## Grade 4 Unit 3 Mini Lesson 1

**Unit of Study:** Reading History: The American Revolution

**Goal:** Researching History

**Teaching point:** “Today I want to remind you that readers take time to plan before plunging into a research project. Readers locate easy sources and plan to read those first. It also helps to scan for subtopics that come up again and again in the resources. If you list those subtopics, you give yourself a way to plan your reading.”

“Hoy quiero recordarles que los lectores toman tiempo para planificar antes de sumergirse en un proyecto de investigación. Los lectores encuentran fuentes fáciles y planean leerlas primero. También ayuda el explorar en busca de sub­temas que surgen una y otra vez en los recursos. Si ustedes hacen una lista de esos subtemas, encontrarán una manera de planificar su lectura.”

**Text:** Collection of books and articles on the American Revolution. Prepare a list of overview videos to share with students. If possible, provide students with Internet access to view. (see online resources)

- "The Famous Ride of Paul Revere" article (Link below)
- "Tea Troubles: The Boston Tea Party" article (Link below)
- "The Wigmaker’s Boy and the Boston Massacre" article (Link below)

**Standard:**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI. 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Page #’s** 4-11

**Anchor Charts**
- “Subtopics on the American Revolution before 1775”
- “Launching a Research Project”

**Additional Resources**
- "The Famous Ride of Paul Revere" article
- "Tea Troubles: The Boston Tea Party" article
- "The Wigmaker’s Boy and the Boston Massacre" article

**Overview videos**
- “Give me liberty, or give me death!”
- “Liberty Kids Samuel Adam’s Speech”
- “No More King”
### Grade 4 Unit 3 Mini Lesson 2

**Unit of Study:** Reading History: The American Revolution  
**Goal:** Researching History  
**Teaching point:** “Today I want to remind you that when you look over a nonfiction text thinking, ‘How is this structured?’ it helps to have a handful of optional text structures in mind. Often history texts are structured either chronologically, in a cause and effect structure, or in a problem-solution structure.”

"Hoy quiero recordarles que cuando ustedes revisen un texto de no ficción, piensen: ¿Cómo está estructurado este texto?’. Ayuda el tener en mente varias estructuras de texto opcionales. A menudo, los textos de historia se estructuran de manera cronológica, en una estructura de causa y efecto, o en una estructura de problema-solución.”

**Text:** Excerpt from *Liberty! How the Revolutionary War Began* by Lucille Recht Penner  
Transcript of Samuel Adams speech (Link below)

**Standard:** RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Page #'s** 12-21

**Anchor Charts**  
“Common Nonfiction Text Structures”  
“Launching a Research Project”  
“Subtopics on the American Revolution before 1775”

**Additional Resources**  
“Give me liberty, or give me death!” video  
Samuel Adam’s Speech video  
“Main Idea(s) and Supporting Details/Summary” Learning Progression  
Transcript of Samuel Adams speech
Grade 4 Unit 3 Mini Lesson 3

Unit of Study: Reading History: The American Revolution

Goal: Researching History

Teaching point: “Today I want to teach you that people read differently based on the discipline in which they are reading. Readers of science texts read differently than readers of history texts, because different sorts of things are important in science than in history. Researchers of history pay attention to who, where, and when.”

Hoy quiero enseñarles que la gente lee diferente en función de la disciplina que están leyendo. Los lectores de textos de ciencias leen de manera diferente que los lectores de textos de historia, ya que las diferentes clasificaciones de las cosas son más importantes en la ciencia que en la historia. Los investigadores de la historia ponen atención a quién, dónde, y cuándo.”

Text: Select a passage to read aloud from Liberty! How the Revolutionary War Began by Lucille Recht Penner, pages 3-4

Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Page #’s 23-32

Anchor Charts “Lenses to Carry When Reading History”
“Subtopics on the American Revolution before 1775”

Additional Resources “No More King!” video
Grade 4 Unit 3 Mini Lesson 4

**Unit of Study:** Reading History: The American Revolution

**Goal:** Researching History

**Teaching point:** “Today I want to remind you that researchers take notes about the big points. They also recall the details and think, ‘Does this detail go with one of the main points? Is this important?’ As you read, think, ‘How does what I’m learning fit with what I already learned? Is this a new big point? Does it fit under an existing point?’”

“Hoy quiero recordarles que los investigadores toman notas sobre los puntos importantes. También recuerdan los detalles y piensan, ‘¿Este detalle va con uno de los puntos principales?, ¿Es esto importante?’; al leer, piensan, ‘¿De qué manera lo que estoy aprendiendo encaja con lo que ya aprendí?, ¿Es este un gran punto nuevo? ¿Se ajusta esto bajo un punto existente?’”

