

Fourth Grade Reading

Curriculum/Content Area: Reading	Course Length: One Year
Course Title: Fourth Grade Literacy	Date last reviewed: 2013
Prerequisites: N/A	Board approval date:
<p>Primary Resource: Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Through these units, children will delve into complex texts and see significance in details. Children will study the complexity of characters and explore themes while developing skills such as inference and interpretation. Children will form research teams to delve into topics about extreme weather and natural disasters while developing their skills in cross-text synthesis, practicing close reading, comparing and contrasting, and evaluating sources to determine credibility. Children take on the challenge of researching history and study multiple points of view, support a position with reasons and evidence, tackle complex texts, and learn strategies for using new domain-specific words. Children will also practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading.

Priority Standards - Anchor Standards
<p>Wisconsin Standards for English Language Arts</p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p>WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p>WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>K-1</i></p>

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - Fourth Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WI.ELA.SL1: 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1 - Interpreting Characters: The Heart of the Story

Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 	<ol style="list-style-type: none"> 1. How can use all I've learned about selecting books, building stamina and volume, and comprehending to outgrow myself as a reader? 2. How can I develop ideas about characters based on all that I know about them and grow and change my theories and ideas by having deep conversations with my peers rooted in the book? 3. How can I can push myself to have deeper thoughts across a book and beyond a book to grow interpretations about the book and the world?

Standards

Priority Standards - Fourth Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.SL1: 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.

- e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on

successive readings.

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 2, Session 7: Reading to Develop Defensible Ideas about Characters*
- *Bend 2, Session 8: Developing Significant Ideas*
- *Bend 2, Session 9: Growing Grounded, Significant Ideas*
- *Bend 2, Session 13: Grounding Evidence Back in the Text*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 2, Session 7: Reading to Develop Defensible Ideas About Characters*
- *Bend 2, Session 8: Developing Significant Ideas*
- *Bend 2, Session 9: Finding Meaning in Repeated Details*
- *Bend 2, Session 11: Finding Complications in Characters*
- *Bend 3, Session 18: Finding Meaning in Recurring Images, Objects and Details*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.4.4)

- *Bend 1, Session 2: Taking Responsibility for Reading Lots of Within-Reach Books*

I can read and understand a variety of kinds of texts written for fourth graders. (R.4.10)

- *All Lessons*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.4.1)

- *Bend 2, Session 7: Reading to Develop Defensible Ideas about Characters*
- *Bend 2, Session 12: Debating to Prompt Rich Book Conversations*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *Bend 1, Session 6: Using Partners to Lift the Level of Your Work*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 2, Session 12: Debating to Prompt Rich Book Conversations*

I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.3.a.4)

- *Bend 1, Session 2: Taking Responsibility for Reading Lots of Within-Reach Books*

I can understand the books I read. (F.4.a.4)

- *All lessons*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Recommended Reading Mentor Texts:

- *The Tiger Rising* by Kate DiCamillo

Unit 2 - Reading the Weather, Reading the World

Enduring Understandings

1. Readers analyze texts in order to determine central ideas, key details, and themes.
2. Interpret words and phrases and to consider how word choice shapes meaning and tone of text.
3. Understand the structures of text including how sentences, paragraphs and larger portions of the text relate to each other and the whole.
4. Understand how to evaluate and integrate diverse media and format.
5. Read complex literary and informational texts independently and proficiently.

Essential Questions

1. How can I read expository texts, noticing the various ways that authors have structured those texts and using the specific text-structure of a piece to help me organize my understanding of that piece?
2. How can I apply what I know about reading literature to the job of reading narrative nonfiction?
3. How can I reread to find important ideas and questions in my notes, and then use my own notes and my rereading of the text to help me build theories about what is said, and what is suggested, in the text?

