

# TCRWP Unit 1-- 4th : Interpreting Characters

## Big Ideas/Overview:

- This first reading unit places an emphasis on building a literate community in the classroom and helping students extend that work to create their own reading identities and goals.
- This unit is about getting students to read with deep engagement and rapt attention. Nothing can accomplish this better than a character study, as the heart of any good story is the character. You will rally students' enthusiasm for building big ideas that are grounded in the books they read by telling them that this year is not going to be like other years. This year, students will build substantial ideas that are grounded in evidence, not lightweight ideas.

## Skills/Standards

### Analyzing Parts of Text in Relation to the Whole

- When asked to talk about the importance of a part of the story to the whole story, I named one part or aspect of a story—an event, setting, minor character.
- I wrote about the importance of the part to the whole story. If it is the setting, for example, I thought “How does this particular setting create a mood or explain the tension in the story?”

### Determining Theme

- I wrote about a theme that comes through across most of the story.
- I provided details from across the text that support that theme.
- I explained how those parts from across the story show this theme.

### Inferring About Characters & Other Story Elements

- I wrote about how the character is complicated. He/she is more than one way (has multiple traits).
- I also wrote about what's going on inside the character (motivations and wants).
- When I thought and wrote about a character, I showed that I knew that small actions can signal something big.

### Character Response/Change

- I continue to discuss how and why the character changed across the story.
- To discuss reasons for the change, I referred to earlier moments in the story.
- I also wrote about how other story elements (other characters, the setting, a problem) played a part in the change.
- If the character learns a life lesson, I thought about whether this tied to a theme of the story

## **BEND 1 Establishing a Reading Life**

*In Bend I, you set out to help your students establish powerful reading lives, and you support them in shoring up their literal comprehension of the books they are reading.*

*Bend I also places an emphasis on foundational reading skills. You'll build off of the retelling and envisioning skills your students developed in third grade*

### **1. Reading Intensely: Building a Foundation to Grow Substantial Ideas**

### **2. Taking Responsibility for Reading Lots of Within-Reach Books**

### **3. Collaborating to Create a Culture of Reading: An All-Hands-on-Deck Call**

### **4. Retelling and Synthesizing to Cement Comprehension**

### **5. Envisionment: Seeing and Hearing inside the Text**

### **6. Using Partners and Learning Progressions to Lift the Level of Work**

## **BEND II Thinking Deeply about Characters**

*Goal for Bend II is for students to think deeply about characters.*

*Keep in mind that the goal is not for students to master each of these strategies, nor is the goal for students to perfect these strategies within a single workshop period. Rather, the goal is that students be able to think deeply about characters by the end of the bend.*

*By the end of Bend II, students should be developing much stronger ideas about the characters in their books. These ideas should be grounded in the text and well supported by the text evidence.*

### **7. Reading to Develop Defensible Ideas about Characters**

### **8. Developing Significant Ideas: Using the Story Arc to Notice Important Details about Characters**

### **9. Growing Grounded, Significant Ideas by Noticing Author's Craft: Finding Meaning in Repeated Details**

### **10. Improving Theories by Reaching for Precise Academic Language**

### **11. Finding Complications in Characters**

### **12. Debating to Prompt Rich Book Conversation**

### **13. Grounding Evidence Back in the Text**

## **BEND 3 Building Interpretations**

*Fourth graders, are expected to generate possible ideas about what a text might teach as they read, and then to carry those ideas with them as they read on through a text.*

### **14. Looking Beyond Characters: Studying Other Elements of Story**

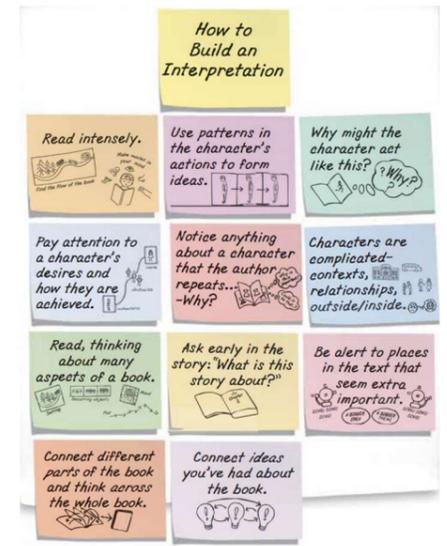
### **15. Looking through Many Lenses at Not Just a Scene—But at the Whole Story So Far**