**Text:** “Sneaky Taxes” from *Liberty! How the Revolution Began* by Lucille Recht Penner, page 6 (or another mentor text that contains information on class subtopics).

**Standard:**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Page #’s** 33-43

**Anchor Charts**

“Note-Taking from Nonfiction Books” (see text pg. 36)

“Taking Notes to Record Important Information and Explain It”

“Launching a Research Project”

“A Detail Is Important Enough to Record When...”

**Additional Resources**

“Note-Taking to Support Nonfiction Reading” checklist
Grade 4 Unit 3 Mini Lesson 5

Unit of Study: Reading History: The American Revolution

Goal: Researching History

Teaching point: “Today I want to remind you that learning is all about making connections. When you read more than one text on a topic, it is important to pause in the midst of reading the second text (or third) and think, ‘How does this connect to what I already learned? Does this add on to what I learned earlier? Change what I learned earlier?’”

"Hoy quiero recordarles que el aprendizaje se trata de hacer conexiones. Cuando ustedes leen más de un texto sobre un tema, es importante hacer una pausa en medio de la lectura del segundo texto (o tercero) y pensar, ‘¿Cómo se relaciona esto con lo que ya aprendí?, ¿Le añade a lo que había aprendido antes?, ¿Cambia lo que había aprendido antes?’"

Text: “Tax the Colonists”, p. 3 and The Split History of the American Revolution, p.4 from King George: What Was His Problem? by Steve Sheinkin

Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Page #’s 44-53

Anchor Charts “Launching a Research Project”
“Phrases that Help Synthesize Related Information”
# Grade 4 Unit 3 Mini Lesson 6

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<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading History: The American Revolution</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Researching History</td>
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</tbody>
</table>
| **Teaching point:**| "Today I want to teach you that once researchers construct a big picture of the topic by synthesizing the facts, they also record the drama of history. Often specific details will dramatize the point of view of real people in history."
|                    | "Hoy quiero enseñarles que una vez que los investigadores construyen un panorama general del tema mediante la síntesis de los hechos, ellos también registran el drama de la historia. A menudo, los detalles específicos dramatizan el punto de vista de la gente real en la historia." |
| **Text:**          | "Paul Revere's Ride" poem               |
|                    | "The Famous Ride of Paul Revere"        |
| **Standard:**      | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. |
|                    | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
|                    | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
|                    | RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. |
|                    | RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Page #'s**       | 54-63                                   |
| **Additional Resources** | "Paul Revere's Ride" poem               |
|                    | "The Famous Ride of Paul Revere"        |
|                    | “Revere and Dawes Warn of British Attack” history channel link |
Grade 4 Unit 3 Mini Lesson 7

Unit of Study: Reading History: The American Revolution

Goal: Researching History

Teaching point: “Today I want to teach you that readers of history value primary sources, and they know that just as there are strategies to draw upon when reading narrative texts or persuasive texts, there are also strategies that pay off when reading primary source documents.”

"Hoy quiero enseñarles que los lectores de historia valoran las fuentes primarias, y ellos saben que al igual que existen estrategias a recurrir cuando se leen textos narrativos o textos persuasivos, también hay estrategias que dan resultados cuando se leen documentos de fuente primaria."

Text: “The Wigmaker’s Boy and the Boston Massacre” (link below)
"Tea Troubles: The Boston Tea Party" (link below)

Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Page #’s 64-72

Anchor Charts “Questions to Ask about a Primary Source”

Additional Resources “The Wigmaker’s Boy and the Boston Massacre”
"Tea Troubles: The Boston Tea Party"
American Revolution Images
“Critical Reading” Learn Progression
**Grade 4 Unit 3 Mini Lesson 8**

**Unit of Study:**
Reading History: The American Revolution

**Goal:**
Researching History

**Teaching point:**
"Today I want to teach you that the important thing about reading history is that it requires both imagination and factual knowledge. Readers need to use their factual knowledge to help them do the imaginative work of envisioning, of putting themselves into the historical scene."

"Hoy quiero enseñarles que lo importante de leer historia es que requiere de la imaginación y del conocimiento de los hechos. Los lectores necesitan utilizar su conocimiento de los hechos para ayudarse a hacer el trabajo imaginativo de visualizar, de ponerse en el escenario de la historia."

**Text:**
Milton Meltzer’s *The American Revolutionaries*, page 110, and *The Tiger Rising* by Kate DiCamillo pages 5-6.
Quote from John Gardner’s *The Art of Fiction*.
Quote with vivid detail so kids can reenact it: Washington’s speech from Milton Meltzer’s *The American Revolutionaries*, p.110.

