

Grade 4 Reading History: American Revolution (Book 3)

Nov-Dec

<p>Week 1</p> <p>resources</p>	<p>Assessment Conduct reading records on students as you circulate getting to know them. Note reading behaviors. Assess levels.</p> <p>Pre-assessment</p>	<p>Bend 1: Researching History</p> <p>Session 1. Researchers Orient Themselves to a Text Set</p> <p>Teaching Point: Readers take time to plan by scanning for subtopics that repeat.</p>	<p>Session 2 Researchers Use Text Structures to Organize Incoming Information and Notes</p> <p>Teaching Point: Readers preview a text and organize their reading and note taking by identifying text structure (chronological, cause/effect, problem/solution). A Day for Assessment</p>	<p>Session 3 Special Challenges of Researching History</p> <p>Teaching Point: Readers of history pay attention to people, geography, and chronology by noticing who, where, and when</p>	<p>Session 4</p> <p>Prioritizing- Note Taking on What's Really Important</p> <p>Teaching Point: Researchers rank most important parts by chunking big ideas and details.</p>
<p>Week 2</p>	<p>Session 5</p> <p>Synthesizing Across Texts</p> <p>Teaching Point: Readers synthesize information about a key topic by reading multiple texts and making connections.</p>	<p>Session 6 The Role of Emblematic Detail in Nonfiction</p> <p>Teaching Point: Readers construct the big picture by synthesizing the facts and recording the drama of history.</p>	<p>Session 7: Readers Develop Strategies for Reading Primary Sources</p> <p>Teaching Point: Readers value primary sources by asking and answering questions about them.</p>	<p>Session 8.</p> <p>Bringing Your Topics to Life</p> <p>Teaching Point: Readers make a scene come alive by envisioning themselves into the historical scene.</p>	<p>Session 9</p> <p>A Celebration of Learning</p> <p>Teaching Point: Readers will celebrate by teaching others a subtopic of American Revolution.</p>
<p>Week 3</p>	<p>Bend 2: Preparing for Debate</p>	<p>Session 11. Finding- and Angling- Evidence to</p>	<p>Session 12. Rehearsing a Debate</p>	<p>Session 13. Staging a Debate</p>	<p>Bend 3: Engaging in a Second Cycle of Research</p>

	<p>Session 10. Recognizing Different Points of View</p> <p>Teaching Point: Readers form a more complex understanding of what happened in the past by paying attention to multiple points of view.</p>	<p>Support Your Claim</p> <p>Teaching Point: Readers determine and support their own point of view by examining historical evidence</p>	<p>Teaching Point: Readers research both sides of a topic by stating their position, giving reasons to back up that position, and giving evidence to support each of their reasons.</p>	<p>Teaching Point: Students will celebrate their learning by participating in a debate (teacher selected topic).</p>	<p>Session 14. Building the Prior Knowledge that Makes Texts Accessible</p> <p>Teaching Point: Researchers prepare themselves to handle harder texts by building prior knowledge by reading easier texts first.</p>
Week 4	<p>Session 15</p> <p>Strategies for Tackling Increasingly Complex Texts</p> <p>Teaching Point: Readers use special strategies for making sense of complex texts by previewing the text, paraphrasing what they read, and notice whether it goes with what they've read before.</p>	<p>Session 16</p> <p>Readers Study All Parts of a Text to Determine Main Ideas</p> <p>Teaching Point: Researchers determine the main ideas by looking at the introduction and conclusions to a section and any text features.</p>	<p>Session 17</p> <p>Readers Alter Their Strategies Based on the Kind of Text They Are Reading</p> <p>Teaching Point: Readers read nonfiction by drawing on prior knowledge of text structure.</p>	<p>Session 18</p> <p>Developing a Richer Conceptual Knowledge of Key Vocabulary</p> <p>Teaching Point: Readers approach new words by learning the definition and understanding how the word is used at a deeper level.</p>	<p>Session 19</p> <p>Questioning and Hypothesizing to Reach Deeper Conclusions</p> <p>Teaching Point: Readers question and hypothesize by considering several possible answers to their questions and drawing on their growing body of knowledge.</p>
	<p>Session 20: Reading History for Universal Messages, for Meaning</p>	<p>Post assessment</p>			

	Teaching Point Readers figure out the big lessons they learn from the past by asking "what's so important about this moment in time?"				
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