies for tackling complex texts.
  - Preview the text
  - Read a chunk
  - Paraphrase what you have just read
  - Read the next chunk, asking “Does this go with what I just read or is this something new?”

Model using these steps with a short section of a complex text.

- **Another way to do this** is after explaining the information above to students (letting them know that sometimes we do have to read complex texts that are harder for us than they should be, and we need strategies to do this), let students know that preparing to teach someone else what they have learned from a complex text will help them to break down the meaning. Give students these conversation prompts to work with:
  - This fits with what I learned before because . . .
  - This is different from what I read earlier because . . .
  - This is making me realize that . . .
  - This is starting to give me the idea that . . .
  - This is helping me understand why . . .
  - Now I’m wondering . . .

Allow students time to teach their partners what they each learned from a new text or considering allowing partners to do this work together and then work in pairs with another set of partners. Ideally all students will be researching the same subtopic so that they can add to their knowledge in the discussion, but if that is not possible, this work will still help each individual researcher.

Bloom’s Levels: Analyze
Webb’s DOK: 3

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**Engaging Experience 16**

**Teaching Point:** “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.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

Priority: 4.R.3.C.b, c

**Detailed Description/Instructions:**
● **One way you can do this** is to start by projecting or giving students a copy of both the Main Idea(s) and Supporting Detail/Summary and Analyzing Author’s Craft sections of the Informational Reading Learning Progression. Let students know that as good readers and researchers, they need to be able to figure out the Main Idea(s) of the texts they are reading, and the way they can do that is to consider:
  ● Text structure
  ● Summarizing details
  ● Considering author’s craft and author decisions of why an author decided to highlight certain things in their writing
  ● Text features the author includes
  ● Introductions and conclusions

After this discussion, provide students with a couple pages from one of your mentor texts and allow partners to work through considering these things and then deciding on a main idea or ideas. As students work, move around coaching their work. Allow pairs to share out, explaining their thinking.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

**Engaging Experience 17**

**Teaching Point:** “Readers alter their strategies based on the kind of text they are reading.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
  - Priority: 4.R.3.C.b-c

**Detailed Description/Instructions:**

● **One way to do this will be to** remind students that they know a lot about reading different types of text. However, it is normal as readers encounter more complex texts to forget to use all of the strategies they have learned for that type of text, so it is good to remind ourselves from time to time of the strategies we know and make sure we are using them. Just like it helps to bring prior knowledge of a topic when reading a complex text, it also helps to bring prior knowledge of how this kind of text tends to go.

Model previewing part of a text, deciding what type of text that part is. Then think aloud, asking “What do I know about strategies for reading this sort of text?” Allow students to help you list and use strategies you have learned together as a class. You may also use the *Reading Intensely to Grow Ideas* and *Rev Up Your Mind Before Reading* anchor charts on Schoology.

● **Another way to do this** might be to focus in on the crucial strategy of Envisioning. Project or hand out the Envisioning part of the Informational Reading Learning Progression and review the grade 3, 4, and 5 levels of this skill. Tell students that often as readers start to use more complex texts they become overwhelmed and forget to practice strategies that they know to use. Even in informational reading, the skill of Envisioning is crucial to following what they author is trying to teach you. Let students work in pairs to read a piece of text and then tell each other what they are Envisioning as they read the text. Push students to go to the next step to use this work to help them explicitly state what they are learning from this section. Also push students to use this work to help them summarize the section.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 3
Engaging Experience 18

Teaching Point: “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.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

- **Priority:** 4.R.3.C.b

Detailed Description/Instructions:

- **One way to do this is to** talk with students about the fact that as they read complex texts in their research, the vocabulary used can be very difficult. Just looking up the word in a dictionary doesn’t really help us to understand all the meanings and nuances of a word either. Besides figuring out what a word means, we need to be able to understand the word really well in order to understand the text we are reading. We need to read and think beyond the sentence where the word first appeared. Tell students that they should come up with an idea of what the word means and then keep reading, being willing to revise the definition as they read more. Let students know that this is exactly the kind of thinking they do as they develop ideas about characters when they read, holding on to those ideas and revising them as they read more, synthesizing all of the information they get as they read. You can use the anchor chart *Figuring Out the Meaning of Unknown Words* (on Schoology) to remind students what they know about figuring out the meaning of unknown words.

Hand out the following passage for students to read (On Schoology, called “Cornwallis Vocabulary Passage”). Allow students a few minutes to read this on their own and then use their strategies to figure out some of the tricky words.

(This passage is about the American Revolution. If you have been using Westward Expansion, consider choosing a different passage).

*Cornwallis, desperate for reinforcements that would never reach him in time, hatched a plan to try to escape across the York River. Bad weather, however, disabled his transport boats and Cornwallis was finally forced to surrender. On October 17, surrender negotiations began and were finalized two days later. As a result of the surrender, the Americans took more than 7,000 British troops prisoner and the entire Revolutionary War had nearly come to an end. According to legend, as the British soldiers formally surrendered, their drummers and fifers played the tune to the The World Turn’d Upside Down. Yorktown would be the last major battle of the war.*

After a few minutes, allow students to talk with a partner about some of the tricky words they found and the strategies they used to figure it out.

Ask students to start creating a personal word bank where they can write down unknown words and their ideas about what they mean. As they keep encountering these words, students can add to the meanings. Two examples of student word banks are on Schoology.

- **Another way to do this is to** start by reviewing the *Figuring Out the Meaning of Unknown Words* anchor chart. Ask students if they have found unknown words as they research (you should hear a big YES!). Let students know that as they become historical researchers, certain words will be used a lot in a historical period, and it is important to really understand those words from all of their many definitions and nuances of how they are used. For example, the word “boycott” is an important word to understand.
if studying the American Revolution. The word “expansion” is an important word to understand if studying Westward Expansion. Ask students if they can turn and talk and explain either of those words. As you listen, note that students have some understanding of the word but let them know that just like we have to read and read a story to truly understand its characters, with words we have to encounter them over and over to truly understand what they mean.

Introduce the idea of a personal word bank. Let students know that good readers and researchers keep track of terms that are important in their research, adding to their ideas about the meaning the more they encounter the words. (This might be a good time to mention that in the writing projects students are doing in writing, personal word banks would be a good tool to use to compile words and in-depth meanings for glossaries and indexes in their Informational Text books. Two examples of student word banks are on Schoology).

Put students into four groups and give each group an excerpt of text that contains an important word in what you are studying (for three excerpts about the word “boycott”, see Schoology). After each group has had time to read the excerpts and discuss their ideas of what the word means, bring the group back together and let each group share out. Model collecting their ideas onto a word bank. Use the anchor chart Knowing a Word Means You Can (on Schoology) to further reinforce the type of information to add to the word bank.

In addition to students keeping personal word banks, consider starting a class word bank where students can contribute information to common words they will all come across in their research.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 19
Teaching Point: “Researchers don’t expect to quickly find answers to every question they have. Instead, they use what they known about a topic to hypothesize possible answers to questions without clear answers.

Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 4.R.3.C.b

Detailed Description/Instructions:
- One way to do this would be to ask students if they think it’s okay to still have questions after they have done some research. Collect answers. You may find that students think having questions isn’t a good thing—that having questions might imply that they’re confused, not bright, not understanding what they read. Let students know that the best, brightest, most important people in our history found the important things they are famous for BECAUSE they had questions.

Give an example like Benjamin Franklin. Ben Franklin was “dying to know whether electricity could be collected from lightning. He couldn’t find an answer in any of his reading. But, he had done enough research about electricity to make a hypothesis, or a guess, that the answer was yes. Though we don’t know all the details for sure about how Franklin made his famous discovery, the story goes that he held up a kite with a key attached in a thunderstorm, and when lightning struck the key, he got a small electric shock.” Make sure to stress that “Benjamin Franklin was able to hypothesize an answer to his own question, because he had done a significant amount of research on the topic.”
As you send students out to do their work today, stress that as they research, take notes, and learn more, that they should pay attention to and write down the questions they still have and the questions that arise as they research. Let students know that during the share time today, they will share at least one of the questions they have.

- **Another way to do this is to** start with the “Critical Reading: Growing Ideas and Questioning the Text: portions of the Informational Reading Learning Progression. As you hand this out to students, highlight the parts about questions and let students know that you want to make sure they know that the best readers and researchers have lots of questions as they read and research. Allow students to turn and talk and share some of the questions they have at this point in their research. As you listen in, make a note of students who do not have questions and consider working with them in a small group to help them develop questions and keep track of the questions as they research.

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 20**

**Teaching Point:** “Readers draw upon their knowledge of interpretation to ask questions about history, and to figure out the big lessons that they can learn from the past.”