Standards

Priority Standards - Fourth Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WI.ELA.SL1: 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 1, Session 3: Text Structures Help Accentuate What Matters*
- *Bend 1, Session 7: Summary Boot Camp*
- *Bend 2, Session 11: Writing to Grow Research-Based Ideas*
- *Bend 3, Session 14: Reading and Thinking Across Two Topics*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 2, Session 9: Synthesis*
- *Bend 2, Session 11: Writing to Grow Research-Based Ideas*
- *Bend 3, Session 15: Seeking Out Patterns and Relationships*
- *Bend 3: Session 16: New Topics Lead to New Investigations*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.4.4)

- *Bend 1, Session 6: Tackling Tricky Vocabulary*
- *Bend 2, Session 12: Don't Skip the Hard Stuff*

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 3, Session 18: Evaluating Sources*
- *Bend 3, Session 19: Reading Closely, Thinking Deeply*
- *Bend 3, Session 20: Analyzing Craft*

I can provide reasons that are supported by facts and details. (W.4.4)

- *Bend 1, Session 3: Text Structures Help Accentuate What Matters*
- *Bend 2, Session 8: Planning for a Research Project*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *Bend 3, Session 14: Reading and Thinking Across Two Topics: Comparing and Contrasting*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 3, Session 16: New Topics Lead to New Investigations*

I can read and understand a variety of kinds of texts written for fourth graders. (R.4.10)

I can understand the books I read. (F.4.a.4)

- *All lessons*

I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.3.a.4)

- *Bend 1, Session 6: Tackling Tricky Vocabulary*
- *Bend 2, Session 12: Don't Skip the Hard Stuff*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources	
Recommended Reading Mentor Texts: <ul style="list-style-type: none"> • <i>Everything Weather</i> by Kathy Furgang • <i>Hurricane & Tornado</i> by Jack Challoner 	

Unit 3 - Making Meaning From Poetry & Poetic Craft

Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text 2. Readers analyze texts in order to determine central ideas, key details, and themes. 3. The structures of text including how sentences, paragraphs and larger portions of the text relate to each other and the whole 4. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text. 	<ol style="list-style-type: none"> 1. How can I read new poems, examining all the elements that go into creating poetry while also holding on to and making meaning? 2. How can I find poetic lines or passages in my independent reading and pause to think about how these parts connect to something important in the story? 3. How can I challenge myself to look at poems more deeply, noticing how the parts go together to create images and meaning? 4. How can I read a novel and think across powerful parts, noticing how they build to develop deeper meaning? 5. How can I keep thinking about images and themes from poetry when reading other texts? 6. How can I celebrate the person I've become as a reader of poetry (someone who sees the world in new ways) and how can I share the gift of poetry with other people?

Standards

Priority Standards Fourth Grade
Wisconsin Standards for English Language Arts
WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WI.ELA.SL1: 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Learning Targets

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 2, Session 7: All Parts of a Poem Work Together to Make Meaning*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 1, Session 3: Noticing Mood*
- *Bend 2, Session 8: Rereading to Help with Synthesizing*
- *Bend 2, Session 9: Creating Mental Images*
- *Bend 2, Session 10: Re-Thinking the World Around Us*
- *Bend 2, Session 11: Poem Endings Offer Insight*
- *Bend 2, Session 12: Theme*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.4.4)

- *Bend 1, Session 6: Figuring Out Meaning of Hard Words*

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 1, Session 1: Paying Attention to Form, Structure, Style, and Mood*
- *Bend 1, Session 2: Noticing Figurative Language, Intense Imagery, or Repetition*
- *Bend 1, Session 5: Poets Play with Language to Create Rhyme and Rhythm*
- *Bend 2, Session 11: Poem Endings Offer Insight*
- *Bend 2, Session 12: Theme*
- *Bend 3, Session 16: Knowing the Lines By Heart*

I can read and understand a variety of kinds of texts written for fourth graders.

