

## Overview for Grade 4 Unit 3, *Bringing History to Life*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>BEND I: Informational Books: Making a Conglomerate of Forms</b>				
1	Getting the Sense of Informational Books	Organizing Notes and Angling the All-About	Making an Overall Plan and Organizing Note-Taking	Sharing Notes to Gather More Information
2	Planning the Structure of Writing	Choosing and Writing within a Structure	Keep Going: Writing with Volume, Even When Your Information Is Shaky	Checking Writing for Breadth and Transition Words
3	Planning and Writing with Greater Independence	Predictable Problems for Researching and Note-Taking	Researching for All Sections, Not Just the Next Section	Organizing Your Notes and Creating a To-Do List
4	Teaching as a Way to Rehearse for Information Writing	Coaching Listeners	Teaching Others Should Prime the Pump of Your Writing	Self-Assessment and Goal-Setting
5	Elaboration: The Details that Let People Picture What Happened Long Ago and Far Away	Conducting Research on the Internet	Coaching Writers to Grow Ideas about Their Notes	Studying Pictures to Gather More Details about a Time Period
6	Bringing Information Alive: Stories inside Nonfiction Texts	Planning and Launching into Drafting	Adding Historical Details to Stories	Learning from Classmate's Writing
7	Essays within Information Texts	Essay-Planning Reminders	The Glue that Links Claims, Reasons, and Evidence: Transition Words	More Head-Down Writing Time
8	Letter to Teachers: Taking Stock and Setting Goals: A Letter to Teachers			
<b>BEND II: Writing with Greater Independence</b>				
9	Writers Plan for Their Research	Planning the Sequence of Your Instruction: Topic Choice, Tables of Contents, and Research Plans	Moving On after Planning: Note-Taking	Creating Topic-Based Partnerships
10	The Intense Mind-Work of Note-Taking	Supporting Intertextual and Cross-Text Synthesis	Asking "Why?" and Saying "This Reminds Me of . . ." Can Help Nonfiction Researchers Grow—and Communicate—Meaning	Assessing Note-Taking
11	Letter to Teachers: Drafting Is Like Tobogganing: First the Preparation, the Positioning . . . Then the Whoosh!			
12	Developing a Logical Structure Using Introductions and Transitions	Planning Small-Group Work to Help Writers Organize	Reminding Students to Make a Plan	Writing Conclusions: Wrapping Up the Tour
13	Text Features: Popping Out the Important Information	Using Text Features Purposefully	Writers Work to Ensure They've Highlighted What Is Most Important—and Revise Accordingly	Testing that Text Features Highlight What Is Most Important
14	Quotations Accentuate Importance: Voices Chime In to Make a Point	Growing Ideas: The Three-Column Approach	Drawing on Everything You Know about Information Writing—Especially What You Know about Structure	Keep on Writing!
15	Letter to Teachers: Using All We Know to Craft Essay and Narrative Sections			
16	The Other Side of the Story	Keeping Engagement and Productivity High	Historical Details Are What Allow Stories into the Genre	The Power of Multiple Perspectives
17	Letter to Teachers: Self-Assessment and Goal Setting: Taking on New Challenges			
<b>BEND III: Building Ideas in Informational Writing</b>				
18	Information Writing Gives Way to Idea Writing	Using Freewriting to Grow Ideas	Historians Grow Ideas by Comparing and Contrasting	Discussion Ideas to Rehearse for Writing
19	Digging Deeper: Interpreting the Life Lessons that History Teaches	Coming Up with Life Lessons	Uncovering Deeper Ideas about Historical Figures by Asking, "What Did This Person Really, Really Stand For?"	Adding Powerful Notebook Writing to Your Drafts
20	Using Confusions to Guide Research	"What Do You Really Want to Know?": Finding Worthwhile Questions	No More Needy Rabbits	Note-Taking: Reflecting, Taking Stock, and Setting New Goals
21	Questions without a Ready Answer	Nudging Students toward Publication	Revising by Taking Away	Sharing Big Ideas: Creating a Living Text
22	Letter to Teachers: Editing			
23	Letter to Teachers: A Final Celebration: An Expert Fair			