

**Unit Overview**

The unit, Reading History: The American Revolution is complicated as it happens in a time and a place the reader has never inhabited, and the characters are entangled in historical and social issues which are related to real historical events. The goal of this unit is for students to emerge from the unit as knowledgeable readers who have learned how to build collective interpretations, know how to listen closely to each other as they read, and know how to carry ideas across time-both in their book club discussions and across more than one text. Important considerations include that the fact that because this unit includes complex texts it is best for students reading levels P and above. In addition, due to the complicated nature of this genre it is recommended that this unit be conducted in book clubs. It will be important to talk up the fact that reading clubs provide group solidarity and allow each member to grow. During the first half of this unit, students will focus on deep comprehension and synthesis of complex story elements and working in book clubs. Next, students will focus on interpretation, and paying attention to perspective and point of view in addition to carrying ideas across a text. Finally, readers will enhance their thematic understanding by comparing both fiction and nonfiction texts. In the beginning of the unit readers will figure out the nature of the setting, including the ways people live, and who the characters are, as well as the relationship the characters have to historical tensions. In addition, students will continue to read deeply to analyze characters, setting, and events in their stories. They will also push themselves to determine the relationships between those elements by keeping track of multiple plot lines, unfamiliar characters, and of shifts in time and place. Furthermore, students will work towards being able to compare and contrast structure and analyze multiple accounts of the same event on numerous texts of the same time period.

Then, they will work towards thinking about those complicated themes and how they have recurred in human history and continue to be relevant today. The Historical Fiction unit will lend itself to lessons in social issues such as war and oppression and will teach lessons such as human endurance and social justice. It is important to note that students may need to see and feel the world of their stories, and could benefit from resources such as historical images, movie clips, and text books to help readers have a schema to envision the historical settings of their stories. Furthermore, it will be important to organize book clubs around one historical era so that students read several novels dealing with one era, and maintain their requisite reading volume in addition to building a familiarity with the historical era they are focusing on. One way to scaffold the understanding of the historical details is to have each book club start with at least one book that is a lower level than the reading levels of the club, so that it may serve as both a reference and a crutch when historical details are referenced in harder texts.

This is a unit on researching history, using the American Revolution as a case in point. It does not focus on the social studies content, it uses the content to deliver a process. You'll teach your students to build knowledge by reading accessible texts, lean on text structures to organize notes and thinking, synthesize new information with prior knowledge, and tackle primary sources. As students conduct their research, preparing to debate the question of independence from Great Britain, you'll teach that historians study multiple points of view to gain a complete picture of events. Students gather and angle evidence to support sides and then hone their skills to support a position with reasons and evidence. Then

**Grade 4 Unit 3- Reading History: The American Revolution**

***Reading Workshop: Nov./Dec..***

students work with partners to research the period after the Second Continental Congress. You'll teach strategies to tackle complex texts, preview and paraphrase, and study all parts of a text to extract main ideas. Vocabulary will have a special emphasis, including strategies for learning and using new domain-specific words. You will also teach students to consider new questions and answers about their topics, drawing on their growing knowledge to see how the past and present are connected.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 4 Book 3.

## Overarching State Standards Aligning with Grade 4 Unit 3, Reading History

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.2, W.4.7, W.4.8, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10, RF.4.4	SL.4.1, SL.4.2, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
2	W.4.2, W.4.7, <b>W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, <b>SL.4.3</b> , SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
3	W.4.2, W.4.7, W.4.8, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
4	W.4.2, W.4.7, <b>W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.2, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
5	W.4.2, W.4.7, <b>W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.2, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
6	<b>W.4.2</b> , W.4.7, <b>W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
7	W.4.2, W.4.7, <b>W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
8	W.4.2, W.4.7, W.4.8, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.8, RI.4.9, RI.4.10, <b>RL.4.1, RL.4.2, RL.4.3</b> , RI.4.4, RF.4.4,	SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
9	W.4.2, W.4.7, W.4.8, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
10	W.4.2, W.4.7, W.4.8, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.2, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.4, <b>L.4.5, L.4.6</b>
11	<b>W.4.1</b> , W.4.2, W.4.7, W.4.8, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.3, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
12	W.4.1, W.4.2, W.4.7, <b>W.4.8</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.6, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.3, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
13	W.4.1, W.4.2	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.6, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.3, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
14	W.4.2, <b>W.4.7, W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.2, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
15	W.4.2, <b>W.4.7, W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.2, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
16	W.4.2, W.4.7, W.4.8, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.2, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
17	W.4.2, <b>W.4.7, W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10, <b>RL.4.1, RL.4.2, RL.4.3</b>	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
18	W.4.2, <b>W.4.7, W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.10, RF.4.3	SL.4.1, SL.4.4, SL.4.5, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.4</b>
19	W.4.2, <b>W.4.7, W.4.8, W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
20	W.4.2, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.8, RI.4.9, RI.4.10, <b>RL.4.2</b>	SL.4.1, <b>SL.4.4</b> , SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6