**Suggested Length of Time:** 1 mini lessons

**Standards Addressed**  
- **Priority:** 4.R.3.C.b

**Detailed Description/Instructions:**

- **One way to do this would be** to let students know that as this unit is ending, that they can compare the work of interpretation they have done in this unit to the work of interpretation they have done when they read fiction. You can use the anchor chart *How to Build an Interpretation* (on Schoology) to help make your point. Point out that when reading history--unless we are reading primary sources--that what we are reading is a historian’s interpretation of the past. Tell your students that one reason why history is so important is that it can teach us lessons about our lives today. Stories from history carry themes that people believe matter. Learning history is not just about learning dates and memorizing facts. Really learning history is about ideas and what they can mean for us in our time period.

Allow students to turn and talk about what some of the important stories from their research are. Ask students to think together what the lessons or themes that could be important for us today might be OR ask students to pick one of the ideas from the anchor chart to talk about their with their historical research.

Ask students as they read about their subtopic today to do so through the lens of what lessons and bigger meanings they can learn from the subtopic. Set students up for success by saying that they will be teaching their partner what they’ve learned during share time or consider having students do some final writing about what they’ve learned in the unit and what they think can apply to their lives today.

**Bloom’s Levels:** Evaluate, Create  
**Webb’s DOK:** 4
Post Assessment

Use the post assessment from Unit 3 of the Units of Study “Reading History: The American Revolution Grade 4: Nonfiction” found on Schoology. Use the Student Rubric and Post Assessment Sample Responses to score your students’ work.

Engaging Scenario

Engaging Scenario
If students are using the research they did in this unit to inform their writing in the Bringing History to Life writing unit, consider combining this Engaging Scenario with the celebration you will have when the writers finish their books.

Or consider letting students take the information they have learned during this unit and ask them to develop a visual representation (Infographic, Graphic Organizer, etc.) to teach their topic and subtopic. Make sure students are able to use this work in their informational books in writing, if the topics are the same. Push students to not only include the facts and information they have learned but to also include the themes and important lessons we can learn from history to make our lives better today.

Create a timeline presentation using important events in their topic. They can create a Google slides presentation of images that correlate with the events in their topic.

Consider ways your students might share their work digitally so that they can share beyond the boundaries of the classroom--with the other sections in your school, other 4th grade classrooms across the district, and maybe even in other districts, states, or countries. Ideas include a class or student blogs, Google Sites or Padlet.

Unit 6: Historical Fiction Book Clubs

Subject: Reading
Grade: 4
Name of Unit: Historical Fiction Book Clubs
Length of Unit: 5 Weeks

Overview of Unit:
Historical fiction offers us the opportunity to be lifted out of our ordinary lives and imagine lives of great adventure and heroism. Historical fiction also creates an opportunity for you to teach your students to tackle complex texts through close reading in the company of friends. Historical fiction takes place in a time and place the reader has never experienced. The characters engage in experiences and social issues that help students to understand a time in our history more deeply. The goal for this unit is for students to emerge from this unit as knowledgeable readers who have new confidence in tackling complicated literature.

Topic 1 (Bend I) is for readers to be able to fully grasp the elements of the Historical Fiction Genre. The lessons in Topic One center around identifying and describing characters on a deeper level. Emphasis is placed on synthesizing the elements of the plot, and understanding how the setting plays a key role in historical fiction texts. Students will be using the events in character’s lives in order to help them understand the events in history.

Topic 2 (Bend II) is for readers to begin pulling out interpretations and themes from the text. From these themes they will be identifying big ideas. Furthermore they will be revising their big ideas as they collect evidence to support their thinking. Readers will be making connections between their novel and the historical events from the time period.

Topic 3 (Bend III) is for readers to view characters through different lenses, by interpreting motivations, shifts in power, and actions from another character’s perspective. As readers they will express the lessons that they should learn alongside the character. Lastly, students will be comparing and contrasting their interpretations and big ideas across multiple texts.

Getting Ready for the Unit:
- Consider when and where you will use reading responses during this unit. Consider planning responses around reporting topics, the pre- and post test assessments and the Narrative Reading Progression.
- Start read-aloud several days before beginning reading lessons for Historical Fiction Book Clubs. Before reading, preview the first few engaging experiences to determine how to model that work during your read aloud.
- Gather multiple titles of appropriate historical fiction books for book clubs. This should be done in advance, and it is recommended that you give your students time to review a variety of option and choose their own book club book. Remember not to put a reader in a book that he or she cannot read or doesn’t want to read just so that the reader can “be in the unit.” It may take some time to collect books for the historical fiction book clubs. Utilize classroom libraries, school libraries, and book from Mid-Continent Public Library.
- Be particularly thoughtful of the needs of your struggling readers. Even more than others, these students need to be reading a lot, and they need to read books that they find fascinating. So first, look at your book choices and do everything possible to gather many titles at various levels. You will also need to do some good book talks about the books that you have available, so you can lure your children to them.
- It would be helpful to find primary sources and educational sites for the historical time period for each novel. This will allow students to layer their understanding of the factual information from history to make connections to and have a deeper understanding of their historical fiction text.
- Consider how you will integrate the ISTE Standards Global Collaborator and Digital Citizen.
  - Students avoid copyright infringement and plagiarism
  - Students connect with and gain a better understanding of others of diverse
Students collaborate digitally to consider issues from multiple perspectives.

Students work productively in teams.

Students collaborate digitally to explore local and global issues.

The district has purchased the Read&Write Google Chrome extension as a universal accommodation for any students who would benefit from hearing text read to them. This extension will read any text that is on the computer screen to the student, whether a website or a PDF or anything else. Students can adjust the rate and voice of the reader as well. To install, a student must be logged in to Chrome. Then go to the Chrome Web Store and search “read&write.” Install Read&Write for Google Chrome as well as Screenshot reader. When a student works in Chrome (and is logged in), there should appear a small purple puzzle piece with rw on it at the top of their screen. Use this button as a toggle for the Read&Write toolbar.

Pre-Assessment (given prior to starting the unit):

- Consider using all or part of the Lucy Calkins Historical Fiction Clubs pre-assessment.
- Consider using the student sample responses and student rubric.

After looking over the pretest questions for this unit, consider rewriting these questions in a generic way so that students can practice answering them with their own reading throughout the unit. These responses can be turned in weekly and handed back with feedback the following week during individual conferring or small group. You can tell students which question to answer each week, or give them a choice. Students should have their rubric for the unit and micro-progression answers to help self-assess their writing. This should prepare them for the post test by practicing answering questions and writing about their reading.

→ What kind of person is __________? (personality traits of characters, textual evidence)
→ How would you describe ________’s perspective? (draw conclusions from explicit and implicit text ideas, text evidence)
→ Identify a theme that seems important in the story. (summarize and sequence the plot, identify theme, textual evidence)

Read Aloud Text Considerations:

Trouble Don’t Last by Shelley Pearsall
The Witch of Blackbird Pond by Elizabeth George Speare
The Breadwinner by Deborah Ellis
Number the Stars by Lois Lowry
Stella by Starlight by Sharon M. Draper

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
Essential Questions:
1. Why is it important to pay attention to how themes appear across texts?
2. How do discussions about books help me to become a better reader?
3. How can I develop a deeper understanding of characters and the setting by learning about a specific time period?
4. Why must I infer the thoughts, emotions and struggles individuals endured during a specific time in history?

Enduring Understanding/Big Ideas:
1. Authors choose specific settings in history to tell us stories. As readers, we need to research elements of the time period/culture to better understand the behaviors and motivations behind the characters in the text.
2. By evaluating and annotating historical fiction characters’ emotions, actions, struggles, and motivations, we can infer what real individuals from that time period went through.
3. As a reader, I can pull out the big ideas that the text revolves around. It is through reading multiple texts and having discussions with others that I can see how the same theme is developed differently.

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 textural 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
- 4.R.2.A: Read, infer, analyze, and draw conclusions to:
a. summarize and sequence the event/plot, explain how past events impact future events, and identify the theme.

b. describe the personality traits of characters from their thoughts, words, and actions

c. describe the interactions of characters, including relationships and how they change

Supporting Standards for unit:

- **4.R.2.A**: Read, infer, analyze and draw conclusions to:
  
  - d. compare and contrast the adventures or exploits of characters and their roles
  - 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.1.C**: Explain relevant connections between:
  
  - 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**: Read, infer, and draw conclusions to:
  
  - 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

- **4.SL.3.A**: Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
  
  - a. Contributing to discussion after listening to others’ ideas, according to classroom expectations
  - b. **Expressing opinions of read-alouds and independent reading and relating opinions to others**

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<td>b. drawing conclusions by providing textural evidence of what the text says explicitly</td>
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<td>4.R.2.A</td>
<td>a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</td>
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Unit Vocabulary:

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Topic 1: Exploring the Qualities of Historical Fiction

Engaging Experience 1

Teaching Point: Reading Analytically at the Start of a Book — “Pay particular attention to the mood and atmosphere of the places in which stories are set.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.1.A

Detailed Description/Instructions:

- **Consider** how well students understand the time period described in the text. Do they need images or videos to better understand the world of this book? Provide time to become immersed in the time period if needed.

