**Unit 8 Table of Contents**

*Reading Research, and Writing in the Content Areas*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-4 |
| * [Unit 8 at a Glance](#ataglance) | 5-6 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 7-8 |
| * [Assessment Checklist](#assessmentchecklist) | 9 |

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| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Researchers get a broad overview of the topic, the important ideas, vocabulary, biggest conflicts, events and people by skimming the text. 4.RML.8-1 | 10-12 |
| [Lesson 2](#lesson2) | Researchers read a lot about a topic by jotting down places, names, events and vocabulary that may appear in more than one text. | 13-14 |
| [Lesson 3](#lesson3) | Researchers become specialists in their research community by breaking down big topics into subtopics. | 15-16 |
| [Lesson 4](#lesson4) | Researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places, etc. | 17-18 |
| [Lesson 5](#lesson5) | Researchers spread their knowledge by teaching others about their specialized topic | 19-21 |
| [Lesson 6](#lesson6) | Researchers ask meaningful, powerful questions by seeking what larger categories emerge and what questions they can pursue. | 22-24 |
| [Lesson 7](#lesson7) | Researchers pursue deeper knowledge of their topic by asking consequence questions:  \*Why does this matter?  \*What difference does this make?  \*What parts are important for us to explore? | 25-27 |
| [Lesson 8](#lesson8) | Researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. | 28-29 |
| [Lesson 9](#lesson9) | Research subgroups deepen their understanding about their essential questions by sharing what they have learned about their subtopic with each other. | 30-32 |
| [Lesson 10](#lesson10) | Research subgroups refine their findings by piecing their information together and discriminating between what is relevant and what is not. | 33-35 |
| [Lesson 11](#lesson11) | Researchers consider perspectives from which stories are told by asking themselves whose voice is and is not heard in a text. | 36-38 |
| [Lesson 12](#lesson12) | Researchers are influenced by what they read, by considering how texts leave them feeling. | 39-41 |
| [Lesson 13](#lesson13) | Researchers make connections between what they read and real life (text-to-world connections) by recognizing patterns of points of view across texts and across time periods. | 42-44 |

***Grade 4 Reading Unit 8***

**Dates**

Apr 1-Apr 24

***Unit of Study Planning Template***

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| Unit: Informational Reading: Reading Research, and Writing in the Content Areas |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | Goal: 1 Forming a research community and reading to build rich background knowledge  Goal 2: Becoming specialists and reading as researchers-synthesizing, analyzing, and exploring essential questions in subtopics.  Goal:3 Connecting the past with the present-exploring point of view and perspective of texts when forming ideas and theories. |

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| Essential Questions:  *(These should be aligned with Goals.)* | How does the past connect with the present and future? |

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| Standards: | 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  4.RI.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. |

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| Key Vocabulary: | historical events, current events, perspectives, research, pursue, determining importance, crucial, forefront, critical awareness, point of view, conflicts, essential questions, synthesizing, analyzing, subgroup/s, skimming resources, subtopics, map literacy, media literacy, visual literacy, formulate questions, diagram, visual references, discriminate, distinguish, emphasize, internalize, passage, patterns, acquire expertise, explore |

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| Anchor Texts: | Encounter, by Jane Yolen, Squanto by Clyde Robert Bulla |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  Anecdotal notes, assessment checklist, small group conferring | *SUMMATIVE*  Culminating research project/presentation |