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Session	Writing Standards	Reading Standards	Language Standards
1		<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	
2	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
3		<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	

		RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
4	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	
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6	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	

		RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
7	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
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		drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	
		RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	
9	W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
10	W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings..</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
11	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	

		<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
12	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
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14	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	

	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
15	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	
16	<p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison,</p>	

		<p>cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	
17	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	
18	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes</p>	<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.4.5 Demonstrate understanding of figurative</p>

	<p>and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
19	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
20	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>● As books become more sophisticated, the setting becomes significant. It may function as part of the problem that a character has to overcome, it can be an emotional space that creates the tone or mood of a place, or the setting can operate at a symbolic level.</li> <li>● Readers ask themselves who has the power, how is power visible and what forms does power take in this story?</li> <li>● Readers pay attention to the beginning of the story where a tremendous amount of crucial information will reveal the kind of place the story is set and also the kind of people who occupy the story.</li> <li>● Readers read nonfiction alongside fiction and notice how each text develops a theme and compare and contrast multiple books with the same theme, analyzing carefully and using details as evidence for their ideas.</li> <li>● Readers separate their perspective from that of the main characters and discern the various perspectives of different characters within a story, imagining the different points of view that characters in that scene bring to the action.</li> <li>● Readers should value their own ideas about books and hold onto these as they read, because each reader brings their own history to a book, and they should share these ideas</li> </ul>	<ul style="list-style-type: none"> <li>● How do readers tackle complex texts? How do readers work in book clubs?</li> <li>● How do readers interpret complex texts?</li> <li>● How do readers become more complex because of reading?</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast information gathered from different texts.</li> <li>● Organize the information gleaned from research so that they can synthesize across texts.</li> <li>● Research a topic by paying close attention to the most important details.</li> <li>● Synthesize learning in order to be able to teach others about the topic.</li> <li>● Transfer and apply previous knowledge about a topic in order to take on independent research ventures.</li> </ul>

<p>with others while remaining open to new ideas, and the possibility of revision.</p> <ul style="list-style-type: none"><li>● Readers understand that characters exist in a relationship with history, and are affected by the social pressures, community norms, and historical atmosphere around them.</li><li>● Readers use allusions, figurative language, and symbolism to convey ideas that are not easily contained in ordinary language.</li><li>● Readers work in clubs to synthesize as many details as possible, and it is important to listen carefully to each other, build on each other's comments, and honor relationships so that every club member feels valued.</li><li>● Strong readers know that as their books get harder, they have to work harder and can use tools such as timelines, graphic organizers, and lists of characters to enhance comprehension.</li></ul>		
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Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>● Create and refer to anchor charts.</li> <li>● Study pages from exemplar reader's notebooks.</li> <li>● Provide and present mentor texts as models.</li> <li>● Teach the Work of Readers Charts.</li> <li>● Teach children strategies for holding onto text, for example by using Post-its and graphic organizers.</li> <li>● Model (Talk Aloud) the strategies good readers use.</li> <li>● Model, provide, and use a reader's notebook.</li> <li>● Tap, sketch, or jot across a story as a way of retaining information and details.</li> <li>● Study book introductions and endings.</li> <li>● Practice creating mental movies as you read.</li> <li>● Investigate figurative language and descriptive vocabulary and how authors use them.</li> <li>● Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li> <li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li> </ul>	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>● Provide leveled books appropriate for all reading levels</li> <li>● Provide support as needed through conferencing</li> <li>● Provide support as needed through strategy groups</li> <li>● Provide support as needed through guided reading groups</li> <li>● Provide individualized copies of teaching charts</li> <li>● Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li> <li>● Scaffold or stretch learning through the use of various strategies</li> <li>● Provide appropriate reading partners</li> </ul>	<p><b>Mentor Text &amp; Read-Aloud</b></p> <ul style="list-style-type: none"> <li>● See Reading Units Grade 4 Book 3.</li> </ul>

<ul style="list-style-type: none"><li>● Provide checklists and reading progressions to assess and develop on-going reading goals.</li><li>● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.</li><li>● Write long about reading.</li><li>● Practice alternating the speed a text is read to reflect tone and mood.</li><li>● Plan to celebrate the conclusion of classroom reading projects.</li><li>● Use technology in the reading classroom; for example digital journals.</li></ul>		
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

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

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

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 4 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.