- **One way to do this is to** use the mentor text, Number the Stars, Trouble Don’t Last, or another strong historical fiction text to model thinking aloud to students about what kind of place this is. You may consider using a picture book. If you are using Number the Stars, Rose Blanche by Roberto Innocenti is a great one to show setting, tone and mood.

- After reading for a bit, ask students if they think people are kind to each other or if they distrust each other? Is it on the brink of change? Is trouble brewing? In the midst of war? What is the mood? Why would the author have created this mood?

- **Another way to do this is to** explain how the setting plays a vital role in historical fiction. As readers we need to immerse ourselves in the time period and the climate that our story is set in. Model for students how you are using explicit details to draw an image of the setting you are visualizing. Then beneath that, model differences from our culture now that stick out from your read-aloud text. For example, if you’re reading Trouble Don’t Last you should be pulling out the master/slave dynamics that are being exposed from the beginning.
To wrap up the mini lesson set up an anchor chart titled, *Readers of Historical Fiction...* which will become the anchor chart for this bend. (Check Schoology for a picture of this anchor chart.)

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 3

**Engaging Experience 2**  
**Teaching Point:** Collaborating to Comprehend Complex Texts - “Readers I want to also teach you that it’s important, in any club, to take care of relationships within that club. We do that by making sure that we’re creating work where each member will feel a part of something important, and each member will always feel supported by the group. Today we are going to be creating expectations and modeling how to have quality book club discussions.”

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
**Priority:** 4.R.1.A  
**Detailed Description/Instructions:**
- **One way to do this would be to** create an anchor chart, “*Playing Your Part in Deep Club Talk*” with students to create a list of ways to hold each other accountable to relevant discussion and respectful collaboration. Read a portion of *Number the Stars* and select a two-to-three students to help you model a collaborative, in-depth book club discussion based on the elements outlined on the anchor chart.
- **Another way to do this would be to** model for students a mock book club meeting using a Bounce Card (on Schoology). Show students how to use this tool to grow and continue a book club conversation.

**Bloom’s Levels:** Evaluate, Create  
**Webb’s DOK:** 3, 4

**Engaging Experience 3**  
**Teaching Point:** Monitoring for Sense - Fitting the Pieces Together -- “At the start of books, there is so much information flying past us, that as readers we need to spend our time catching up on the important stuff and sorting it so that we began to grasp the who, what, where, when, and why of a book. Readers organize the important details from the setting, characters, and events from the plot, to make sense of a text.”

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**  
**Priority:** 4.R.2.A  
**Detailed Description/Instructions:**
- **One way to do this might be to** demonstrate for students how you document the characters, setting, and events of the story by listing all this information out on chart paper with an organizational structure. Letting readers know that it’s important to take notes, whether they be mental or on paper, on key characters, setting, and moments that happen early on in historical fiction or any complex text. Doing so helps us make sense of the book and gives us information to hold on to as we read.
- **Some structures and tools you may find helpful are boxes and bullets for characters, reference page 206, Analyzing Historical Contexts in the book The Reading Strategies Book by Jennifer Serravallo page 206, maps that correspond with time periods and settings of students’ books.**
- **Another way to do this would be to** introduce the idea that readers keep note on a mental bulletin board,
adding new information as they read a text. Model for students how you would do this while reading a historical fiction text.

- During the share portion of today’s workshop consider sharing the anchor chart *Powerful Book Club Conversations* and analyzing how book clubs can grow through conversations.
- Add to anchor chart, *Readers of Historical Fiction*...

**Bloom’s Levels:** Understand
**Webb’s DOK:** 3

### Engaging Experience 4

**Teaching Point:** A Day for Assessment - Today is a day to “engage students as active agents of their own reading development. By studying the rubrics and learning progressions next to your assessments of their work, students can see what is expected of them, clarifying next steps so they can work with expedition to move forward. They can approach a new chapter and think, ‘Wait, what work should I be doing as I read today?’ Then, they can work with resolve to achieve those goals.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 4.R.1.A, 4.R.2.A

**Detailed Description/Instructions:**

- **One way to do this would be to** to start by talking about how we practice and set goals to make ourselves better in many areas of our lives, for example sports. When we set goals, we push ourselves to make us better.

  Pass out the pre-assessment to your students along with the Student Rubric and Pre-assessment Sample Answers (found on Schoology). After orienting students to both the rubric and sample answer, show them how to use these documents to examine their own work. Then invite students to work with their book club. If you have written your score on the pre assessment, ask students to determine with the rubric and sample answers why they received the score they did. If you have not chosen to write the score on the pre assessment, ask students to score themselves and be prepared to justify why.

  - **As you check in with your pairs of students, challenge them to take the next step to add to their pre-assessment answer right then in order to take their answer to the next level.**

- **Another way to do this would be to** provide copies of the Narrative Learning Progression (on Schoology) throughout the unit as they fit. You may only use the parts that fit the needs of your students, not the entire document. Allow time for students to self assess where they see themselves right now and make a goal of where they want to grow.

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 3

### Engaging Experience 5

**Teaching Point:** Thinking across Timelines -- Fitting History and Characters Together -- “When reading historical fiction, there can be two timelines. There is the main character’s timeline as well as the historical timeline. To understand the character deeper, it helps to know the way the character’s timeline intersects with the timeline of the historical event.”
Suggested Length of Time: 1 mini lesson

Standards Addressed


Detailed Description/Instructions:

- **One way to do this would be to** build parallel timelines looking to see the major events occurring in the historical event alongside the timeline of the main character's story. Stop to analyze what is happening to the character and how outside events may be influencing them.

- During the share portion of today’s readers workshop consider building a class timeline placing each of their books and characters on that shared timeline.

- Add to anchor chart, *Readers of Historical Fiction*...

Bloom’s Levels: Understand

Webb’s DOK: 3

### Engaging Experience 6

**Teaching Point:** Characters’ Perspectives are Shaped by Their Roles -- “Readers try to understand the decisions that characters make, and we do this in part by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives, that is, by the historical context. And here’s the thing: when different characters respond differently to one event, it is helpful for readers to think about this, asking, “Why?” Usually when different characters act differently, this reflects the fact that each of those characters plays a different role in the world and therefore is shaped differently by the times.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.2.A

Detailed Description/Instructions:

- **One way to do this would be to** read a chapter of a mentor text, thinking aloud about the point-of-view of the characters in that section, how they might be different or similar, and how that helps give you insight into how they are reacting to certain situations. Let students know that readers try to understand the decisions characters make, and do this by keeping in mind that the character’s behavior is shaped by what is happening within the world in which the character lives. When different characters react differently to an event, it’s helpful for readers to ask “Why?”

- During the share portion of today’s lesson consider bringing out the Narrative Reading Learning Progression and consider the progression Analyzing Parts of a Story in Relation to the Whole.

- Add to anchor chart, *Readers of Historical Fiction*...

Bloom’s Levels: Understand

Webb’s DOK: 3
Engaging Experience 7

Teaching Point: Making Significance - “Readers sometimes press the pause button, lingering to ponder what we’ve read, and to let a bigger idea begin to grow in our minds. For each reader, there will be passages in a book that seem to be written in bold font, parts that call out to that reader as being important. Often these are passages that reference back to earlier sections in the book and that seem laden with meaning, and we read those passages extra attentively, letting them nudge us to think.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: 4.R.1.A

Detailed Description/Instructions:

- **One way to do this would be to** use a personal anecdote to remind children of the importance of pausing to experience life, instead of rushing through it with blinders on. Connect to students’ reading lives by reminding them it’s important to hit the pause button to think deeply about a text. Reflect on a time in your read-aloud where you stopped to think about the text and gained new meaning.

- **Another way to do this would be to** remind students of times when in the read-aloud or even in class, the situation demanded that we all listen with wider eyes, leaning in to make sure we heard and understood it all. (Relate back to a mentor text from the “Following Characters” unit).
  - Read a section of your read-aloud that is coated in significance and deeper meaning. Ask children to signal when the author seems to have almost written the text in bold print, and then ask them to stop and jot their thinking.
  - Coach children into writing and thinking about the passage by asking, “How does this one passage connect with earlier ones and with the whole message of the book?”
  - Continue reading and model this work a couple more times. Do your own jotting in your reader’s workshop notebook and share your thoughts with students as well as hearing theirs.
  - Consider sharing the anchor chart *Clues That Suggest a Passage is Worth Pondering*
  - During the share portion of today’s lesson consider sharing the anchor chart *Thought Prompts to Help Us Grow Complex Ideas* or modeling how students can use an artifact to spark and grow book club conversations. This should become a tool they continually go back to time and again.

