

## ELA Curriculum Grade 4

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	Grade 4		
<b>Unit of Study</b>	Unit 5: Reading History: The American Revolution (Book 3)/Bringing History to Life (Book 3)		
<b>Pacing</b>	<p>April - May</p> <p>This content should be taught at the end of Grade 4. The reading &amp; writing topics unfold over 20 &amp; 23 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p> <p>This unit does not require students to have in-depth knowledge about the American Revolution, migration, geography/climate, or region post-WWII. The more background knowledge they have the richer their writing will be. Flooding students with images and information prior to the unit beginning will only make their writing stronger. Consider having students create a tab in their Writer's Notebook where they collect information and images about this time period and use it as a reference during the unit.</p> <p><a href="#">A User's Guide for Reading History: The American Revolution and Bringing History to Life</a></p>		
<b>Unit CT Core Content Standards</b>			
<b><u>Reading Foundational Skills</u></b>			
<p><b>RF.4.3:</b> Phonics &amp; word recognition: Use combined knowledge to accurately read unfamiliar multisyllabic words in and out of context</p> <p><b>RF.4.4:</b> Fluency: purpose, understanding, accuracy, rate, expression, confirm or self-correct</p>			
<b>Reading:</b> <b><u>Literature and Informational</u></b>	<b><u>Writing</u></b>	<b><u>Speaking/Listening</u></b>	<b><u>Language</u></b>
<p><b><u>RI.4.1</u></b> Use details/examples to explain explicit text and draw inferences</p> <p><b><u>RI.4.2</u></b> Identify main idea using</p>	<p><b><u>W.4.2</u></b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b><u>SL.4.3</u></b> Identify reasons and evidence a speaker provides</p> <p><b><u>SL.4.4</u></b> Report on a topic, tell a</p>	<p><b><u>L.4.4</u></b> Determine/clarify meaning of unknown/multiple meaning words, Greek/Latin affixes and roots, reference</p>

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<p>key details &amp; summarize the text</p> <p><a href="#">RI.4.3</a> Explain events, ideas, procedures including what happened and why using details</p> <p><a href="#">RI.4.9</a> Integrate information from two texts on same topic</p>	<p><a href="#">W.4.8</a> Recall experiences or gather information from print or digital take notes, categorize, list sources</p> <p><a href="#">W.4.9</a> Draw evidence to support analysis, reflection, research</p> <p><a href="#">W.4.10</a> Write over short and extended time frames for specific task, audience, purpose</p>	<p>story/experience in organized manner using facts and details at understandable pace</p>	<p>materials for pronunciation and precise meaning</p> <p><a href="#">L.4.5</a> Figurative language, Word relationships &amp; nuances, simple similes, metaphors, idioms, adages, proverbs. Relate words through synonyms &amp; antonyms</p> <p><a href="#">L.4.6</a> Use words/phrases acquired through conversation/reading conversational, academic, domain-specific words for actions, emotions, states of being particular to a topic</p>
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>	
<ol style="list-style-type: none"> <li>How do readers research to build knowledge about history?</li> <li>How do readers develop and communicate a point of view about an historic account?</li> </ol>		<ol style="list-style-type: none"> <li>Readers begin building knowledge about an era by reading accessible texts (including primary sources) and paying attention to text structures in order to organize their notes and thinking. Readers synthesize new information into what they already know, paying special attention - as historians do - to the people, geography, and chronology of the event they are studying.</li> <li>Readers go in search of as much information on a topic as they can - seeking to gather up all the facts and different perspectives on the same topic before taking a stance of their own. Students communicate their claim/position, reasons and evidence to</li> </ol>	