I can understand the books I read. (F.4.a.4)

- *All Sessions in Unit*

I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.3.a.4)

- *Bend 1, Session 6: Figuring Out Meaning of Hard Words*

I can read out loud and say the words correctly. (F.4.b.4)

I can read with the same speed I talk. (F.4.b.4)

I can read with expression. (F.4.b.4)

- *Bend 1, Session 4: Paying Attention to How a Poem Sounds*

Assessment Evidence	
Performance Assessment Options May include, but are not limited to the following: <ul style="list-style-type: none"> • 	Other assessment options May include, but are not limited to the following: <ul style="list-style-type: none"> •
Digital Tools & Supplementary Resources	
Recommended Reading Mentor Texts: <ul style="list-style-type: none"> • <i>The Hippopotamus</i> by Ogden Nash • <i>Dust of Snow</i> by Robert Frost • <i>Hope is a Thing of Feathers</i> by Emily Dickinson • <i>The Traveling Onion</i> or <i>Valentine for Ernest Mann</i> by Naomi Shihab Nye 	

Unit 4 - Author Study Reading Like a Fan	
Enduring Understandings	Essential Questions
Students will be able to <ol style="list-style-type: none"> 1. understand that readers analyze texts in order to determine central ideas, key details, and themes. 2. understand that readers analyze texts to determine how and why individuals, events and ideas develop and interact. 3. understand how to interpret words and phrases and to consider how 4. word choice shapes meaning and tone of text. 5. read complex literary and informational texts independently and proficiently. 	<ol style="list-style-type: none"> 1. How can the work I do in studying multiple books by the same author lead me on the path to becoming a lifelong reader? 2. How can I come to know an author better? 3. How can reading multiple books by the same author help me learn more about the author's craft? 4. How does becoming an expert on an author help me as a reader? 5. How can knowing an author help me make plans as a reader?
Standards:	
Priority Standards - Fourth Grade <u>Wisconsin Standards for English Language Arts</u> WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. WI.ELA.SL1: 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. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 1, Session 5: Supporting Theories with Evidence*
- *Bend 2, Session 13: Details Matter!*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 1, Session 2: Learning Lessons*
- *Bend 1, Session 3: Characters' Reactions to Conflict*
- *Bend 1, Session 7: Comparing and Contrasting Characters*
- *Bend 1, Session 8: Comparing and Contrasting Setting*
- *Bend 2, Session 12: Symbolism*
- *Bend 2, Session 13: Comparing and Contrasting Symbols*
- *Bend 2, Session 14: Finding Significance in Titles*
- *Bend 3, Session 17: Considering Characters' Decisions*

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 2, Session 9: Effective Passages*
- *Bend 2, Session 10: Structuring Writing*
- *Bend 2, Session 11: Using Author's Style to Imagine Missing Scenes*
- *Bend 2, Session 12: Symbolism*
- *Bend 3, Session 15: Lessons and Themes*
- *Bend 3, Session 16: Comparing and Contrasting an Author's Works*
- *Bend 4, Session 19: Self-Reflection*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.4.1)

- *Bend 1, Session 4: Considering Key Scenes*
- *Bend 1, Session 6: Reading Multiple Books by an Author*
- *Bend 3, Session 16: Comparing and Contrasting an Author's Works*
- *Bend 4, Session 18: Favorite Passages*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.4.1)

- *Bend 1, Session 4: Considering Key Scenes*
- *Bend 1, Session 7: Comparing and Contrasting Characters*
- *Bend 1, Session 8: Comparing and Contrasting Setting*
- *Bend 2, Session 13: Comparing and Contrasting Symbols*

- *Bend 3, Session 16: Comparing and Contrasting an Author's Works*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 1, Session 5: Theories About Characters*
- *Bend 2, Session 12: Symbolism*
- *Bend 2, Session 14: Finding Significance in Titles*
- *Bend 4, Session 18: Favorite Passages*

I can read and understand a variety of kinds of texts written for fourth graders. (R.4.10)

I can understand the books I read. (F.4.a.4)

- *All Sessions in Unit*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Unit 5 - Reading History: American Revolution

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Readers analyze texts to determine how and why individuals, events and ideas develop and interact.
4. Point of view affects the content and style of a text.
5. Two or more texts can be analyzed and compared to build knowledge on similar themes or topics.
6. Read complex literary and informational texts independently and proficiently.