Bloom’s Levels: Understand

Webb’s DOK: 3

Engaging Experience 8

Teaching Point: Seeing Big Ideas in Small Details (Symbolism) - Readers can pull out the big ideas that are shown through symbolism of concrete objects. It is important to be able to pull out the supporting details that represent the symbolism in stories.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Detailed Description/Instructions:

- **One way you can do this is by** offering students examples of how big ideas from other read-alouds from the year are captured in concrete specifics. (If you have read *Tiger Rising* in the “Following Characters” unit you can refer to the cage, suitcase, tiger or rash. The suitcase so full of pain it can’t be closed, or the tiger caged in the woods like Rob is caged in loneliness, etc.) Have students think about big ideas that are lodged in concrete details or objects in your current read-aloud. After your class picks an object, ask them the following questions:
  - What does this object represent?
  - What evidence from the text supports your thinking?
  - What larger lesson should we be learning from this big idea?

- Consider sharing the anchor chart *Thinking Deeply About Important Passages in a Book* to lead students through this work.

- Add to anchor chart, *Readers of Historical Fiction*...

**Bloom’s Levels:** Remember, Analyze

**Webb’s DOK:** 1, 3

**Engaging Experience 9**

**Teaching Point:** Determining Themes -- “As you build an interpretation of a book you begin to read the story through that lense. You begin to collect evidence making your theory or interpretation stronger.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

  **Priority:** 4.R.1.A, 4.R.2.A

**Detailed Description/Instructions:**

- **One way you can do this is by** apply this work of growing an interpretation into a theme using your read aloud book. Build a conversation around key events so far and analyze this evidence trying on “big ideas” or “themes”. Encourage students to do this same work in their book club books. They may begin with a theory, but encourage them to be comfortable trying on a different theory if that is where the text leads them.

- Refer back to the anchor chart *Thinking Deeply About Important Passages in a Book* to lead students through this work.

**Bloom’s Levels:** Remember, Analyze

**Webb’s DOK:** 1, 3

**Engaging Experience 10**

**Teaching Point:** Deepening Interpretation through Collaboration and Close Reading -- “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 mini lesson

**Standards Addressed**
Priority: 4.R.1.A

Detailed Description/Instructions:
- One way you can do this is by highlighting a book club through a fishbowl in front of the class. Encourage them to build on one another’s ideas using conversations starters that you have used in previous units.
  - Watch the video on Schoology for how to do a fishbowl discussion.
- Have students discuss the interpretation they have developed for the class read aloud.
- Tools to help students with defending and establishing their ideas of an interpretation or theme would be the anchor charts you have created called Clues that Suggest a Passage is Worth Pondering, Thought Prompts that Grow Complex Ideas, Thinking Deeply About Important Passages in a Book, and Growing Powerful Book Club Conversations. Students may also use any other notes in their Reader’s Notebook.
- Once they understand how to do a fishbowl, they could conduct one in their book club.
- Another way to do this is by reminding students how to use a Bounce Card (on Schoology) to grow and continue a quality book club conversation. This would be a good way to refresh their memories from the work they did in Engaging Experience 2.
- Refer back to the anchor chart, Readers of Historical Fiction... to remind students of the tools they can use to read with deeper meaning.

Bloom’s Levels: evaluate, create
Webb’s DOK: 3, 2

Engaging Experience 11

Teaching Point: Attending to Minor Characters -- “Minor characters tell important pieces of stories. They carry pieces of the puzzle that show big ideas that lead to themes.”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Detailed Description/Instructions:
- One way you can do this is by consider a major event from your read aloud. Look around the event and consider what role each minor character played in this experience and what you can take away from them in finding a theme. To understand a character’s perspective consider...
  - A character’s role in life might influence what he or she sees, feels.
  - A character’s past might influence what she or he thinks, feels.
  - A character's group membership might influence what he or she thinks, feels.
  - A character’s place might influence what she or he feels, thinks.
- Another way to do this is by stretching students to think about the text from the perspective of a minor character. Read aloud a passage and have students interpret it from this perspective. Tell students we don’t really know what or how the other character thinks, but we are going to imagine or infer this based on the text... (If using Number the Stars, you could use the perspective of Uncle Henrik. In this story you could use the passage of Annemarie and Uncle Henrik in the barn where he’s milking the cow and Annemarie has just found out she’s been lied to).
- Stop and model your thinking aloud as you read through the passage so students have an explicit...
understanding of the situation.

- Tell students this process has helped you get closer to what the story was really about. At first you thought it was just about one thing, but now by looking at it through the perspective of someone else you must think of the other storyline. (In Number the Stars one theme is bravery and having the courage to help a friend, but now you also realize that by looking at this book through the lens of an adult it’s also about having to lie to protect kids from knowing how dangerous life is or can become).

- This is also a good time to revise interpretations they have made so far.

- Add to anchor chart, Readers of Historical Fiction...

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### Engaging Experience 12

**Teaching Point:** Self-Assessing Using Qualities of a Strong Interpretation — “Readers take their time to develop an interpretation around themes.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.1.A, 4.R.2.A

**Detailed Description/Instructions:**

- **One way you can do this is** by considering a possible theme from your read aloud. Reference page 206, From Seed to Theme in the book The Reading Strategies Book by Jennifer Serravallo. Consider common themes and pose the questions,
  - What did the character learn?
  - How did the character grow or change?
  - Why did the character act this way?

- **Another way you can do this is** to pull up a theme you have already modeled and discussed and begin modeling how to collect evidence and details from the text that supports your theme. Make an anchor chart of this for your students. Also discuss that if it becomes difficult to collect a variety of evidence for our theme, then we need to refine or alter our theme, realizing that it is not supported by the text.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### Topic 3: Viewing Characters from Different Lenses

### Engaging Experience 13

**Teaching Point:** Turning to Primary Sources to Better Understand History — “Readers can better understand the time period and an event by studying photographs, artwork or artifacts from the time period of the story.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.1.A, 4.R.2.A
Detailed Description/Instructions:

- **One way you can do this is by** sharing a collection of articles, photos, maps, and artwork that highlight the time period of your read aloud.
- Use the anchor chart *Synthesizing Nonfiction (Images and Text) into Stories* (on Schoology)
  - Consider these prompts:
    - Look at all parts of the picture and notice details.
    - Use expert vocabulary to describe what you see
    - Consider how this image affects your envisioning of what you are reading.
  - Consider these questions:
    - What does the picture remind of you in the book?
    - Does this fit with what I know? Does it add to my ideas?
- Add to anchor chart, *Readers of Historical Fiction*...

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 14**

**Teaching Point:** Turning Reading into a Project -- “Readers look beyond their book club book to gather resources to read alongside their novel and add background knowledge.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.1.A

**Detailed Description/Instructions:**

- **One way you can do this is by** sharing an article, map or timeline that aligns with your read aloud. When students meet with book clubs today provide them with a variety of nonfiction resources that align with the setting of each story.
  - Good places to find sources for this would be:
    - Newsela
    - Mid-Continent Public Library online sources
    - Wonderopolis
  - Consider the question:
    - How does this add to what I know about this story?
- Add to anchor chart, *Readers of Historical Fiction*...

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

**Engaging Experience 15**

**Teaching Point:** Seeing Power in its Many Forms - Readers, looking at our books with the lens of power leads to all sorts of new thinking. When we investigate who has power, what form power takes (how you see it), and how power changes, that helps us find huge meanings in books.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 4.R.1.A, 4.R.2.A
Detailed Description/Instructions:

- **One way to do this is by** relating this to reading by asking students to consider the following questions in a text as you read aloud (intentionally choose passages that show power and give students time to stop and jot as you read them in order to answer the questions):
  
  1) Who has the power in this place—who is in charge?
  2) What are the obvious or explicit signs of power? (anchor chart)

  Summarize the work, adding these two questions to also consider (add to chart)
  
  3) What kinds of power exist?
  4) Where do you see power hiding?

*Note: Enlighten students to the fact that power is not always bad

- **Another way to do this is** to use the questions above to create a power flow chart summarizing a powerful scene where the power may shift. The arrows in the flow chart highlight the power shifts. Use details from the text to support your thinking. (If you are using Trouble Don’t Last, the scenes from the Widow Woman, and the River Man chapters are great to use for this work.)