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<p>3. How do writers bring history to life?</p>	<p>support reasons through argument and debate.</p> <p>3. Historical writers generate questions, form hypotheses and research answers to these questions. They use detail, voice and punctuation to bring history to life.</p>
<p>Reading Bends</p>	<p>Writing Bends</p>
<p><a href="#"><u><i>A User's Guide for Reading History: The American Revolution and Bringing History to Life</i></u></a></p> <p><b>Bend 1:</b> Students begin research by studying the events that led up to the American Revolution - the causes of the Revolution. They start by studying a broad overview of this time in American Revolution history before choosing a more focused subtopics to research (e.g., Paul Revere, the First Continental Congress, Boston Massacre, etc.). It is important to encourage students to transfer the research skills they learned in the first nonfiction unit, <i>Reading the Weather</i>, <i>Reading the World</i> to help them navigate this new research project, while learning new skills that emphasize the special challenges inherent in the reading of history texts. This bend culminates with students sharing all they've learned about their subtopic with peers.</p> <p><b>Bend 2:</b> The second bend takes students into the world of argument and debate (suggested topic: reenactment of the debate that occurred in the Second Continental Congress over whether the colonies should separate from England). Students read and understand point of view, identifying important details and facts, angle evidence to fit an argument, and think about their position and why. This bend culminates in students engaging in debate by sharing all they learned.</p> <p><b>Bend 3:</b> This bend provides an opportunity for students to pick a new subtopic to research by reading easier texts in that topic so they are prepared for reading harder texts. Students work</p>	<p>*Most of the time in this unit is spent writing, not researching. This makes it especially important that students rely on research they have already done.</p> <p><b>Bend 1:</b> In this bend, students will use all they learned in third grade (boxes and bullets, introduce a topic, group related information, develop the topic, elaborate with facts, definitions and details) to write two information chapters with one being more broad (All About the American Revolution) and one being more focused. The bend ends with students having written a small book with a few different chapters that each focus on writing in a different genre.</p> <p><b>Bend 2:</b> This bend focuses on students narrowing in on a subtopic of their choice; some will choose new topics to research and others will use ones they have already researched on. The use of historical details, text features and quotations becomes a main focus of this bend.</p> <p><b>Bend 3:</b> In this bend, students move from organizing information to developing their own ideas about information by generating questions, forming hypotheses and researching answers to these questions. Students consider themes, lessons, and different points of view before concluding the unit with an expert fair to teach others what they have learned.</p>

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<p>with topic-based partners to plan for what and how they will read. Students transfer all they know about interpretation to their work with the American Revolution to deepen understanding and identify lessons learned from the past. If you are teaching <i>Bringing History to Life</i> alongside this unit, students will move into Bend II of that unit.</p>	
<b>Teaching Points</b>	
<b>Reading</b>	<b>Writing</b>
<p><b>Bend I:</b></p> <ol style="list-style-type: none"> <li>1. Plan for research by identifying subtopics across a text set</li> <li>2. Use text structure to organize reading</li> <li>3. Pay attention to who, where, and when to organize historical information</li> <li>4. Record only the important information when taking notes</li> <li>5. Synthesize information across texts (e.g., How does this connect to what I already learned? Does this add on to what I learned earlier? Does this change what I learned earlier?)</li> <li>6. Pay attention to details that reveal tone and point of view</li> <li>7. Use strategies to read primary sources</li> <li>8. Use factual knowledge to imagine and bring to life the historical scene</li> <li>9. Celebration of learning: teach all you know about a topic</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>10. Seek out multiple points of view to more completely understand historic accounts</li> <li>11. Find and use evidence to support your claim or point of view</li> <li>12. Debate by stating a position, providing reasons and evidence to support reasons</li> <li>13. Celebration of learning: debate</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>14. Read easier texts to build background knowledge before reading more challenging texts</li> <li>15. Use strategies to read complex texts (e.g., preview the text, chunk the text, pause to paraphrase what you just read, after reading a chunk ask: “Does this go with</li> </ol>	<p><b>Bend I:</b></p> <ol style="list-style-type: none"> <li>1. Form a plan for your writing by imagining the parts and the whole</li> <li>2. Choose a structure that makes sense for your entire piece of writing</li> <li>3. Take skills and strategies you already know and apply them more independently</li> <li>4. Know your audience and write for them</li> <li>5. Include details that paint a picture of what happened a long time ago</li> <li>6. Think about central character, setting and a problem while you write</li> <li>7. Use what you already know (structure, thesis, use facts to support and develop an idea) and apply new strategies as well (finding information in books, angling point of view)</li> <li>8. Reflect on your writing and ask: am I getting better at this, what do I need to work on next, how can I keep growing as a writer?</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>9. Make plans for your research</li> <li>10. Take notes during research</li> <li>11. Draw on all you know about informational writing/books to write fast and furious</li> <li>12. Begin your “information tour” with an introduction and an overview</li> <li>13. Use text features to highlight what you are trying to say</li> <li>14. Include quotations in your writing for a specific purpose</li> <li>15. Use your backpack of tools to craft essay and narrative sections</li> </ol>