Essential Questions

1. How can I use all that I know about nonfiction reading and research to learn about a historical time period?
2. How can I understand what I read, aware not just of the content but also of the structure and of reasons why that structure is a good one for carrying the content?
3. How can I organize a learning life that allows me to read across multiple texts, studying an aspect of a historical time period from multiple perspectives?
4. How can I build theories from studying multiple perspectives on a topic?
5. How can I start to see how various authors approach the same topic differently, swaying their readers to think in particular ways?
6. How do I want to sway people learning from me?

Standards

Priority Standards - Fourth Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WI.ELA.SL1: 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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 1, Session 4: Note Taking on What's Really Important*
- *Bend 1, Session 5: Support Readers Who Struggle to Extract Information from Nonfiction Texts*
- *Bend 1, Session 7: Readers Synthesize Information from Primary Sources Into Their Notes*
- *Bend 2, Session 11: Readers Build Their Case with Plenty of Evidence*
- *Bend 3, Session 14: Using the Learning Progression to Lift the Level of Summarization*
- *Bend 3, Session 16: Readers Study All Parts of a Text to Determine Main Idea*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 1, Session 5: Synthesizing Across Texts*
- *Bend 1, Session 6: Synthesizing Point of View*
- *Bend 2, Session 11: Readers Find and Angle Evidence to Support their Claim*
- *Bend 3, Session 19: Questioning and Hypothesizing to Reach Deeper Conclusions*
- *Bend 3, Session 20: Reading History for Universal Messages & for Meaning*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.4.4)

- *Bend 3, Session 15: Strategies for Tackling Increasingly Complex Texts*
- *Bend 3, Session 18: Developing a Richer Conceptual Knowledge of Key Vocabulary*

I can explain the author's goal when using words or phrases that stand out. (R.4.4)

- *Bend 1, Session 2: Readers Use Text Structures*
- *Bend 1, Session 6: The Role of Emblematic Detail in Nonfiction*
- *Bend 2, Session 10: Recognizing Different Perspectives*

I can provide reasons that are supported by facts and details. (W.4.4)

- *Bend 1, Session 4: Note Taking on What's Really Important*
- *Bend 1, Session 5: Support Readers Who Struggle to Extract Information from Nonfiction Texts*
- *Bend 1, Session 7: Readers Synthesize Information from Primary Sources Into Their Notes*
- *Bend 2, Session 11: Readers Build Their Case with Plenty of Evidence*
- *Bend 3, Session 14: Using the Learning Progression to Lift the Level of Summarization*
- *Bend 3, Session 16: Readers Study All Parts of a Text to Determine Main Idea*

I can produce clear and coherent writing that is appropriate to the task, purpose, and/or audience. (W.4.4)

- *Bend 1, Session 4: Note Taking on What's Really Important*
- *Bend 3, Session 16: Reading Like a Writer*
- *Bend 1, Session 7: Readers Synthesize Information from Primary Sources Into Their Notes*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.4.1)

- *Bend 1, Session 8: Preparing to Teach Others About a Topic*
- *Bend 2, Session 12: Rehearsing a Debate*
- *Bend 2, Session 13: Debate*
- *Bend 3, Session 20: Readers Teach Others What They've Learned*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *Bend 1, Session 5: Conversation Leads to Better Understanding of Text*
- *Bend 2, Session 12: Rehearsing a Debate*
- *Bend 2, Session 13: Debate*
- *Bend 3, Session 15: Encouraging Text Citations in Conversation*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.4.1)

- *Bend 1, Session 5: Conversation Leads to Better Understanding of Text*
- *Bend 2, Session 12: Rehearsing a Debate*
- *Bend 2, Session 13: Debate*
- *Bend 3, Session 19: Questioning to Reach Deeper Conclusions*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 2, Session 12: Rehearsing a Debate*
- *Bend 2, Session 13: Debate*
- *Bend 3, Session 18: Readers Learn Vocabulary from Each Other*
- *Bend 3, Session 20: Readers Teach Others What They've Learned*

I can read and understand a variety of kinds of texts written for fourth graders.