### **16. Connecting Thoughts to Build Interpretations**

### **17. A Method for Crystallizing Central Interpretations**

### **18. Finding Meaning in Recurring Images, Objects, and Details**

### **19. Celebration: Creating a Self-Portrait in Books**



## TCRWP Unit 2 -- 4th: Reading the Weather Reading the World

### Big Ideas/Overview:

- This unit supports students in the essential skills they will need to be strong readers and researchers of informational texts. Specifically, they will learn to read for main ideas and supporting details, to identify text structures and use this information to understand texts more fully, to summarize, and to figure out meanings of unknown words and academic vocabulary.
- After the first bend in which students are doing foundational work in reading nonfiction, the unit sets students up to work together to research highly engaging topics such as extreme weather and natural disasters, but it also pushes students toward complex skills like synthesis and analyzing author's craft.

### Skills/Standards

#### SUMMARY/MAIN IDEAS & DETAILS

- I wrote about the main idea(s).
- I included a few carefully selected details that link to the main idea.
- I used the text structure in my response.
- I wrote a brief summary.
- I kept my own opinions separate from the ideas in the text

#### ANALYZING PARTS OF TEXT IN RELATION TO WHOLE

- I wrote about why the author seems to have included one part of the text. What does it add?
- I explained how that one part is important to the whole text (e.g., it's an example of a main idea or it provides reasons To support the author's argument).

#### ANALYZING AUTHOR'S CRAFT

- I identified craft techniques the author used.
- I wrote about the writerly goal(s) the author seemed to have been aiming Toward.
- I elaborated on this, writing at least a few sentences.

#### CROSS-TEXT SYNTHESIS

- I put together information and ideas about a topic from different texts or parts of a longer text.
- I organized the information into categories (if possible)

### BEND 1 Learning from Texts

*Bend I serves as an excellent introduction to nonfiction reading skills and strategies. Students begin by reading all kinds of high interest nonfiction— reading easier nonfiction texts that you give them in baggies, and then gradually moving toward “within reach” books, texts that are at their just-right reading level.*

*Across the unit, but beginning here in Bend I, you'll guide students to read nonfiction with a high degree of volume and engagement.*

1. Reading and Learning with Intensity
2. To Learn from Nonfiction, Readers Get Their Mental Arms Around the Text
3. Text Structures Help Accentuate What Matters
4. Embracing the Challenge of Nonfiction Reading
5. The Challenges Posed by Texts that Are Structured as Hybrids
6. Tackling Tricky Vocabulary through Reading, Note-Taking, and Conversation

### BEND II Launching a Whole-Class Research Project

*This next half of the unit channels students to get into research teams to study a topic.*

*Readers get into research teams and preview the texts in their bins, sorting them from easiest to hardest. Then teams decide on the subtopics that they will study. Students then begin reading and researching the subtopic they have chosen (and then move onto researching the other subtopics when their notebooks are brimful with that first subtopic).*

8. Planning for a Research Project
9. Synthesis
10. Reading Various Types of Texts
11. Writing to Grow Research-Based Ideas
12. Don't Skip the Hard Stuff
13. Celebration: Teaching One

### BEND III Tackling a Second Research Project with More Agency and Power

*This bend is designed for students to take on a second, related topic, and to compare and contrast it with the first.*