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<p>what I just read or is this something new?)</p> <ol style="list-style-type: none"> <li>16. Study all parts of a text to determine main idea (including introductions, conclusions and text features)</li> <li>17. Alter strategies based on the kind of text you are reading (e.g., Ask: “What do I know about strategies for reading this sort of text?”)</li> <li>18. Figure out and understand the meaning and use of unknown words</li> <li>19. Use what you know about a topic to hypothesize possible answers to questions without clear answers</li> <li>20. Use what you know to figure out the big lessons that can be learned from the past</li> </ol>	<ol style="list-style-type: none"> <li>16. Ask, “What are some other sides to the story?” when trying to understand an event in history</li> <li>17. Self assess and set goals</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>18. Develop your own ideas about the research you have done</li> <li>19. Think about what life lessons a story will tell and then write about them</li> <li>20. Turn your wonderings into research questions to learn a lot about a topic in a little amount of time</li> <li>21. Use research and knowledge to create answers for questions without ready answers</li> <li>22. Use commas in your writing to highlight what is important</li> <li>23. Celebration</li> </ol>
<b>Word Study Topics</b>	
<p><a href="#">Words Their Way Scope and Sequence</a></p> <p>This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.</p> <p>When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to Words Their Way <a href="#">Words Their Way: Word Study in Action</a></p> <p>Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.</p>	
<p><b>Evidence of Learning - Assessment</b></p> <p><a href="#">TC High Leverage Reading Assessment</a></p> <p><i>*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.</i></p>	
<p><b>Smarter Balanced Assessment Resources</b></p> <p>The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:</p> <p><a href="#">Smarter Balanced Brief Write Rubrics</a> (3-11)</p> <p><a href="#">Smarter Balanced Narrative Performance Task Writing Rubric</a> (Grade 3-8)</p> <p><a href="#">Smarter Balanced Informational Performance Task Writing Rubric</a> (Grade 3-5)</p>	

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[Smarter Balanced Opinion Performance Task Writing Rubric](#) (Grade 3-5)

**Smarter Balanced Interim Blocks**

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

**Unit-aligned Smarter Balanced Interim Assessment Block (IAB)\*:**

**IAB - ELA Grade 4-Research and IAB-ELA Grade 4- Language and Vocabulary Use-**  
[CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

*\*Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support the creation of unit- and standard-aligned items for instructional use.*

<b>Pre/Post Assessment</b>	<b>Interim Assessment</b>	<b>Additional Evidence of Learning</b>
<p>Reading:</p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Instructions*</a></li> <li>● <a href="#">Preassessment*</a></li> <li>● <a href="#">Preassessment Sample Responses*</a></li> <li>● <a href="#">Postassessment*</a></li> <li>● <a href="#">Postassessment Sample Responses*</a></li> <li>● <a href="#">Student Rubric*</a></li> <li>● <a href="#">Learning Progression*</a></li> </ul> <p>Writing:</p> <p><a href="#">Pre-assessment/ Post-assessment on-demand prompt*</a>            (students are ready for this unit if they are performing solidly at the third-grade level)</p> <ul style="list-style-type: none"> <li>● <a href="#">4th Grade Information Writing Checklist*</a></li> <li>● <a href="#">Writing developed</a></li> </ul>	<ul style="list-style-type: none"> <li>● Running Records* (including Checklist of Reading Behaviors)</li> <li>● <a href="#">WPM rate benchmark chart</a></li> <li>● <a href="#">Analyzing Author's Craft strand of the Informational Reading Learning Progression*</a></li> <li>● <a href="#">Writing Learning Progression*</a></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● Observation of small group work</li> <li>● <a href="#">F&amp;P Continuum of Literacy Question Stems by GRL</a></li> <li>● <a href="#">Exit tickets</a></li> <li>● <a href="#">Daily reading log sheet</a></li> <li>● <a href="#">Homework</a> for sessions</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Student work: One or more student work samples for each writing session*</li> <li>● Conferring notes</li> <li>● <a href="#">Information Writing Conferring Scenario Chart*</a></li> </ul>

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<p><a href="#">through the Progression*</a></p> <ul style="list-style-type: none"> <li>● <a href="#">Information Writing Rubric*</a></li> <li>● <a href="#">Information Writing Student Samples*</a></li> </ul>		<ul style="list-style-type: none"> <li>● Observation of small group work</li> <li>● <a href="#">Grade 4 Information Writing Checklist*</a></li> </ul>
<b>Learning Plan</b>		
<b>Researched-based Instructional Resources and Methods</b>		
<p>The reading and writing workshop model is a <a href="#">researched-based instructional model</a>.</p> <p>See <i>A Guide to the Reading Workshop Model: Intermediate Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann online resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> <li>● the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link</li> <li>● the architecture of a conference and small group work: mid-workshop teaching</li> <li>● share/whole group processing</li> <li>● setting up and Provisioning the Reading Workshop</li> </ul> <p>The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
<b>Anchor Charts</b>		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
<b>Reading</b>	<b>Writing</b>	
<p>Launching a Research Project <a href="#">Color</a> / <a href="#">B&amp;W</a></p>	<p>Getting Ready to Write an Informational Book <a href="#">Color</a> / <a href="#">B&amp;W</a></p> <p>Strategies History Researchers Use to Grow Ideas as They Research <a href="#">Color</a> / <a href="#">B&amp;W</a></p>	
<b>Instructional Moves</b>		
<p>Bauman, L.; Burke, James (Jim) R. (Robert). 2014. <i>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>		
<b>Possible Student Challenges</b>	<b>Teacher Moves</b>	
<p>Comparing and contrasting the most important points and key details presented in two texts on</p>	<p>1. Have students read two different texts on the same topic and take notes in a two-</p>	