**Standard:**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
**RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
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.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text, summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
**RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**Page #’s**
73-80

**Additional Resources**
“Fluency from Learning Progression”
# Grade 4 Unit 3 Mini Lesson 9

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading History: The American Revolution</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Researching History</td>
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<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that when you teach someone all you have learned about a topic, your oral teaching needs to reflect all that you know about good information writing. Above all, information writing is structured - and that structure is clearly evident to your students, your ‘readers’ if you want to call them that.”</td>
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<td>&quot;Hoy quiero enseñarles que cuando ustedes enseñan a alguien todo lo que han aprendido acerca de un tema, su enseñanza oral tiene que reflejar todo lo que saben acerca de la buena escritura de la información. Por encima de todo, que la escritura de la información esté estructurada - y que la estructura sea claramente evidente a sus estudiantes, sus “lectores” si quieren llamárlos así.”</td>
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<tr>
<td><strong>Text:</strong></td>
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</table>
| **Standard:**      | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
**RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** |
| **Page #’s:**      | 81-82                                    |
Grade 4 Unit 3 Mini Lesson 10

Unit of Study: Reading History: The American Revolution

Goal: Preparing for Debate

Teaching point: “Today I want to teach you that historians always keep in mind that every account of history is told from a particular perspective, highlighting a particular side of the story. Just as we needed to seek out all sides of the story about the argument in the cafeteria, historians seek out all sides of the stories they research, and they realize there are always multiple points of view.”

"Hoy quiero enseñarles que los historiadores siempre tienen en mente que todas las explicaciones de la historia es contada desde una perspectiva particular, resaltando un lado particular de la historia. Del mismo modo que tenemos que buscar todos los lados de la historia sobre una riña en la cafetería, los historiadores buscan todos los lados de las historias que investigan, y se dan cuenta que siempre hay múltiples puntos de vista."

Text: “The Wigmaker’s Boy and the Boston Massacre” (link below)  
Paul Revere’s engraving of the Boston Massacre (see online resources for link)  
Captain Preston’s testimony about the Boston Massacre (see online resources for link).  
Copy of “Boston Riot” from p.7 of The Split History of the American Revolution/British Perspective by Michael Burgan  
Primary and secondary sources depicting the British viewpoints of the events leading to the American Revolution. (see Link)

Standard:  
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.  
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Page #'s 84-93

Additional Resources  
Paul Revere’s engraving of the Boston Massacre  
Captain Preston’s testimony  
British viewpoints  
“Analyzing Author’s Craft/Analyzing Perspective” Learning Progression  
“Tea Drinking in the 18th Century”  
“The Wigmaker’s Boy and the Boston Massacre”  
"Tea Troubles: The Boston Tea Party"
Grade 4 Unit 3 Mini Lesson 11

Unit of Study: Reading History: The American Revolution

Goal: Preparing for Debate

Teaching point: “Readers, today I want to teach you that readers look at historical evidence and ask themselves ‘What does this tell me? What can I make of this?’ And if you have looked at enough evidence to decide on your point of view, the question becomes: ‘How can I use this to support my point of view?’”

“Lectores, hoy quiero enseñarles que los lectores ven la evidencia histórica y se preguntan ’¿Qué me dice esto?, ¿Qué puedo hacer de esto?’ y si han visto suficiente evidencia para decidir sobre su punto de vista, la pregunta es: ‘¿Cómo puedo usar esto para apoyar mi punto de vista?’”

Text: Cartoon of Benjamin Franklin’s “Join or Die” (link below)

Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Page #’s 94-102

Anchor Charts “Ways to Spin Evidence to Fit Your Argument” (see text pg. 98)

Additional Resources Image of King George III in coronation robes
Image of a woman hugging her husband as he heads off to war
Cartoon of Benjamin Franklin’s “Join or Die”
Grade 4 Unit 3 Mini Lesson 12