14. Reading and Thinking across Two Topics: Comparing and Contrasting
15. Seeking Out Patterns and Relationships
16. New Topics Lead to New Investigations
17. Readers Come to Texts with Their Own Agenda
18. Evaluating Sources
19. Reading Closely, Thinking Deeply
20. Analyzing Craft: Studying How Nonfiction Authors Achieve Their Goals
21. Imagining Possibilities, Celebrating Activism

7. Summary Boot Camp	Another	
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## TCRWP Unit 3-- 4th : Reading History

<p><b>Big Ideas/Overview:</b></p> <ul style="list-style-type: none"> <li>- Reading history is about developing and internalizing ideas, not just memorizing facts</li> <li>- Readers need to utilize many strategies to read complex texts and do research.</li> <li>- In reading workshop, students begin by researching the events leading up to the American Revolution. As their knowledge of the time period grows, they will then participate in a debate questioning the colonies' independence from Great Britain, gathering and angling evidence to support their side, and reenacting the Second Continental Congress. By the end of the unit, students will conduct a new research project in groups on the time period after the Second Continental Congress.</li> <li>- If you aren't teaching the American Revolution in social studies, you can insert the content area topic of your choice into these units, taking the structure of the unit and the teaching points and applying them to your alternate content.</li> </ul>
<p><b>Skills/Standards</b></p> <p><b>SUMMARY/MAIN IDEAS &amp; DETAILS</b></p> <ul style="list-style-type: none"> <li>● I wrote about the main idea(s).</li> <li>● I included a few carefully selected details that link to the main idea.</li> <li>● I used the text structure in my response.</li> <li>● I wrote a brief summary.</li> <li>● I kept my own opinions separate from the ideas in the text</li> </ul> <p><b>ANALYZING PARTS OF TEXT IN RELATION TO WHOLE</b></p> <ul style="list-style-type: none"> <li>● I wrote about why the author seems to have included one part of the text. What does it add?</li> <li>● I explained how that one part is important to the whole text (e.g., it's an example of a main idea or it provides reasons To support the author's argument)</li> </ul> <p><b>CROSS-TEXT SYNTHESIS</b></p> <ul style="list-style-type: none"> <li>● I put together information and ideas about a topic from different texts or parts of a longer text.</li> <li>● I organized the information into categories (if possible)</li> </ul> <p><b>ANALYZING PERSPECTIVE</b></p> <ul style="list-style-type: none"> <li>● I named the point of view of the writer—firsthand or secondhand.</li> <li>● I wrote about how the author's point of view probably affected the information that was/ wasn't revealed in the text.</li> </ul>

<p><b><u>BEND I Researching History</u></b></p> <p><i>Students begin their research by studying the events that led up to the American Revolution – the causes of the Revolution.</i></p> <p><i>It is important to encourage students to transfer the research skills they learned in the first nonfiction unit, to help them navigate this new research project, while teaching new skills that emphasize the special challenges</i></p>	<p><b><u>BEND II Preparing for Debate</u></b></p> <p><i>The second bend of reading takes your students into the world of</i></p>	<p><b><u>BEND III Engaging in a Second Cycle of Research</u></b></p> <p><i>in the reading unit students are now switching gears and researching new subtopics on the events beginning after the Second Continental</i></p>
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<p><i>inherent in the reading of history texts.</i></p> <p><i>The bend culminates with students celebrating all they've learned about their subtopic with their peers.</i></p> <ol style="list-style-type: none"> <li>1. Researchers Orient Themselves to a Text Set</li> <li>2. Readers Use Text Structures to Organize Incoming Information and Notes</li> <li>3. Special Challenges of Researching History</li> <li>4. Prioritizing—Note-Taking on What's Really Important</li> <li>5. Synthesizing across Texts</li> <li>6. The Role of Emblematic Detail in Nonfiction</li> <li>7. Readers Develop Strategies for Reading Primary Sources</li> <li>8. Readers Bring Their Topics to Life</li> <li>9. A Celebration of Learning</li> </ol>	<p><i>argument and debate.</i></p> <p><i>There are minilessons that set students up to research one position (Loyalist or Patriot).</i></p> <ol style="list-style-type: none"> <li>10. Recognizing Different Perspectives</li> <li>11. Readers Find—and Angle—Evidence to Support Their Claim</li> <li>12. Rehearsing a Debate</li> <li>13. Staging a Second Continental Congress Debate</li> </ol>	<p><i>Congress.</i></p> <ol style="list-style-type: none"> <li>14. Building the Prior Knowledge that Makes Texts Accessible</li> <li>15. Strategies for Tackling Increasingly Complex Texts</li> <li>16. Readers Study All Parts of a Text to Determine Main Ideas</li> <li>17. Readers Alter Their Strategies Based on the Kind of Text They Are Reading</li> <li>18. Developing a Richer Conceptual Knowledge of Key Vocabulary</li> <li>19. Questioning and Hypothesizing to Reach Deeper Conclusions</li> <li>20. Reading History for Universal Messages, for Meaning</li> </ol>
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## TCRWP Unit 4-- 4th Historical Fiction Clubs