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the same topic	<p>column format, drawing arrows and lines to connect the information that is the same.</p> <ol style="list-style-type: none"> <li>2. Refer to the table of contents in two books on the same topic to identify the topics each address. Guide students to notice the similarities and differences, and discuss what may have led each author to include or leave out certain information.</li> </ol>
Using language that pertains to time, sequence, and cause/effect	<ol style="list-style-type: none"> <li>1. Using a shared text, model how to discern if the text is organized in time, sequence, or cause/effect. Highlight key terms in the text and discuss how these are specific to that technique.</li> <li>2. Create a chart of key language that lets students know that two pieces of information, ideas, concepts, or events are being compared (e.g., <i>but</i>, <i>however</i>, <i>in contrast</i>).</li> <li>3. Teach students how to use highlighting or color-coding to identify and delineate the different key language.</li> </ol>
Presenting information and findings so that listeners can follow	<ol style="list-style-type: none"> <li>1. Identify for students the key elements that they should include in the speech they will give.</li> <li>2. Give students a tool, such as a graphic organizer that they can use to plan; they should use this tool, however, only after they have generated many possible ideas about what they might say about their findings on a topic.</li> </ol>
Speaking clearly at an understandable pace	<ol style="list-style-type: none"> <li>1. Have students practice with partners, giving feedback as they share.</li> <li>2. Record or video students practicing speeches and let them listen to their pacing.</li> </ol>
Drawing evidence from informational texts	<ol style="list-style-type: none"> <li>1. Model for students how to draw evidence from texts. Read a shared text</li> </ol>

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	<p>together and ask an important question that you want to answer or make an interpretation about the text. Then go back to the text and highlight or code where it is answered in the text. This becomes the evidence.</p> <ol style="list-style-type: none"> <li>1. Co-construct a reflection or analysis of a shared text. Model for students how to “lift” words, lines, or phrases directly from the text to use as evidence in the piece.</li> </ol>
<b>Mentor, Demonstration, Read-aloud, Shared Texts</b> <small>*Included in the Grade 4 Trade Pack</small>	
<b>Reading</b>	<b>Writing</b>
<p>May include other similar texts of the appropriate grade level band</p> <p><b>Demonstration Texts</b></p> <p><i>*The Revolutionary War</i> by Josh Gregory (Scholastic)</p> <p><i>*Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner (Random House)</p> <p><i>Short Nonfiction for American History: The American Revolution and Constitution</i> by Anne Goudvis and Stephanie Harvey (Heinemann)</p> <p><i>George vs. George</i> by Rosalyn Schanzer (National Geographic)</p> <p><a href="#">Patrick Henry’s speech, “Give Me Liberty or Give Me Death!” video</a></p> <p><a href="#">Samuel Adams’ speech, from Liberty’s Kids, Episode #1 video</a></p> <p><a href="#">“No More Kings” video</a></p> <p><i>King George: What Was His Problem?</i> by Steve Sheinkin (Holtzbrinck Publishing)</p> <p><i>*The Split History of the American Revolution</i> by Michael Burgan (Capstone)</p> <p>“Paul Revere’s Ride” by Henry Wadsworth</p> <p><i>Longfellow The American Revolutionaries</i> by Milton Meltzer (HarperCollins)</p> <p><b>Read-Aloud Text</b></p> <p><i>*Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner (Random House)</p>	<p><b>Mentor Text</b></p> <p><i>The Revolutionary War</i> by Josh Gregory</p> <p><i>*Liberty! How the Revolutionary War Began</i> by Lucille Recht Penner</p> <p><i>The Eve of the Revolution</i> by Barbara Burt</p> <p><i>What’s the Big Idea, Ben Franklin?</i> and <i>Can’t You Make Them Behave King George</i> by Jean Fritz</p> <p>DK Eyewitness Books: American Revolution (Library Edition)</p> <p><b>Suggested Text</b></p> <p><i>What is the Declaration of Independence?</i> (What Was?)</p> <p><i>American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday</i> (Magic Tree House Research)</p> <p><i>The American Revolution for Kids: A History with 21 Activities</i> (for Kids series)</p> <p><i>Sam the Minuteman</i> (I Can Read Level 3)</p> <p><i>The Daily Life of Colonists during the Revolutionary War- History Stories for Children/Children’s History Books</i></p> <p><i>What Was the Boston Tea Party?</i></p> <p><i>George the Drummer Boy</i> ( I Can Read Level 3)</p> <p><i>*Liberty! How the Revolutionary War Began</i> (Landmark Books)</p> <p><i>If You were A Kid During the American Revolution</i></p> <p><i>*The Revolutionary War</i> (Cornerstone of Freedom)</p>