Unit of Study At A Glance Planner

| Unit 8: Informational Reading: Reading Research, and Writing in the Content Areas | | |
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| **GOAL: 1**  Forming a research community and reading to build rich background knowledge | **GOAL: 2**  Becoming specialists and reading as researchers-synthesizing, analyzing, and exploring essential questions in subtopics | **Goal: 3**  Connecting the past with the present-exploring point of view and perspective of texts when forming ideas and theories |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Researchers get a broad overview of the topic, the important ideas, vocabulary, biggest conflicts, events and people by skimming the text.   (p. 141, 151) 4.RML.8-1   * Researchers read a lot about a topic by jotting down places, names, events and vocabulary that may appear in more than one text   (p. 141, 151) 4.RML.8-2   * Researchers become specialists in their research community by breaking down big topics into subtopics. (p. 142, 151) 4.RML.8-3 * Researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places, etc.   MWTP: Readers, some words help to signal when information is really important. These words are called signal words. Watch out for the words “all,” “most,” “few,” and “but” as these almost always indicate important information.  (p. 142, 151) 4.RML.8-4   * Researchers spread their knowledge by teaching others about their specialized topic.   (p. 142, 151) 4.RML.8-5 | * Researchers ask meaningful, powerful questions by seeking what larger categories emerge and what questions they can pursue. (p. 143-144, 151) 4.RML.8-6   MWTP: As you begin to pursue one question, it may make you ask another question. The more we know, the more we want to know.   * Researchers pursue deeper knowledge of their topic by asking consequence questions:   \*Why does this matter?  \*What difference does this make?  \*What parts are important for us to explore?  (pp 144-145, 152) 4.RML.8-7   * Researchers find answers to their essential questions by reading closely and considering several possible explanations or answers.   MWTP: We are never done asking questions. We can always add to our essential questions as we learn about our topic. (p. 145, 152) 4.RML.8-8   * Research subgroups deepen their understanding about their essential questions by sharing what they have learned about their subtopic with each other. (p.145, 152) 4.RML.8-9   Research subgroups refine their findings by piecing their information together and discriminating between what is relevant and what is not. (145,152) 4.RML.8-10 | * Researchers consider perspectives from which stories are told by asking themselves whose voice is and is not heard in a text.   (p. 147-148, 153) 4.RML.8-11   * Researchers are influenced by what they read, by considering how texts leave them feeling. (p. 148, 153)   4.RML.8-12   * Researchers make connections between what they read and real life (text-to-world connections) by recognizing patterns of points of view across texts and across time periods. (p. 148, 153) 4.RML.8-13 * Present idea with supporting evidence within subtopic groups. \*this is not a minilesson\* |

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| **WORKSHOP CALENDAR FOR:** | **Grade 4 Reading Unit 8** | **Dates** Apr 1st -Apr 24 |
| **Unit of Study: Unit 8** | Informational Reading: Reading Research, and Writing in the Content Areas |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1  Researchers get a broad overview of the topic, the important ideas, vocabulary, biggest conflicts, events and people by skimming the text. 4.RML.8-1 | 2  Researchers read a lot about a topic by jotting down places, names, events and vocabulary that may appear in more than one text. 4.RML.8-2 | 3  Researchers become specialists in their research community by breaking down big topics into subtopics. 4.RML.8-3 | 4  Researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places, etc.  4.RML.8-4 | 5  Researchers spread their knowledge by teaching others about their specialized topic.  4.RML.8-5 |
| 8  Work day | 9  Mini lesson choice day | 10  Researchers ask meaningful, powerful questions by seeking what larger categories emerge and what questions they can pursue. 4.RML.8-6 | 11  Researchers pursue deeper knowledge of their topic by asking consequence questions:  \*Why does this matter?  \*What difference does this make?  \*What parts are important for us to explore?  4.RML.8-7 | 12  Researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. 4.RML.8-8 |
| 15  Research subgroups deepen their understanding about their essential questions by sharing what they have learned about their subtopic with each other.  4.RML.8-9 | 16  Research subgroups refine their findings by piecing their information together and discriminating between what is relevant and what is not.  4.RML.8-10 | 17  Mini lesson choice day | 18  Researchers consider perspectives from which stories are told by asking themselves whose voice is and is not heard in a text.  4.RML.8-11 | 19  Furlough day |
| 22  Researchers are influenced by what they read, by considering how texts leave them feeling. 4.RML.8-12 | 23  Researchers make connections between what they read and real life (text-to-world connections) by recognizing patterns of points of view across texts and across time periods.4.RML.8-13 | 24 |  |  |

**4th grade Unit 8 Assessment Checklist**

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| **Unit: 8** Informational Reading: Reading Research, and Writing in the Content Areas |