I can understand the books I read. (F.4.a.4)

- *All Session in Unit*

I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.3.a.4)

- *Bend 3, Session 15: Strategies for Tackling Increasingly Complex Texts*
- *Bend 3, Session 18: Developing a Richer Conceptual Knowledge of Key Vocabulary*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Reading Mentor Texts:

- *Liberty! How the Revolutionary War Began* by Lucille Recht Penner
- *The Revolutionary War* by Josh Gregory
- *The Split History of the American Revolution: A Perspectives Flip Book* by Michael Burgan
- *The American Revolutionaries: A History In Their Own Words, 1750-1800* by Milton Meltzer, Ed.
- *King George: What Was His Problem?* by Steve Sheinkin

Unit 6 - Historical Fiction Book Clubs

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. Readers analyze texts to determine how and why individuals, events and ideas develop and interact.

Essential Questions

1. How can I rise to the challenge of reading a historical fiction text with all of its complexities, making note of the complicated dimensions of the genre?
2. How can I read in a way that lets me trace themes in these stories that relate across time, place and texts?
3. How can I help my students get lost in the grand drama of historical fiction while also

4. Point of view affects the content and style of a text.
5. Two or more texts can be analyzed and compared to build knowledge on similar themes or topics.
6. Read complex literary and informational texts independently and proficiently.

- attending to the challenging work of tracing setting plot and characters across a text?
4. How can I develop a deeper understanding of the characters and setting by learning about that period in time?
 5. How can I help my students draft and revise their interpretations based on their growing understanding of both the story and the interpretation itself?
 6. How can I write the story of my own reading- noticing things in the text that perhaps no one else notices, thinking and questioning what I see, letting nonfiction spark new ideas? How can I help my students read so they learn lessons which influence their understanding of not only the world in their book, but also of their world?

Standards:

Priority Standards - Fourth Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.SL1: 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.

- e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- f. Follow agreed-upon rules for discussions and carry out assigned roles.
- g. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- h. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- d. Read on-level text with purpose and understanding.
- e. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

I can explain what the text actually says by referring to details and examples. (R.4.1)

- *Bend 1, Session 2: Monitoring for Sense*
- *Bend 2, Session 5: Making Significance*
- *Bend 2, Session 6: Seeing Big Ideas in Small Details*

I can make an inference from the text, referring to details and examples. (R.4.1)

- *Bend 1, Session 3: Thinking Across Timelines*
- *Bend 1, Session 4: Characters' Perspectives are Shaped by Their Roles*
- *Bend 2, Session 6: Seeing Big Ideas in Small Details*
- *Bend 2, Session 7: Determining Themes*
- *Bend 2, Session 8: Deepening Interpretation through Collaboration & Close Reading*
- *Bend 3, Session 16: Finding Thematic Connections Across Texts*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.4.4)

- *Bend 3, Session 11: Turning to Primary Sources to Better Understand History*
- *Bend 3, Session 12: Adding Background Knowledge to Deepen Understanding*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.4.1)

- *All lessons - this is a book club unit, so students are frequently meeting to discuss their ideas*

I can be a respectful participant in conversation by being responsible for contributing to my group. (SL.4.1)

- *Bend 2, Session 5: Making Significance*
- *Bend 2, Session 6: Seeing Big Ideas in Small Details*

I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. (SL.4.1)

- *Bend 2: Session 10: Self-Assessing Using Qualities of a Strong Interpretation*

I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic. (SL.4.1)

- *Bend 2, Session 8: Deepening Interpretation through Collaboration & Close Reading*

I can read and understand a variety of kinds of texts written for fourth graders.

- *All lessons*

I can understand the books I read. (F.4.a.4)

- *All lessons*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Reading Mentor Texts:

- *Number the Stars* by Lois Lowry
- *Rose Blanche* by Cristophe Gallaz