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<p><b>Suggested Texts and Resources</b>  <i>Bringing History to Life, from Units of Study in Opinion, Information, and Narrative Writing, Grade 4</i> by Lucy Calkins and Anna Gratz Cockerille  <i>The American Revolution</i> by Don Nardo (Cengage)</p> <p><b>Additional Resources</b>  pebblegonext.com  ducksters.com  newsela.com  Brain Pop  Soft Schools  Enchanted Learning  <a href="https://www.ushistory.org/">https://www.ushistory.org/</a>  Video links:  <a href="#">Liberty's Kids</a>  <a href="#">American Revolution for Kids</a>  <a href="#">Animated Maps</a></p>	<p><i>The American Revolution: Fighting for Freedom</i> (Social Studies Readers)  <i>The Fourth of July Story</i>  <i>A More Perfect Union: The Story of Our Constitution</i>  <i>The Revolutionary War: 1775-1783</i> (see American History)  <i>Letters for Freedom: The American Revolution</i></p>
<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b>  Internalize reading behaviors (preview, make predictions, anticipate)  Monitor for sense and re-reading  Process the text  Whole-class book talk</p> <p><b>Read-Aloud process:</b>  Before You Read (introduce book, title, author, wonder about the title)  As You Read (look at pictures, read with prosody, retell)  After You Read (whole class book talk)</p> <p><b>Shared reading goals</b>  Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b>  Introduce the book and key concepts  Cross-checking sources of information  Word Study  Fluency</p>	
<b>Vocabulary</b>	
*Vocabulary identified in <a href="#">Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</a>	
<b>Tier 2 (Academic Vocabulary)</b>	<b>Tier 3 (Domain Specific Vocabulary)</b>
accessible	cause and effect structure

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account	chronological structure/order of events*
analyze	comma*
audience	cross text synthesis
citation	essay
claim	historian/reading like a historian
compelling	historical timeline
debate	introduction
factual knowledge	literary essay
(over)generalizations	minor character
hypothesize	narrative*
images	paint a picture
interpretation	point of view/view (point)*
investigate	power dynamics
lense	primary source
life lessons	problem-solving structure
overview	story elements
perspective/point of view*	story/text structure
prioritize	subtopic
setting*	text features
source	text set
synthesize	theme*
visualize/mental picture*	thesis
	tone

### Suggestions for Differentiation, Scaffolding, Intervention and Enrichment

[CT Dept. of Education Evidence-based Practice Guides](#) – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”

*Up the Ladder: Assessing Grades 3-6 Writing Units of Study* books and [online resources](#)

- There are three units in the *Up the Ladder* series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the *Up the Ladder* series are shorter and simpler than those in the writing Units of Study.

Use individual student performance data to inform intervention in small group and conferring work.

#### [Effective Intervention Strategies for Teachers](#)

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking

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- Use hands-on, non-linguistic representations

#### [Meeting Students' Needs Through Scaffolding](#)

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

#### [Supporting Struggling Readers](#)

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

#### Assistive Technology

##### Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

##### Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

#### English Learners

##### [Colorin Colorado](#)

##### [CT English Learner Proficiency Standards, Linguistic Supports](#)

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing

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- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

#### Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

### **Interdisciplinary Connections**

CT Social Studies Frameworks for grade 4 supports [CCSS.ELA-LITERACY.RL.4.1](#)

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

Social Studies framework for grade 4 focuses on the Geography/Regions of the United States. When discussing the locations related to an historical account/event with students have them look for clues as to what region of the United States the story takes place and mark it on a large map. Consider how the people, places and events in the text/source they read are impacted by the industry, economy, culture and history of that particular region.

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