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

**Engaging Experience 16**

**Teaching Point:** Finding Themes through Different Text—It is important when we read to think about people, places, and events—and also about big ideas. When you have thought about a big idea in one story, sometimes that thinking helps you find a similar big idea in another story.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

  - **Priority:** 4.R.1.A, 4.R.2.A

**Detailed Description/Instructions:**

- **One way you can do this is** to ask each club to agree upon a big idea that their book represents, working to say that idea in just a sentence or two. Coach them so that the students word their ideas in ways that will pertain across books (relate these ideas to snowballs that can be tossed from book to book).

  o Once readers have finished, have book clubs share out. Start with one book club and tell the others that if their interpretation fits with their book as well, they need to reach their hands in the air to grab it down and apply in their book too.

  o As each group shares their ideas, allow the other groups to talk and share how it applies to their text too. Then let the next group share.

  o Send home the message that this is not a coincidence that the authors just happened upon…this transference of ideas across books. This happens and works because the ideas that apply to books are the ideas that also apply to real life. When this happens it is called a universal theme or idea.

  o Add to anchor chart, *Readers of Historical Fiction*...

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

**Engaging Experience 17**

**Teaching Point:** Celebrating Historical Fiction with the Engaging Scenario
**Suggested Length of Time:** 1 mini lesson

**Standards Addressed:**
- **Priority:** 4.R.2.A

**Detailed Description/Instructions:**
Refer to the Engaging Scenario below.

**Bloom’s Levels:** Remember, Analyze, Understand

**Webb’s DOK:** 1, 2, 3

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**Engaging Scenario**

Consider making book trailer videos that highlight their book club books. Within the trailer, include elements of setting, character, symbolism and theme.

Resources for making a book trailer:
- iMovie-- if iPads are available for student use
- WeVideo
- Adobe Premiere

*Consider inviting Instructional Technology Facilitators in to help with new programs if needed.*
**Unit 7: Gem Unit: Committing to a Summer Reading Life**

**Subject:** Reading  
**Grade:** 4th  
**Name of Unit:** Gem Unit: Recommitting to Reading  
**Length of Unit:** 2 weeks (May)

This unit is a chance for you to reflect on and respond to the needs of the students. It is not intended to be taught in its entirety, in a sequential order. These teaching points could be a whole group lesson, small group lesson or individual conference. The primary goal of this unit is for students to have time to build, plan, and envision their summer reading life, collecting tools along the way to make that vision a reality.

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| If your students are struggling with...  
- Staying focused while reading  
- Attending to the reading in another genre (ex, non-fiction, fantasy, poetry, etc.)  
- Sticking with one book over an extended period of time | If your students are struggling with...  
- Selecting books that are readable for them  
- Finding a new book to read  
- Recognizing books they will enjoy reading  
- Finding books they will read at a good pace | If your students are struggling with...  
- Finishing books  
- Starting several books at once  
- Identifying books they have read they liked or enjoyed | If your students are struggling with...  
- Finding books they like to read  
- Enthusiasm for reading  
- Breaking out of a reading rut  
- Trying new types or genre of books  
- Finding others who like to read what they do | If your students are struggling with...  
- Remembering what they were thinking as they read or tracking literal information from the book  
- Articulating ideas in writing at the same depth as when orally expressing their thinking of a text  
- Composing superficial responses to reading, while all other writing abilities are strong (as evidenced by story writing, essay writing, or informational writing) | If your students are struggling with... | If your students are struggling with... | If your students are struggling with... |
● Setting authentic reading goals
● Expecting the best of themselves during reading
● Using their reading time well
● Reflection
● Reading different genre or breaking out of a series

| ● Reading the same genre repeatedly
| ● Being “stuck” in a series
| ● Having variety in either the type of text or the level of difficulty

| ● Having a reading identity

Stamina

*Note: If students are having trouble focusing on reading for an extended period of time, take some time to reflect on the amount of time students have to practice each day. The more students practice, the more they enjoy and develop confidence in reading and the more likely they are to read in their free time. Students struggling with stamina may, in fact, need more time to practice.

Teaching Point: Readers, I want to teach you that the best way to become a stronger reader is to read. Only we are in charge of how our reading goes.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

● **One way to do this is to** have a discussion about “real reading” and “fake reading.” Model the differences between these two in your discussion. Show what it looks like to be disengaged, distracted, or unfocused with your reading. Name what you did. Now, change your body and mind to show what it looks like to be focused and engaged. Stop and jot-- what are the differences between the two? What will students plan to do to ensure that they are practicing “real reading?” It might be helpful to share your own reading habits. For example, it might be harder for you to stay focused on nonfiction, so you have to push yourself to concentrate for an extended period of time with this genre.

● **Another way to do this** is to set page goals at the start of a chunk of reading time. Students might look back at their reading log and think, “how many pages can I read before becoming distracted?” Have students use sticky notes to mark places where they can take a short break, and reflect upon whether they were focused and engaged. At first, it might just be a couple pages, but then students can gradually extend the page numbers as their stamina increases.

● **Another way to do this** is to have students determine their reading rate. Readers need to monitor how fast we read -- sometimes we read too fast, sometimes too slow, and sometimes at the perfect pace. We can check this by checking our page per minute (ppm) rate and paying attention to how much we are stopping to check our comprehension. Then, we can set goals; do we need to read faster or slower? Do we need to jot more often or less often? To do this, set a time for 10 minutes, and have students note the page they start on. At the end of 10 minutes have them track how many pages they read in that time period. Then, they can reflect on this amount. Is it reasonable? How long would it take me to finish the
book I am currently reading based on my ppm rate? Does that goal seem attainable?

- **Another way to do this** is to have students decide what they want to work on and what they want to pay attention to as they read. Have students set stopping points, and decide what they’ll do when they stop. Place sticky notes in your book that will serve as a reminder to stop and practice the work you’ll do that connects to your goal. The following prompts give students an idea of what to focus on:
  
  - What’s your goal?
  - How often do you think you need to stop? What are your plans when you do stop?
  - When you stop, what will you do? Jot? Stop and think? Stop and sketch? What will that look like?
  - Think about how often you’ll need to stop to stay focused?
  - Let’s look at how this book is organized. Now think about your goal? Where do you think it makes sense to stop?

- **Another way to do this** is to realize that sometimes, part of being engaged is just deciding to be. If you approach a book or genre thinking, “this isn’t for me,” then it’s like you're switching your brain off from the start. Instead, try to read it like the words are beautiful or what you're learning about is interesting. Notice how your attention changes.

### Selecting Books

[NEW] **Teaching Point:** Readers notice the qualities of books and themselves that make them a reader.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** introduce your students the “100 Things About Me as a Reader” list at [http://readingyear.blogspot.com/2010/10/100-things-about-me-as-reader.html](http://readingyear.blogspot.com/2010/10/100-things-about-me-as-reader.html). For this specific purpose, have students think about the qualities of books that make them want to read. Generate a list of your own, thinking and modeling aloud about what your list might include.
  
  - I like books that have short chapters.
  - I like books by [author].
  - Series books or books by an author that has written many more work well for me because I naturally have a next one to try out.
  - I look books with really complex characters and shocking plot twists.

Get students started by having them look through their book box or the reading log they have kept throughout the year. What trends do you see or are there common themes? Start naming those qualities and making them into your “100 Things About Me as a Reader” list. Use this portion of your list to help you find new books to read.

[NEW] **Teaching Point:** Teachers host a book tasting in their classroom or among all the classrooms at their grade level.

**Suggested Length of Time:** one day

**Possible Ways to Do This:**
• **One way to do this is to** gather books you know your students will love and those making a buzz out in the publishing world. Not sure where to find book recommendations or popular, current literatures for kids? Check out these sites:
  ○ [www.twowritingteachers.com](http://www.twowritingteachers.com)
  ○ [www.nerdybookclub.com](http://www.nerdybookclub.com)
  ○ [https://www.facebook.com/BookishShow/](https://www.facebook.com/BookishShow/)
  ○ [https://pernillesripp.com/](https://pernillesripp.com/)
  ○ [https://bookwhisperer.com/blog/](https://bookwhisperer.com/blog/)
  ○ Twitter: Follow the hashtags: #titletalk and #weneeddiversebooks

• Reach out to Mid-Continent using Teacher Assistance and they will help you collect all the books you wish for your book tasting. Organize the books into categories such as favorite authors, genre, favorite books, etc. Come up with flashy titles to get your students excited. Set them up in groups to go to each category or room to peruse the books, making a “To Read” list for the summer.

• **Other considerations:**
  ○ Once students have gone to each category have them find at least one other person who listed the same book to read as they did. Have them exchange phone numbers or email and keep in touch throughout the summer to have a reading partner for that particular text.
  ○ Once students have gone to each category have them star their top 1, 2, or 3 books for each category so they have a starting point. **Plan ahead and have them bring their library cards to school.** If not all students have a library card, reach out to MCPL to do a classroom visit. They will come to your classroom and get each child signed up for one. Once students have starred their top choices, have them log onto MCPL to get them reserved right away.