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading History: The American Revolution</th>
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<tbody>
<tr>
<td>Goal:</td>
<td>Preparing for Debate</td>
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<tr>
<td>Teaching point:</td>
<td>“Today I want to remind you that when you are debating, you want to be compelling. As a good debater, you’ll state a position, give reasons to back up that position, and give evidence to support each of your reasons. A good debater is never wishy-washy!”</td>
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<td>“Hoy quiero recordarles que cuando ustedes están debatiendo, ustedes quieren ser convincentes. Como buenos creadores de polémica, podrán fijar una posición, darán razones para respaldar esa posición, y darán evidencia para apoyar cada una de sus razones. ¡Un buen creador de polémica nunca deja las cosas sin sabor!”</td>
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<tr>
<td>Text:</td>
<td>Liberty! How the Revolution Began by Lucille Recht Penner and another book or article on the same topic</td>
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<td>Standard:</td>
<td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</td>
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<td>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<td>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td></td>
<td>RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</td>
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<td>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<td>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td>Page #'s:</td>
<td>103-110</td>
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<tr>
<td>Anchor Charts:</td>
<td>“Tips for Being a Great Debater: Moves that Pay Off in Arguments”</td>
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<td>“Phrases to Use in Debates”</td>
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<td>“Loyalist and Patriot Arguments” (see text pg. 110)</td>
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<td><strong>Goal:</strong></td>
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<td><strong>Teaching point:</strong></td>
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| **Standard:**     | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
**RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**  
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.  
| **Page #’s**      | 111-114                                  |
# Grade 4 Unit 3 Mini Lesson 14

## Unit of Study:
Reading History: The American Revolution

## Goal:
Engaging in a Second Cycle of Research

## Teaching point:
"Today, readers, I want to tell you that when researchers find the texts on a topic are just too hard to read, they can get some other texts that are way easier. If you read an easier text first - really studying the words, the ideas, so that you master them - those easier texts can give you the prior knowledge you need to handle the hard texts."

"El día de hoy, lectores, quiero decirles que cuando los investigadores encuentran textos sobre un tema que son demasiado difícil de leer, ellos pueden conseguir algunos otros textos que son de alguna manera más fácil. Si ustedes leen primero un texto más fácil - en realidad estudian las palabras, las ideas, para que las dominen – Esos textos más fáciles pueden darles el conocimiento previo que necesitan para manejar los textos difíciles."

## Text:
Baskets/containers with subtopics related to the American Revolution after 1775
Battle of Bunker Hill: June 17, 1775
Battle of Bunker Hill: Legacy (p. 120 teacher’s manual)

## Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

## Page #’s
116-125

## Anchor Charts
"Subtopics on the American Revolution after 1775"
"Launching a Research Project"

## Additional Resources
Learning Progression p.4 and 5
Credibility of a source: Website www.ushistory.org
## Grade 4 Unit 3 Mini Lesson 15

<table>
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<th>Unit of Study:</th>
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<tbody>
<tr>
<td>Goal:</td>
<td>Engaging in a Second Cycle of Research</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that if you make a choice to persist in reading a text that is too hard, you will want to really preview the text, and then to read a chunk, pausing to paraphrase what you have just read. As you read the next chunk, ask, ‘Does this go with what I just read or is this something new?’”</td>
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<tr>
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<td>&quot;Hoy quiero enseñarles que si ustedes deciden persistir en la lectura de un texto que es demasiado difícil, realmente tienen que revisar previamente el texto, y después de leer una parte, hagan una pausa para parafrasear lo que acaban de leer. Al leer el siguiente fragmento, pregunten, ‘¿Esto va con lo que acabo de leer o se trata de algo nuevo?’”</td>
</tr>
<tr>
<td>Text:</td>
<td>Passage from a summary of a popular television series (p. 128 teacher’s manual)</td>
</tr>
</tbody>
</table>
| Standard:      | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Page #’s       | 126-133                                  |
| Anchor Charts  | “Transitional Phrases to Help Talk about the Texts” (see text pg. 130) |
| Additional Resources | “Monitoring for Sense” and “Main Idea(s) and Supporting Details/Summary”  
[Learning Progression](#) p.2 |
Grade 4 Unit 3 Mini Lesson 16

Unit of Study: Reading History: The American Revolution

Goal: Engaging in a Second Cycle of Research

Teaching point: “Researchers, what I want to teach you today is this. There are specific places that a nonfiction reader can look to figure out the main ideas that the author of a text deems to be the most important. The places include the introductions and conclusions to a section, and any text features that go with the information.”

"Investigadores, lo que hoy quiero enseñarles es esto. Hay lugares específicos que un lector de no ficción puede ver para averiguar las ideas principales que el autor de un texto considera que son las más importantes. Los lugares incluyen las introducciones y conclusiones de una sección, y cualquiera característica del texto que va con la información."