### Big Ideas/Overview:

- Stories illuminate struggles, ideas, and themes that teach us about life.
- Books are not just about plot, they are about ideas. As readers we need to draft and revise our sense of those ideas.
- Books give us insights into lives that we wouldn't otherwise understand.
- Historical Fiction Clubs is intended to teach students to read with stamina and volume while focusing on developing ideas about characters, determining themes, and allowing for comparison work.
- In addition to building students' reading skills, the unit will also be growing their talking and writing about reading skills, so the reading work will be appropriately intense and engaging.

### Skills/Standards

#### ANALYZING PERSPECTIVE

- I named the point of view of the writer—firsthand or secondhand.
- I wrote about how the author's point of view probably affected the information that was/ wasn't revealed in the text.

#### Determining Theme

- I wrote about a theme that comes through across most of the story.
- I provided details from across the text that support that theme.
- I explained how those parts from across the story show this theme.

#### Inferring About Characters & Other Story Elements

- I wrote about how the character is complicated. He/she is more than one way (has multiple traits).
- I also wrote about what's going on inside the character (motivations and wants).
- When I thought and wrote about a character, I showed that I knew that small actions can signal something big.

#### Analyzing Parts of Text in Relation to the Whole

- When asked to talk about the importance of a part of the story to the whole story, I named one part or aspect of a story—an event, setting, minor character.
- I wrote about the importance of the part to the whole story. If it is the setting, for example, I thought "How does this particular setting create a mood or explain the tension in the story?"

### BEND I Tackling Complex Texts

*Readers will be jumping right into their book clubs, reading complex historical fiction texts using all of the literal comprehension skills they have*

### BEND II Interpreting Complex Texts

*Readers use the support of their clubs to help them develop their ideas around the themes in their book—looking for more than one idea or theme found within the text and revising*

### BEND III The Intersection of Historical Fiction and History

*Readers will add in nonfiction texts and other informational resources to help them learn more about that time period in history and allow them to grow critical ideas about power and perspective.*

to keep track of characters, settings, and time periods that are unfamiliar to them.

**1. Reading Analytically at the Start of a Book**

**2. Monitoring for Sense: Fitting the Pieces Together**

**3. Thinking across Timelines: Fitting History and Characters Together**

**4. Characters' Perspectives Are Shaped by Their Roles**

their thinking as they read on.

**5. Making Significance**

**6. Seeing Big Ideas in Small Details**

**7. Determining Themes**

**8. Deepening Interpretation through Collaboration and Close Reading**

**9. Attending to Minor Characters**

**10. Self-Assessing Using Qualities of a Strong Interpretation**

**11. Turning to Primary Sources to Better Understand History**

**12. Turning Reading into a Project: Add Background Information to Deepen Understanding**

**13. Readers Learn History from Historical Narratives**

**14. Some People's Perspective Is Not All People's Perspective**

**15. Seeing Power in Its Many Forms**

**16. Finding Thematic Connections across Texts**

**17. Celebration**

