

## Overview for Grade 4 Unit 4, *Historical Fiction Clubs*

Session/Minifesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Tackling Complex Texts</b>				
<i>Start with Assessment</i>				
1	Reading Analytically at the Start of a Book	Laying the Groundwork for the Upcoming Unit	Readers Bring Everything They Know to Their Reading	Constructing Book Clubs to Do Important Work
2	Monitoring for Sense: Fitting the Pieces Together	Responding to Predictable Problems as Children Read and Talk in Clubs	Preparing for Clubs by Rereading and Attending to the Things that Pay Off	Listening to Others "Like Gold"
<i>A Day for Assessment</i>				
3	Thinking across Timelines: Fitting History and Characters Together	Rally Club Members around a Shared Goal	Readers Notice Dates in Their Books	Constructing a Class Time Line
4	Characters' Perspectives Are Shaped by Their Roles	Coach into Students' Reading as Well as into Their Clubs	Readers Use Learning Progressions to Meet Expectations	Readers Take Stock to Pinpoint How Their Work Can Get Stronger
<b>BEND II: Interpreting Complex Texts</b>				
5	Making Significance	Coaching Readers Towards Goals, Including the Goal of Thoughtful Conversations	Readers Don't Go Empty-handed to a Book Club	Readers Can Use an Artifact to Provide a Focal Point for Conversation
6	Seeing Big Ideas in Small Details	Coach Readers Who Need Help Seeing Fine-Grained Detail	Self-Assess Your Interpretation Work: Are You Doing Your Strongest Thinking?	Readers Study How Ordinary Objects Often Symbolize Big Ideas
7	Determining Themes	Be Informed by the Learning Progressions	Readers Enlarge Their Interpretations about Texts	Readers Note Different Ideas That Fit under the Tent of a Theme
8	Deepening Interpretation through Collaboration and Close Reading	Teach Readers to Pay Attention to Tone and Mood	Readers Keep Up Their Reading Pace	Readers Write Fast and Furious to Continue Their Journeys of Thought
9	Attending to Minor Characters	Seeing Whole Texts, Rather than Small Sections, in a Fresh Light	Readers Add to and Revise Their Thinking, Using Post-its to Help Track New Thoughts	Raising the Level (Right Now!) of Our Thinking About Perspective
10	Self-Assessing Using Qualities of a Strong Interpretation	Lead Small Groups to Help Readers Progress on the Determining Themes Strand	Readers Carry Friends' Voices and Interests	Readers Revise Their Interpretations by Examining Every Word
<b>BEND III: The Intersection of Historical Fiction and History</b>				
11	Turning to Primary Sources to Better Understand History	Studying Images to Learn about History	Synthesizing Images into Stories	Understanding a Person's Perspective
12	Turning Reading into a Project: Add Background Information to Deepen Understanding	Supporting Readers as They Grow Ideas	Synthesizing Across Texts—and Across Units of Study	Drawing on All You Know to Rehearse for a Club Talk
13	Readers Learn History from Historical Narratives			
14	Some People's Perspective is Not All People's Perspectives	Moving Back and Forth between Historical Fiction and Nonfiction: Grounding Ideas in Text and in History	Character's Perspectives on Change	Readers Don't Skip the Descriptive Parts
15	Seeing Power in Its Many Forms	Consolidating the Year	Thinking about Endings as a Way to Think Part: Whole	Readers Pause to Think at the Ends of Their Books
16	Finding Thematic Connections across Texts	Moving from Literal to Abstract Thinking and to Contrasting as well as Comparing	Common Themes across Books May Be Developed in Different Ways	Readers Combine and Recombine Books, Creating Real and Imagined Text Sets
17	Celebration			