Text: “Don’t Fire until You See the Whites of Their Eyes” section of Liberty! How the Revolutionary War Began by Lucille Recht Penner, p. 30-31
The Revolutionary War by Josh Gregory, p.11 enlarged or projected
Liberty! How the Revolutionary War Began by Lucille Recht Penner, p.6 enlarged or projected

Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Page #'s 134-143

Additional Resources “Main Idea(s) and Supporting Details/Summary and Main Ideas” Learning Progression (p. 4 and 6)
Grade 4 Unit 3 Mini Lesson 17

Unit of Study: Reading History: The American Revolution

Goal: Engaging in a Second Cycle of Research

Teaching point: “Today I want to teach you that just as it helps to bring prior knowledge of a topic to your reading of a complex nonfiction text, it also helps to bring prior knowledge of how this kind of text tends to go. To access prior knowledge of genre, you need to preview a text (or part of a text,) thinking, ‘What do I know about strategies for reading this sort of a text?’"

"Hoy quiero enseñarles que al igual que ayuda el tener conocimiento previo de un tema para su lectura de un texto complejo de no ficción, también ayuda el tener conocimiento previo de cómo este tipo de textos tienden a ir. Para acceder a un conocimiento previo de género, es necesario que vean un texto previamente (o una parte de un texto) y piensen, ‘¿Qué conozco acerca de las estrategias de lectura de este tipo de textos?’"

Text: \textit{Spies!} passage on page 24 from \textit{Liberty! How the Revolutionary War Began} by Lucille Recht Penner

Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine a theme of a story, drama, or poem from details in the text, summarize the text.
RI.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Page #'s 144-150

Anchor Charts
“ \textit{Story Elements}” (from Grade 3)
“ \textit{Rev Up Your Mind Before Reading Nonfiction}” (from Grade 3)
“ \textit{Reading Intensely to Grow Ideas}” (from Unit 1)

Additional Resource
“ \textit{Literal Comprehension}” Learning Progression
<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading History: The American Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Engaging in a Second Cycle of Research</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that getting to know a word well is like getting to know a person or a character in a book. You don’t meet the person and then say to yourself, ‘I’ve got that person completely figured out.’ It’s the same way with words. Getting to know a word well, like getting to know a person well, takes time.”</td>
</tr>
</tbody>
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"Hoy quiero enseñarles que conocer bien una palabra es como conocer a una persona o a un personaje de un libro. Ustedes no se encuentran con una persona y luego se dicen a sí mismos: ‘Conozco completamente a esa persona’. De la misma manera con las palabras. Llegar a conocer bien una palabra, como conocer bien a una persona, lleva su tiempo."

<table>
<thead>
<tr>
<th><strong>Text:</strong></th>
<th>Prepare an excerpt for students to read and practice their word-solving skills. (see teacher’s manual, p. 153) Siege of Yorktown Distribute for students to read and name the strategies Four brief text excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td>RF.4.4 Read with sufficient accuracy and fluency to support comprehension. RI.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
</tr>
<tr>
<td><strong>Page #’s</strong></td>
<td>151-158</td>
</tr>
<tr>
<td><strong>Anchor Charts</strong></td>
<td>“Figuring Out the Meaning of Unknown Words” “Knowing a Word Means You Can”</td>
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</tbody>
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## Grade 4 Unit 3 Mini Lesson 19

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading History: The American Revolution</th>
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</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Engaging in a Second Cycle of Research</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that researchers don’t expect to quickly find answers to every question they have. Instead, they use what they know about a topic to hypothesize possible answers to questions without clear answers.”</td>
</tr>
<tr>
<td></td>
<td>“El día de hoy quiero enseñarles que los investigadores no esperan encontrar rápidamente las respuestas a todas las preguntas que tienen. En vez de eso, ellos utilizan lo que saben acerca de un tema para hacer las hipótesis de posibles respuestas a las preguntas sin respuesta clara.”</td>
</tr>
<tr>
<td>Text:</td>
<td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>Page #'s</td>
<td>159-162</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td>“Taking Notes to Record Important Information”</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>Analytic Reading Learning Progression, p. 6 -7</td>
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</tbody>
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# Grade 4 Unit 3 Mini Lesson 20

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading History: The American Revolution</th>
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</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Engaging in a Second Cycle of Research</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that readers can study history for more than facts. You can study it to think, ‘What’s so important about this moment in time? What big lessons can I learn from it?’”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy quiero enseñarles que los lectores pueden estudiar la historia más que los hechos. Ustedes pueden estudiarla para pensar, ‘¿Qué es lo importante de este momento en el tiempo?, ¿Qué grandes lecciones puedo aprender de eso?’&quot;</td>
</tr>
<tr>
<td>Text:</td>
<td>No text</td>
</tr>
<tr>
<td>Standard:</td>
<td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. <strong>RL.4.2 Determine a theme of a story, drama, or poem from details in the text, summarize the text.</strong> RI.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
</tr>
<tr>
<td>Page #'s</td>
<td>163-169</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td>“How to Build Interpretation”</td>
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