

Reading - Unit 3: Reading History

Content Area: **ELA**
Course(s):
Time Period: **Trimester 3**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Unit	Trimester	Weeks
1: Interpreting Characters: The Heart of the Story	1	8
2: Reading the Weather, Reading the World	2	8
3: Reading History: The American Revolution	3	8
4: Historical Fiction Clubs	3	8

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 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.

Enduring Understandings

- 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.
- Readers ask themselves who has the power, how is power visible and what forms does power take in this story?
- 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.
- 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.
- 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.
- Readers should value their own ideas about books and hold onto these as they read, because each reader brings their own history to a book, and they should share these ideas with others while remaining open to new ideas, and the possibility of revision.
- Readers understand that characters exist in a relationship with history, and are affected by the social pressures, community norms, and historical atmosphere around them.
- Readers use allusions, figurative language, and symbolism to convey ideas that are not easily contained in ordinary language.
- 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.
- 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

Essential Questions

How do readers tackle complex texts?

How do readers work in book clubs?

How do readers become more complex because of reading?

New Jersey Student Learning Standards (No CCS)

LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.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.
LA.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.
LA.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.
LA.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.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Amistad Integration

- District mandated diversity lessons
- Utilizing responsive classroom techniques, strategies and skills

Holocaust/Genocide Education

- District mandated diversity lessons
- Utilizing responsive classroom techniques, strategies and skills

Interdisciplinary Connections

LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.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.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology Standards

TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of
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technology concepts, systems and operations.

TECH.8.1.5.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.5.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Themes/Careers

CAEP.9.2.4.A.3

Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Financial Literacy Integration

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

Create and refer to anchor charts.

Study pages from exemplar reader's notebooks.

Provide and present mentor texts as models.

Teach the Work of Readers Charts.

Teach children strategies for holding onto text, for example by using Post-its and graphic organizers.

Model the strategies good readers use.

Model, provide, and use a reader's notebook.

Tap, sketch, or jot across a story as a way of retaining information and details.

Study book introductions and endings.

Practice creating mental movies as you read.

Investigate figurative language and descriptive vocabulary and how authors use them.

Turn and Talk the dialogue in a story to bring the characters' feelings alive.

Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation Provide

checklists and reading progressions to assess and develop on-going reading goals.

Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.

Practice alternating the speed a text is read to reflect tone and mood.

Plan to celebrate the conclusion of classroom reading projects.

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Reader's Theatre
- Shared Reading
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Conference notes/Teacher anecdotes

Reading Response Notebooks

Turn and talk conversations

Reading Logs

Book club discussions

Strategy Groups

Guided Reading Groups

Student-created goals from Student Response Rubrics

Exit tickets

Summative Assessment

Unit 3 Pre and Post Assessments

End of Unit share (Session 20) i.e. share research in the form of a podcast or Ted Talk

Benchmark Assessments

February Link It Assessment

Fountas and Pinnell Benchmark Assessments (Running Records)

Alternate Assessments

TC Running Records

<https://readingandwritingproject.org/resources/assessments/running-records>

Resources & Technology

Reading History: The American Revolution Lucy Calkins, Janet Steinberg, and Grace Chough

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers Jennifer Serravallo

Fourth Grade Readers: Units of Study to Help Students Internalize and Apply Strategies Martha Heller-Winokur, Marcia Uretsky, Isoke Titilayo Nia

Nonfiction Reading Power: Teaching Students How to Think While They Read all Kinds of Information Adrienne Gear

Teaching with Fiction and Nonfiction Books, A Genre Study Irene Fountas, and Gay Su Pinnell.

The Comprehension Toolkit Grades 3-5 by Stephanie Harvey and Anne Goudvis

A Guide to the Reading Workshop, Grades 3-5 (Book 1) Lucy Calkins and Kathleen Tolan

Lucy Calkins Resources CD / heinemann.com

Internet Links

Into the Book: Teaching Reading Comprehension Strategies

<http://reading.ecb.org>

Links to videos, class sites, strategies for Reader's Workshop

<http://www.readersworkshop.org>

TCRWP - Teachers College Reading & Writing Project

<http://tc.readingandwritingproject.com>

BOE Approved Texts

The Fourth of July Story by Alice Dalgliesh

George Washington by Wil Mara

George, the Drummer Boy by Nathaniel Benchley

Paul Revere and the Bell Ringers by Jonah Winter

A Picture Book of Paul Revere by David A. Adler

The Fighting Ground by Avi

George Vs. George: The American Revolution as Seen From Both Sides by Rosalyn Schanzer

Guns for George Washington by Seymour Reit

If You Lived at the Time of the American Revolution by Kay Moore

Phoebe the Spy by Judy Berry Griffin

The Secret Soldier by Ann McGovern

Sophia's War: A Tale of the Revolution by Avi

George Washington's Socks by Elvira Woodruff

George Washinton's Spy by Elvira Woodruff

Give Me Liberty by L.M. Elliott

The Keeping Room by Anna Myers

Midnight Rider by Joan Hiatt Harlow

Mr. Revere and I by Robert Lawson Secret Weapons: A Tale of the Revolutionary War by Johann Wyss

Sybil Ludington's Midnight Ride by Marsha Amstel

Washington's War by Stacia Deutsch

And Then What Happened Paul Revere? by Jean Fritz The Birth of the United States by Linda Crotta Brennan

Heroes of the Revolution by David Adler

Let it Begin Here! by Dennis Fradin

A More Perfect Union by Betsy Maestro

The Revolutionary War by Josh Gregory

Shh!! We're Writing the Constitution by Jean Fritz

Voices of the American Revolution by Lois Miner Huey

Who Was George Washington? by Roberta Edwards

When Washington Crossed the Delaware by Lynne Cheney

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"
- Post It Parking Lot - students demonstrate understanding by responding with a quick jot on a PIN on a shared class chart

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time

- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of leveled strategy cards
- Assistance in maintaining
- Appropriate leveled partners
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Speech to text on Google
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback in Reader's Response notebook and verbally
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text (with the transcript provided)
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Leveled book clubs

Working toward Grade 5 and 6 goals on Student Response Rubrics