

## Overview for Grade 4 Unit 3, *Reading History: The American Revolution*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share	
<b>BEND I: Researching History</b>				
<i>Start with Assessment</i>				
1	Researchers Orient Themselves to a Text Set	Coaching Students to Draw on All They've Learned Previously	Knowing When the Text Is Too Hard	Reading Selected Passages and Talking about Them with Other Readers
2	Readers Use Text Structures to Organize Incoming Information and Notes	Supporting Students in the Important Work of Previewing	Studying Text Structures	Seeing Relationships between New Material and Previous Research
<i>A Day for Assessment</i>				
3	Special Challenges of Researching History	Supporting Students to Use New Tools to Do New Sorts of Thinking	Constructing a Shared Timeline	Keeping Students' Energy High
4	Prioritizing: Notetaking on What's Really Important	Reading and Writing as Tools for Learning	Prioritize When Taking Notes	Ranking and Sharing Main Ideas and Supporting Information
5	Synthesizing across Texts	Support Readers Who Struggle to Extract Information from Nonfiction Texts	Supporting Elaboration with Internalized Conversations	Conversation Leads to Better Understanding of Text
6	The Role of Emblematic Detail in Nonfiction	Supporting Productive Conversations that Identify and Explore Connections	Synthesizing Point of View	Taking Stock
7	Readers Develop Strategies for Reading Primary Sources	Supporting Students in Analyzing Primary Sources	Readers Synthesize Information from Primary Sources into Their Notes	Seeking Out Primary Sources, Not Skipping Over Them
8	Readers Bring Their Topics to Life	Supporting Students' Fluency, Comprehension, and Analytical Skills	Bringing Scenes to Life	Dramatizing Nonfiction and Preparing to Teach Others about a Topic
9	A Celebration of Learning			
<b>BEND II: Preparing for Debate</b>				
10	Recognizing Different Perspectives	Recognizing How Word Choice Reveals Perspective	Understanding How Perspective Can Shape a Primary Source	Reading to Think about Two Sides of a Story
11	Readers Find—and Angle—Evidence to Support Their Claim	Searching for Evidence to Support a Position	Readers Build Their Case with Plenty of Evidence	Readers Select Their Strongest Evidence
12	Rehearsing a Debate	Preparing for Debate	Anticipating the Counterargument and Planning for Rebuttal	Debating with a Partner
13	Staging a Second Continental Congress Debate			
<b>BEND III: Engaging in a Second Cycle of Research</b>				
14	Building the Prior Knowledge that Makes Texts Accessible	Using the Learning Progression to Lift the Level of Summarization	Self-Assessing Synthesis Work	Readers Anticipate What They Will Teach Others and Find New Resources
15	Strategies for Tackling Increasingly Complex Texts	Supporting Children as They Tackle Complex Concepts and Texts	Encouraging Text Citations in Conversations	Readers Plan the Subtopics They Are Researching
16	Readers Study All Parts of a Text to Determine Main Ideas	Predictable Challenges with Determining the Main Idea	Reading Like a Writer	Focusing on Text Features
17	Readers Alter Their Strategies Based on the Kind of Text They Are Reading			
18	Developing a Richer Conceptual Knowledge of Key Vocabulary	Keep the Unit Work Going While Supporting Vocabulary Development	Using a System to Keep Track of New Vocabulary	Readers Learn Vocabulary from Each Other
19	Questioning and Hypothesizing to Reach Deeper Conclusions			
20	Reading History for Universal Messages, for Meaning	Reading Different Nonfiction Genres Differently	Noticing Patterns in History	Readers Teach Others What They've Learned