**Teaching Point:** Readers select books that are appropriate for them and that they will enjoy.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

• **One way to do this is to** introduce your students to resources to help them find the next book they’ll be successful with. You may use websites such as Amazon, Goodreads, and BiblioNasium. Show students how to type in a book they remember loving and see what recommendations pop up. You may also model how to read the reviews and summaries while thinking about what they like about books to see if any of the ones suggested are a good fit. Some prompts you may use are:
  ○ Which book do you remember loving? Type that one into the website.
  ○ Read the summary before you decide.
  ○ Think about what it is you liked about this book. Which of these suggestions seem to also have that quality?

• **Another way to do this is** to model for students how choosing a just-right book means more than choosing a book based on level. Instead of going to the library saying, “I’m a ____ (level),” go to the library saying “I’m a reader who enjoys ____ (description of your book interests).” Think, “Where would I find books that fit who I am as a reader?”
  ○ You may wish to create a questionnaire that they can fill out. Some questions you may ask are:
    ■ Tell me about the books you’ve loved. What do they have in common?
    ■ If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
- What do you like outside of reading that you think might help you find a good book?
- Tell me what series, authors, or genres you think you most enjoy.
- Where do you think you could go to find books like that?
- What genres of books have you never read before? Why have you never read this genre?

- **Another way to do this is** to point out how readers reflect on the past and plan for the future. You may choose to say something like “It can be hard selecting books from just the cover and the blurb. Chances are good that some books you’ve picked in the past turned out to be not such great fits for you and that others were fabulous. One way to tell how focused you were while you were reading is to look at your reading rate. When you divide the pages by the minutes you get a page-per-minute (ppm) rate. It should be about .75, or three-quarters of a page per minute. Much slower and it might be showing that you’re getting distracted while you were reading. See if you can tell what these books have in common—a theme? A character type? A topic? A genre? Then, browse books with that in mind, and/or ask for help from me, or your friends, asking what might fit that same profile. You can also look over your log to notice the patterns around how often you read and where you read. You can use what you notice to make resolutions about future habits.”

- **Another way to do this is to** focus on whether or not the text engages the reader. You may wish to model how you read the first page of a book. Notice whether you feel like the book grabbed you and if you were eager to read the rest of the book. Ask yourself, “Can I see the story or topic? Do I care to find out what comes next?” If so, the book may be a good fit. Some prompts you may use for this work are:
  - How do you feel after the first page?
  - What grabs you here?
  - Tell me what you picture after reading that first bit.
  - Tell me why you’d like to keep reading.
  - What makes you want to read on?
  - Do you feel like you were focused on that whole page?

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**Chronic Abandoning**

*Note: Many times students who are chronically abandoning books are struggling to select books that are a good fit for them in the first place. Some of the lessons from Selecting Books, may also be needed during this unit.

**Teaching Point:** Readers I want to teach you that sometimes books just don’t fit us. That is absolutely okay! It is our job to figure out what books make us want to read, what books don’t, and what to do about this.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** let students know that even adults abandon books. Abandoning a book does not equate to failure. What we have to watch out for is making sure we aren’t abandoning (or half reading) every book we pick up. Create an anchor chart encouraging students to share out reasons that they might abandon a book.
Sometimes we let books go when they are...

- Too easy
- Too difficult
- Not interesting
- Too confusing
- About a topic you don’t particularly enjoy
- Not what you expected
- Slow moving and hard to get into
- Don’t like the characters
- Disappointing sequel
- Not interested in the genre
- Too long and you lose interest
- Doesn’t feel like the story is going anywhere
- Poor writing style

Remind students that just because we “quit” a book one time, does not mean that we are never going to read it again. It is okay to give books a second chance. Encourage students to help you brainstorm reasons, from the anchor chart, that might lead you to giving a book a second chance. (ex. This book was too hard the first time I read it, but now I feel much stronger as a reader and would like to try it again.)

- Another way to do this is to help students understand that sometimes we have to give books a little more time to decide if they are worth reading. Ask students to share out a book that took a while for them to get into. Ask them what made them stick reading it. Tell students that as readers sometimes we have to give books a chance, it can take more than just the first few pages for a story to get good. Encourage students to set a personal standard for how long they will give a book before they give it up. (ex. 50 pages, 2 chapters, etc.)

- Another way to do this is to have student create an “I read because…” page in their Reader’s Notebooks. Model for students that there are many different reasons people read. Have students fill this page with all of the reasons that they read. Use this as an anchor point during these lessons. Make notice of students who struggle to think of reasons they read. This will be a great segue for deciding which students would benefit from conferring or small group talk about this.

- Another way to do this is to tell students you are getting ready to let them know you are getting ready to let them in on a secret. Share with students that sometimes you read a book and you realize after a little while…that you just don’t like it. Remind them that if we are reading a lot of books that will happen from time to time. However, as readers we have to give books a reasonable chance, before we hop on to the next text. Talk to students about a book you read that you realized just wasn’t a book you liked. How many pages did you read? What let you know it wasn’t a good fit for you? How did you decide you were done reading it?

- Another way to do this is to use a strategy like Most and Least Desirable Actions from The Reading
Strategies Book by Jennifer Serravallo. Model for students what it looks like to be disengaged, distracted or unfocused while you’re reading. You could even conduct your read aloud with these behaviors for effect. Ask students to name the actions you were showing, that showed that you weren’t interested. Now, change your body and mind to show what it looks like to be focused and engaged, you might even ask students to guide you through the changes they should make. Ask students to go out into the classroom and model for you unengaged reading. Ask students to model for you engaged reading. Spend workshop checking in with students about what things help them stay engaged. (The Reading Strategies Book p. 56)

- **Another way to do this is to** remind students that we are different readers now than we were at the beginning of the year. Now is a good time to check in with ourselves to make sure that we are making decisions based on what we know about ourselves. Model for students how you might think about yourself as a reader and the things that have changed for you over the year. Give students a Reading Interest Inventory/Reading-Interest-Alyzer (found in Coaches’ Corner on Schoology). Use these inventories or their “100 Things About Me as a Reader” list to guide students toward texts that they can add to their “Summer To Read…” list

- **Another way to do this is to use** a strategy like Choose Books with Your Identity in Mind from The Reading Strategies Book by Jennifer Serravallo. Model for students that choosing a just-right book means more than choosing a book based on the reading level. Instead of going to the library and saying, “I’m a ___ level reader,” go to the library saying “I’m a reader who enjoys ___ type of books.” Think, “Where would I find books that fit who I am as reader?” You might then say to your students, “Sometimes in this classroom I hear kids who worry about reading books that are their reading level. Parents do it too. Sometimes I even hear teachers refer to kids that way. But I have to tell you that books have levels, readers don’t have levels. A better way to describe yourself as a reader is based on the kinds of books that interest you-series, genres, authors, topics, themes, characters. Today, instead of saying you’re a level… I want you to stop and reflect about the kind of books you love, using a few questions I am going to put on the board. I want us to start thinking about how we might use this information to label ourselves as readers.”

  - On the board you may put some of these questions:
    - Tell me about the books you’ve loved. What do they have in common?
    - If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
    - What do you like outside of reading that you think might help you find a good book?
    - Based on what you like to do, what kinds of books do you think you’d want to read?
    - Tell me what series, authors, or genres you think you most enjoy.
    - Where in our classroom library do you think you could go to find books like that?

(The Reading Strategies Book p. 63)
Another way to do this is to use a strategy Choose Like Books for a Best Fit from The Reading Strategies Book by Jennifer Serravallo. Share with students that sometimes when we are abandoning books it is because we aren’t picking the kinds of books we like to read. Remind students that readers can turn to resources to help them find the next book they’ll read. We can help our classmates by being resources to each other. First we are going to think about the books we most remember loving. Which books are those? Type one title that the teacher or student brainstormed into Amazon, Goodreads or BiblioNasium, see what recommendations pop up. Ask students to think about why these books were suggested as being similar to the one typed in. Encourage students to use their own reading experiences to make recommendations as well. (Ex: I liked reading Wonder. I also liked reading Because of Mr. Terupt because it had a similar structure. Encourage students to create a “Liked… Try…” poster to share out books they have liked and other books that are similar. (The Reading Strategies Book p. 62)

Another way to do this is to use the strategy Rereading from The Reading Strategies Book by Jennifer Serravallo to encourage students to get back into their book. Sometimes we start to quit on a book because it begins to get too hard, too challenging, or too confusing. One way to help yourself get back on track is to stop and notice where you attention started to drift. Go back to the last thing you remember not just reading, but really understanding. Did you notice yourself getting distracted there? What are some things that we can do? Rereading is one way of going back and making sure that the words we are reading have meaning. ( The Reading Strategies Book p. 50)

