

Overview for Grade 4 Unit 2, *Reading the Weather, Reading the World*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Learning from Texts				
<i>Start with Assessment</i>				
1	Reading and Learning with Intensity	Launching the Unit by Getting Accessible Books into Kids' Hands	Taking the Time to Share	Taking Stock and Making Resolutions
2	To Learn from Nonfiction, Readers Get Their Mental Arms around the Text	Support Previewing, Book Selection, and Monitoring for Sense	After Generating Expectations, Readers Think, "Did the text unfold as expected?"	Keeping Focused to Keep Reading Volume High
<i>A Day for Assessment</i>				
3	Text Structures Help Accentuate What Matters	Rally the Class to Do the New Work You've Launched	Readers Read in Ways that Prepare Them to Teach Others	Teaching Others and Teaching Well
4	Embracing the Challenge of Nonfiction Reading	Coach Predictable Challenges Students Might Face	Monitoring for Sense	The Challenge of Complex Nonfiction Is the Complexity
5	The Challenges Posed by Texts that Are Structured as Hybrids	Support Students as They Tackle Challenge Books and Hybrid Texts	Thinking across Hybrid Texts: How Do These Parts Go Together?	Self-Assessment with Learning Progressions
6	Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation	Readers Use the Learning Progression to Take Stock of Their Development	Reading with an Alertness to Idioms and Figurative Language	Making Sense of Statistics
7	Summary Boot Camp	Support the Way Kids Are Summarizing with Differentiated Instruction	Stop—and Summarize!	Using the Learning Progression to Be Your Own Best Teacher
BEND II: Launching a Whole-Class Research Project				
8	Planning for a Research Project	Supporting Critically Important Work, Reading with Awareness of Text Structures	Readers Take Stock of Their Reading Behaviors	Rereading and Revising Notes so They Match Text Structure
9	Synthesis	Transition Students from Planning to Previewing to Getting to Work	Synthesizing Contradictory Information across Texts	Using Transitional Phrases to Synthesize and Teach
10	Reading Various Types of Texts			
11	Writing to Grow Research-Based Ideas	Nurturing Thoughtful Responses to Nonfiction Reading	Reading Responsively: Make Sure You Are Finding Gold	Conducting Collaborative Conversations
12	Don't Skip the Hard Stuff	Tackling Complex Texts through Small-Group Work	Using a Learning Progression to Self-Assess Representing and Applying Knowledge across Texts	Presentation Preparation
13	Celebration: Teaching One Another			
BEND III: Tackling a Second Research Project with More Agency and Power				
14	Reading and Thinking across Two Topics: Comparing and Contrasting	Getting Research Groups Underway	Using the Language of Comparison	Holding onto the Author's Points
15	Seeking Out Patterns and Relationships	Balance On-Going Work with New Thinking	Readers Question to Push Their Thinking Deeper	Promoting Substantive and Effective Conversations in Research Teams
16	New Topics Lead to New Investigations	Help Students to Elaborate as They Compare and Contrast	Nurturing Sparks of an Idea	Asking Bigger Questions
17	Readers Come to Texts with Their Own Agenda	Supporting Students as They Continue to Read for a Text's Main Ideas While Reading with Their Own Agenda	Writing to Capture Thinking	Research Team Conversations
18	Evaluating Sources	Support Readers Who May Struggle in Determining Facts versus Opinions; Further Evaluation Skills	Considering Authors' Point of View When Evaluating Sources	Evaluating the Agenda of Online Resources
19	Reading Closely, Thinking Deeply	Supporting Students as They Compare and Contrast across Texts	Using Goal Cards to Name What We See and to Notice More	Readers Reflect and Set New Goals
20	Analyzing Craft: Studying How Nonfiction Authors Achieve Their Goals			
21	Imagining Possibilities, Celebrating Activism			