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| **Grade 4**  **Unit Overview**  ***Reading History: Native Americans*** | |
| **Focus Teaching Points** | * Learning about a topic by locating accessible resources to build background knowledge * Using text structures to organize incoming information and notes * Paying attention to people, geography, and chronology to organize new knowledge * Recording what’s really important from the reading * Synthesizing across texts * Paying careful attention to the details that reveal tone and point of view in nonfiction * Developing strategies for reading primary sources * Bringing topics to life by drawing on knowledge about reading fiction * Recognizing different perspectives * Finding and angling evidence to support a claim * Rehearsing a debate * Engaging in a whole-class debate * Reading much easier texts to get background knowledge on a topic before tackling harder texts * Using strategies for tackling increasingly complex texts * Studying all parts of a text to determine main ideas * Altering reading strategies based on the kind of text one is reading * Developing a richer conceptual knowledge of key vocabulary * Questioning and hypothesizing to reach deeper conclusions * Reading history for universal messages |
| **Key CCSS Standards** | ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*   ***Reading Standards: Foundational Skills (RF)***   * *3, 4*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 3, 4, 5, 6*   ***Writing Standards***   * *1, 2, 7, 8, 9b* |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Reading History: The American Revolution* by Lucy Calkins, Janet Steinberg, and Grace Chough from *Units of Study for Teaching Reading* (2015) * Online resources at [heinemann.com](http://heinemann.com/) |
| **Bends in the Road** | * Researching history * Preparing for debate * Engaging in a second cycle of research |
| **Recommended Anchor/Mentor Texts** | * Engaging nonfiction picture books, video links, and primary documents on a Native American tribe; see your social studies curriculum materials and the [Teaching Resources](http://ppsgrade4.weebly.com/teaching-resources8.html) page on the Literacy Coach website for suggestions. |
| **Tips for the Unit** | * Our recommended resource for teaching this unit is the spiral-bound text, *Reading History: The American Revolution*, Book 3 of *Units of Study for the Teaching of Reading*.  However, this resource uses a mentor topic that is not aligned with the Massachusetts Social Studies standards.  Therefore, you will want to teach the unit sessions, which address important Grade 4 Massachusetts ELA standards, using the mentor topic of Native Americans. This topic aligns with the Massachusetts Social Studies standards. * Because this unit is a research unit in which students will learn more about Native Americans through the reading and viewing of expository texts, images, artifacts, and videos, we wanted to provide you with some resources to access materials for this unit.  Please find these on the [Teaching Resources](http://ppsgrade4.weebly.com/teaching-resources8.html) page of this unit on the Literacy Coach website. We hope you will let your literacy coach know if you find any of these resources helpful for a particular session or if you find other helpful resources that we can add to these resources. We also hope you will work with your Literacy Coach as you adapt this unit. The work is easier together! * The [Heinemann](http://www.heinemann.com) website will be useful for anchor charts, student examples (even though the topic will be different), learning progressions, and the type of content resource needed for a particular lesson. * To prepare for the unit, we highly recommend reading the Orientation to the Unit on pages vi-xvi. This overview includes a brief summary of each bend and provides a trajectory of the entire unit. It will help you to understand how to adapt the topic of the unit if you understand the structure of the unit as a whole. * Organize your students into same-level partnerships for the first part of the unit and, if possible, same-level research teams for Bend III. Classrooms who piloted the unit felt the research teams in Bend III supported the work, even though the unit does not emphasize it. * Conduct a read aloud during a separate time, using an engaging nonfiction text to which you can refer during your minilessons. * If you feel you do not have enough resources for your students to independently research during the whole 30 – 40 minute independent reading time, you may want to devote the first 20 minutes after the minilesson to this research. They could then meet with their partner/research team for 10 minutes, gather for a quick teaching share, then go off to fiction reading for the remainder of the reading block. If you do have enough resources for students to research the entire independent reading time, you will want to find another regular time for students to read fiction, either at home, upon entering the classroom in the morning, or another time in the day. * In planning for both the reading and writing units, you will probably want to begin the reading unit a few days prior to the writing unit, to give students a short bit of time to research before they begin writing. They will not need long, however. It is also suggested in the unit that you use both the reading and writing workshops to prepare for the debate in Bend II, since it involves a lot of opinion writing. * Bend I begins by reminding readers of all they learned in the first nonfiction unit about reading nonfiction and supporting them with strategies for reading complex text. Students will also learn how to address challenges inherent in the reading of history texts, by paying special attention to key characteristics of this genre. There is also an emphasis in this bend on student independence and ownership, engaging students in creating their own tools, rather than handing out pre-made ones. As the authors state on page xi, “Although this will take a bit more time and the results will look messier, engaging in this process now will equip students to create their own tools and mental models when they encounter complex historical texts in the future. This bend begins with an overall topic (which in the case of PPS could be the Native Americans and where the various tribes are located) and then moves into students researching a subtopic (which could be a particular tribe within a particular region). See the [resources](http://ppsgrade4.weebly.com/teaching-resources8.html) Kathy Babini provides to support you with this. * Bend II is brief, in which you will engage students in preparing for a debate. You will help students develop an understanding that any account of an event – a current event or one that occurred in the past – was presented by one person’s perspective. “That one perspective is never the whole story,” the unit authors remind us. See page xii for an overview of this. We imagine you could have your students debate a past event, such as **Indian Removal Act-Trail of Tears**, or a current event such as the construction of the **Dakota Access Pipeline** or **Use of Native American Mascots** (i.e. Washington “Redskins”) to engage students in debating perspectives on these topics. See your literacy coach for support in developing this bend. You may also decide use this opportunity to practice the speaking and listening skills addressed through PVLEGS. See our website for helpful links: [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html). * For Bend III, students can research another tribe in a different region, developing students’ ability to read more complex texts than they did earlier in the unit. New strategies are introduced for this purpose, and the work in the writing workshop also supports students in how authors use structure and text features to highlight what is most important. See pages xii and xiii for more on this bend. |
| **Assessment** | * We encourage you to conduct the **pre- and post-assessments** for this unit. The pre-assessment can be found on [heinemann.com](http://www.heinemann.com) within the resources for the unit and can be used as a baseline to assess progress and to inform instruction in the unit. Both the pre-assessment and the post-assessment can be used to document progress in 4 major areas of teaching within the unit: * main idea/supporting details/summary * analyzing parts of a text in relation to the whole * analyzing perspective * cross text synthesis * These standards are also addressed in grade 3, in the first informational reading unit this year, and in grade 5, so this is important work to do in this unit to support student growth. The Informational Learning Progressions associated with these areas are excellent tools for supporting your teaching. See pages vii – x and xiv - xv in the unit for more on this. |
| **Celebration** | * Think about how you may want students to share their research and learning. You may want to celebrate a pivotal moment in the history you studied through a reenactment or a slideshow of key artifacts representing a tribe within a region. The last session teaches children how to draw interpretations from their work, just as they do when they read fiction. Consider ways to have students do this as part of their sharing. See pages 163 – 169 to support your ideas on this. |