Book Talking: the “How” and the “Why”

Teaching Point: Readers share book recommendations with other readers about books they love, and they listen to the recommendations of others for ideas of what to read in the future.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

One way to do this is to set aside time for book talks. If you started the year with book talks, but they have fizzled for lack of time, this is the moment to reignite the practice. Or, if you haven’t done book talks with your students, start now. Share with students that the purpose of a book talk isn’t to summarize the book. A book talk is also not something you as the teacher would use to assess a student’s reading completion or comprehension. As they prepare to build a “Summer To Read” list it’s important to do a lot of book talking the last couple weeks of school. A book talk is to persuade other
readers to read a book you feel passionate about! Model a book talk from the classroom library. Model your enthusiasm for the experience of reading the book as well as a brief explanation of the setting, character, and the main problem, but don’t give away the climax or end of the story. Compare and contrast your book to other books students may have read. For instance, if you are book talking the book *Upside-Down Magic* by Sarah Mlynowski, you might say that like Harry Potter, the main character has magical powers and goes to a special school to learn how to use them. Unlike Harry Potter, this book is shorter, more comical, and about a character whose magical abilities have troubles. End by saying something like, “If you like books that are . . . then you’ll love this book.” For instance, with *Upside-Down Magic*, you might say, “If you like books that tell school stories, have a character who is less than perfect, and are funny too, then you’ll love this book.”

- **Additional note:** This is a great opportunity to get the community involved--have parents, brothers and sisters, teachers, the principal or any school staff member come and book talk their favorites to kids. The more students see the individuals in their everyday lives as readers, the more excited they will be to take on that habit as well. Think about stereotypes as well--do you have reluctant male readers or lower resistant readers? Who from the community could you pull in to do a book talk that mirrors those same reading identities? These are the kids that need to be reading the most over the summer!

- **Another way to do this is to** introduce book commercials. Book commercials are like book talks, but the focus is on something short, and the idea is to have a commercial pop up here and there, rather than a lot of book talks all at once. When teaching the book commercial, focus on what the student should say and shouldn’t say. Teach the term, “spoiler.” A commercial should be focused on creating enthusiastic persuasion for others to read a book without giving too much away. Model using the teasers and language from the backs of books. After a student has presented a commercial, allow them to ask for the opinions of any other students who have read the book. Students can raise their hands, and the presenter can call on them. This will give students a chance to agree or disagree respectfully with the presenter and will lend an informal, conversational tone to the book commercial time. Students listening to the commercial should record titles that sound interesting to them on a “Books to Read” page in their reader’s notebook. Flipgrid is an excellent website to use for this: [https://info.flipgrid.com/](https://info.flipgrid.com/)

- **Another way to do this is to** teach students to write book reviews. You can share with students that adult readers who love to read often get ideas of what to read by reading book reviews in magazines like *Booklist, The New York Times Magazine, The New York Review of Books*, and on websites like Amazon and Goodreads. Students also wrote book reviews in their 2nd grade opinion unit, so you can use that as their foundation for continuing this work. Your students can share their book reviews on a class blog, through Google Classroom, or they can type and print them, cut them out and share them on a review bulletin board or other area of the classroom. During the summer students can hold on to them to share with their teacher for the following grade in the fall. Book review forms can be a part building students’ summer reading toolkits as referenced in the next section of the unit, “Responding to Reading.” Another idea would be to showcase book club books in holders or along your whiteboard ledge and have students who read those books write reviews and hang them around the book. Students shopping for their next book can read the reviews and pick up a copy of the book if they are interested. When writing the reviews, have students use the backs of books as mentor texts for their writing. Create a class anchor chart with things the students noticed from these mentor texts. A class anchor chart created by Donalyn Miller’s students and shared in *The Book Whisperer* has these criteria (p. 138):
Another way to do this is to hold reading clubs. These reading clubs will differ from book clubs, because their goal is not to read a certain book together but rather to discuss the reading each student has been doing lately. Group students who have similar reading levels and interests and allow them to share the books they have read with each other. Have these students give book commercials or share reviews with each other as well as informally discuss books they have finished reading this year. Have students list ideas for future reading on a “Books to Read” page in their reader’s notebooks during the club meeting. Also consider holding reading clubs on several days, each day with a different configuration of students in each club so that each student has the opportunity to talk with multiple readers. Model at the end of the year how these books clubs will look over the summer and encourage students to set them up on their own.

[NEW] Teaching Point: Readers find reading partners who will not only be accountability buddies, but also a place to go for peer reading conversations.

Suggested Length of Time: n/a

Possible Ways to Do This:

One way to do this is to have students make a contact list of potential summer reading partners based on who they have worked well with throughout the year or who likes similar books. Also, if your classroom or grade level did the book tasting, students can find partners based on their “Summer To Read” list they built in that process by looking to see who wants to read the same books as they do.

Responding to Reading

Review each of the strategies you’ve done below and have readers put together a “Summer Reading Toolkit” that’s full of post-its, pencils, bookmarks, their “Summer To Read” list, a reading log, mini anchor charts outlining thought prompts, etc. so they have all the resources and reference materials needed to continue growing themselves as a reader. Just as you likely talked about a “just right” reading spot with a “just right” book at the beginning of the year, you’ll need to carry that conversation over. Where is your “just right” reading spot at home or in the community? Where is a “just right” spot for your toolkit so your materials don’t get lost?

Teaching Point: Readers use writing to help them remember important events from a text and their own
reactions while reading.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** show students how stopping to jot can help readers monitor their comprehension, as well as remember the main details. Instruct students to place a sticky note on every 5th page of a text. (You may need to adjust the number of pages in between sticky notes based on a child’s reading ability and text complexity.) When students get to a page with a sticky, they should stop reading and write a sentence retelling who and what the prior 4 pages were about. Explain to students if they can’t recall who or what those prior pages were about this signals the reader to reread for understanding.

- **Another way to do this is to** remind children that jotting notes while reading has a number of benefits. For one, it makes our thinking visible and supports us when we have conversations about our reading. Using sticky notes allows us to refer immediately back to the text that sparked our thinking. However, as readers we must reflect on our notes and determine which notes are truly worth keeping. Model for students how to reread sticky notes, asking the following questions to determine what notes are worth keeping:
  - Does it help me understand my book?
  - Does it connect with my goal?
  - Will it help me talk to my teacher about my reading?
  - Will I use it to springboard conversation?
  - Will I use this note to write a longer entry about my reading?

  Once you’ve selected the ideas you what to keep, show students how to organize them into your reading notebook with a title on the top of the page, and the sticky notes that go with that book on the rest of the page.

- **Another way to do this is to** explain to students that one of the best ways to understand what you read is to practice summarizing it. When you are forced to say just what is most important about a selection of text, you have to sort through all the details and just pick the most essential ones. This can be accomplished by sharing the five most important events in the order they happened. Model how you do this by telling the 5 most important events across your five fingers for one of your recent read alouds. Then show students how they can take those sentences and write them down on a page of their Reader’s Notebook. (This might also be a good opportunity to teach students how the addition of transition words at the beginning of each sentence connects the ideas and creates a smoother sounding summary.) Through your discussion, guide them to notice you didn’t include every single detail, just the big events that move the story along. Possible prompts to use for this lesson include:
  - What happened first?
  - Was that the most important event that happened next?
  - You’re at the middle finger, which should be about the middle of the book.
  - One finger left-what’s the conclusion of the story that connects back to the initial problem or what the character wanted?

**Teaching Point:** Readers can expand on their own thinking, as well as the thinking of others.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how to select a sticky note that you think has a strong
starting idea written on it. (It would be powerful to use a sticky note you created in reaction to a class read aloud.) Place the selected sticky note on the corner of a blank page in your Reader’s Notebook. Now, model for students how a reader can use conversational prompts to expand on their “in-the-moment” thoughts so they grow into something bigger and deeper. It is important to show students that your expanded writing will begin by restating the idea on the sticky note, then elaborating on that idea with details from the text, more personal insight, and maybe some lingering questions. Encourage students to keep their pencil moving. Don’t worry about perfection; just write to get your ideas down. Possible prompts to use:

- **At first I thought _______ but now I’m thinking _________.**
- **The text said ___________. That made me think __________.**
- **I agree/disagree with ________ because…**

- **Another way to do this is to** ask students to take an idea they have about a character, theme, or something else in their book and have them write about that idea. Then, have students partner up to discuss their thinking. After their discussion, ask students to go back to their notebook and write about their thinking now. In particular, how their ideas changed or shifted, or how they’ve gotten a new perspective because of the conversation. Possible prompts to help guide student thinking:
  - **How has your thinking changed?**
  - **What did you think before, and what are you thinking now?**
  - **You can say, “Before I thought… but after talking I’m thinking…”**
  - **Think about ideas your partner or club members shared. What’s new from what you had written down before?**

### Tracking Reading Growth

**Consider which of these tools are needed and for whom. Add them to student’s Summer Reading Toolkits.**

**Teaching Point:** Readers have goals and track their progress toward those goals, just like athletes do.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** share the idea of creating and tracking goals. You might refer back to the beginning of the year when you tracked minutes of quiet reading as your class worked to grow their independent reading stamina. Some students may need to return to tracking their minutes of engaged reading if this is something they are struggling with. (Click [here](#) for a graph you can use.) You might give the example of an athlete in a gym. If the athlete wanted to increase his arm strength, he might make a goal of being able to lift a certain amount of weight. Obviously, just going to the gym and hanging out would not help that athlete meet his goal. The athlete would have to use his time at the gym well and gradually increase both the minutes he lifted weights as well as the heaviness of those weights. Likewise, a reader has to use his or her independent reading time well and gradually increase both the minutes he or she reads and thinks about the book as well as the number or complexity of the books he or she is reading.
Another way to do this is to create a party ladder. For students who are struggling to maintain focus or meet reading goals, a party ladder, as described in Jennifer Serravallo’s The Reading Strategies Book (p. 57), could be helpful. Break down a goal, like engaged reading for a longer period of time, into a small series of steps that ends with an agreed upon celebration. Draw a sideways representation of stairs on a piece of paper, and on each step, break the goal down. For example, the first step might say, “Read 5 pages.” The second step might say, “Jot a thought.” The third step might say, “Read 5 pages.” Then at the top, the celebration might say, “Party! Read a poem.”

Another way to do this is to revisit book logs. If you set up book logs at the beginning of the year or gave students the 40-book challenge, take time to update and reflect on the progress shown in those book logs. Talk to students about the reason for logging their books. What are they learning about themselves as readers by looking at their logs? Are they doing a good job of reading across genre? Can they help identify a reading preference? Model analyzing a book log of a student who is a strong reader and does not mind sharing their log or model analyzing your own book log. Or share your own reading log. It is worth your time to track your reading throughout the year right along with students. This takes on a new form of modeling a reading lift for kids. Discuss the ways you can reflect on the log and then model creating a reading goal, such as reading a certain number of books in a new genre. Students could also create a goal to read more books in the next quarter or semester than they have so far. You could use the analogy of the athlete by discussing that a basketball player who wanted to get better would have to build both strength and endurance. One without the other would not help her achieve her goal. Likewise, in focusing on strength, she would need to build strength in both her arms and legs to truly improve. Readers need to focus on reading more and reading a variety of books to truly improve as readers. Jennifer Serravallo’s The Reading Strategies Book has these ideas for analyzing a book log:

- **Reading log rate reflection.** Is the student reading too fast or slow? This may lead to a discussion of whether or not they are choosing just right books as well as a discussion of whether or not they are taking the time to make meaning as they read.
- **When do students read?** Are students reading only at school? Could they find other times to read? Are they reading at home? Are there times in the school day where they could steal time to read (bathroom breaks, when they finish work, when they first arrive at school, etc.)?
- **Set page goals.** Without sacrificing meaning, can a student prompt themselves to gradually read more pages? Do they tend to read a consistent number of pages during reading or does it vary widely? Are the number of pages read consistent within a book?
- **Read with a focus to focus.** How many pages can the student read before losing focus? Can they increase this? Do they need to plan to take small mental breaks to increase the time they can read without losing focus?

Another way to do this is to reflect on the past unit. What kind of reader were you? What books did you read? What have you learned that will help you in the future? What did you learn about yourself as a reader? It is through reflection that we can learn more about ourselves and find areas we want to improve. As Jennifer Serravallo says in The Reading Strategies Book on page 67, “Reflect on your reading history to set a better reading future.” This helps lead us to setting goals. Model your own reflection of your reading over the past quarter. Model setting a goal and discuss with students the satisfaction you feel in reaching a goal. Let students share times they have met goals and how they felt.
If they have not yet had this experience, help students get excited about this future event! For an example of a student-friendly reading reflection, click [here](#).

### Variety and Text Choice

**Teaching Point:** Readers vary the texts they read, just like we vary the foods that we eat.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how you pack a lunch box. You may wish to point out to them that although you know apples are good for you, you do not simply have a lunch box full of apples. If you did this, you would be missing other key food groups such as protein and vegetables. Then, relate this to the selection of books for a book box. While you know that *Magic Tree House* books are just right for you, you select various types of texts to read, considering what would give you a “balanced reading diet”.

- **Another way to do this is to** show your students the assortment of reading that you are currently doing. You may show them a catalog, an expository text, a magazine, and a novel. Talk with students about how some of it is *easy*, like the catalog; *just right*, like the magazine and novel; and *challenging*, like the expository text.

**Teaching Point:** Readers keep track of the genres they read in order to grow themselves as a reader.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** bring to light whatever book-tracking tool you use in your classroom (40 Book Challenge, Reading Log, etc.). You may model for students how you look over the books that you’ve completed so far this year, considering the various genres as well as reading difficulty. You may even tally up for each of these. An authentic addition would be to discuss with readers how you select new books when you go to the bookstore. When you have read 3-4 books about cooking, you’re likely to visit another section of the bookstore for variety.

**Teaching Point:** Readers rely on other readers and tools to help themselves select their next book to read.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** emphasize the work of book talking in your classroom. If you have not yet introduced these, you may wish to see that portion of this unit (“Book Talking”: The Why and the How). Emphasize to students how many of the books that you select as your next book come from book recommendations from another adult who reads like you do. If a student is struggling to have variety in the difficulty of their books, you may encourage them to talk with a reading partner who is of like ability or slightly higher to select a next book.

- **Another way to do this is to** utilize online tools that give students ideas for what to read next.
  - [www.whatshouldireadnext.com](http://www.whatshouldireadnext.com) allows users to enter in the name of a book they’ve recently read or an author that they enjoy and get other book recommendations based on this.
  - [www.literature-map.com](http://www.literature-map.com) allows users to enter the name of an author they enjoy and it will provide them with other authors who have similar texts.
Modeling a Passion for Reading

Teaching Point: Teachers who model their passion for reading inspire a desire to read in their students.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** model reading as an “emotional and intellectual journey.” This can be accomplished by portraying reading as a gift not a goal. (The Book Whisperer- Donalyn Miller)
  - **My Ideal Bookshelf:** A great way to model what your reading life looks like is to show them your ideal bookshelf. In this activity you will model for them the 10 books you can’t live without. The key to this is explaining what emotions each book brought out in you, what made the story so powerful, how it changed/grew you as a reader, and maybe how it helped you view life in a different way.
    - By giving students time to also do this work will help other students see their peers as passionate readers and will give them great ideas for new books to read.
    - View the link below for the paper form of your “Ideal Bookshelf.”

- **Another Way to do this is to take** the Self-Reflection Activity from the “Walking the Walk” chapter in Donalyn Miller’s *The Book Whisperer* (p. 111). This reflection activity allows you to think back to your own childhood reading experiences, asks you to think about how you share past and current reading experiences with kids, to think about your role models for reading, and how you view yourself as a reader now. It is crucial to share your reading experiences with your students every day. You set the tone, and create the climate for your classroom. They look to you as the example.
  - It would be helpful to give students a reading survey to get a pulse on who they are as readers, and what types of topics and genres they are interested in.
  - At the beginning of the year it is powerful to give them a book stack from your library or the school library based on the information you received from your conference with them. By explaining why you chose each book specifically for them is powerful. It also makes your students feel really special. This would also be something that you will want to do for your students at different times throughout the year.

- **Another way to do this is to have** a sign on your board or by your door that shows students what you just finished reading, what you are currently reading, and what book you want to read next. By updating this throughout the year shows students that you are a reader, and it models that good readers read all the time.

- **Another way to do this is to have** a box or create a space for students to recommend books to you. Then have conversations when you do read books that they have recommended. It is important to continue to read children’s books in order to have a wealth of choices to recommend to them, and to have shared reading experiences with them. A list of good reasons for why adults should still read children’s books is on pg. 114 in *The Book Whisperer*.

- **Another way to do this is to** investigate recommendations from industry sources. This will allow you to stay up-to-date on current books for students to read by finding what is new and relevant, but also the
tried and true classics.

Here are some helpful books and websites to do this work:
- Books That Don’t Bore ‘Em: Young Adult Books that Speak to This Generation (Blasingame, 2007).
- Goodreads: www.goodreads.com
- www.teenreads.com
- March Book Madness
  ● http://marchbookmadness.weebly.com/
- Nerdy Book Club blog
- The Book People blog
- #titletalk: https://twitter.com/hashtag/titletalk