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| Name | Describe overall structure of ideas presented in text | Interpret and explain relevance of graphics | Identifies author’s point of view with evidence | Refer to text to support answers | Determine main idea | Build on others’ ideas during collaborative conversation |  |  | **Notes** |
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| **Unit 8 Mini Lesson 1** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Forming a research community and reading to build rich background knowledge  Becoming specialists and reading as researchers-synthesizing, analyzing, and exploring essential questions in subtopics  Connecting the past with the present-exploring point of view and perspective of texts when forming ideas and theories |
| **Teaching point:** | Researchers get a broad overview of the topic, the important ideas, vocabulary, biggest conflicts, events and people by skimming the text.  4.RML.8-1 |
| **Catchy phrase:** | Effective researchers skim the text for important ideas, vocabulary, biggest conflicts, events and people. |
| **Text:** | General text (book that goes with your unit) |
| **Chart(?):** | Post-it’s, box and bullets, timelines |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; ~~summarize the text.~~  4.RI.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.  4.RI.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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Today, we will begin working on becoming strong readers who use what they read as evidence for a research project. In order to do that we will be building research communities. A community of researchers who will all be on the same project to gain information and formulate ideas about (add your subject of research).*  *And like a football team community, not everyone on the team is an expert in each position. Teammates will take on different aspects of the topic to learn and teach each other.*  *(before you breakoff into subgroups-you’ll first begin by establishing some common knowledge and then assigning kids to cover a specific aspect of the topic.)* |
| ***Teach:***  *We will identify how* ***effective researchers skim the text for important ideas, vocabulary, biggest conflicts, events and information about people****. As researchers, we will read multiple types of texts and gain rich background knowledge in a new subject. During our research, we should expect our curiosities’ to rise where we will want to continue to look for more information.*  As we begin our research projects we will have many texts to read. We will practice being effective***researchers by skimming the text for important ideas, vocabulary, biggest conflicts, events and information about people.*** *Sometimes reading texts can be time consuming and scary because there is so many moving parts to your topic of research. So, today we will practice reading our topics by quickly skimming through the text and moving from the (big topic) to part of the topic (a subtopic).*  *For example, when we worked with animal studies in science. We first looked at how animals survive. (Pose essential questions such as “how do animals survive?”) and* ***as effective researchers we skimmed the text for important ideas, vocabulary, biggest conflicts, events and information*** *about the (topic of research). We then found that animals have different ways to survive. For example they have secret hiding spots, they eat specific food to survive and they also develop specific defense mechanisms to survive.*  *So we read lots of information and found a (big topic “how do animals survive?”) to research and then we were able to find additional subtopics (little topics “they survive in their habitat, food, defense mechanisms”). As effective researchers we* ***will skimmed the text for important ideas, vocabulary, biggest conflicts, events and information about people*** *quickly, to get an overview of the topic and the possible subtopics that we may find. Once we found these subtopics we were able to dig deeper and research more about the subtopics (little topics).* |
| ***Active Involvement:***  (Break off into research groups with an assigned topic to skim for, in their books. Have students take post it notes and note *important ideas, vocabulary, biggest conflicts, events and information about people* that they may feel they can use.)  We will break off into our research groups and practice skimming our text ***for important ideas, vocabulary, biggest conflicts, events and information about people.*** *When you run into some* ***important ideas, vocabulary, biggest conflicts, events and information about people,*** *mark it with a post it.* |
| ***Link:***  Remember, it’s important to remember that right now we want to get a lot of reading done, so we’re not stopping to write lots of notes in our notebooks, instead, we’re using post-its to mark information that might be important. |
| **Mid-Workshop Teaching Point:**  **“**Readers who research use tools like maps and time lines to help orient ourselves and others in our study. These can be collaborative efforts to which we all add as we gather knowledge. When you learn about a big important topic, you may want to use a Post-it with a quick note about the event to add to our class time line.**”** |
| **Share:**  Have the students come back and share in the whole group the information that they feel maybe important to mark down with post-it’s.  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 2** |

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| **Unit of Study:** | Informational Reading: Reading Research, and Writing in the Content Areas |
| **Goal:** | Forming a research community and reading to build rich background knowledge |
| **Teaching point:** | Researchers read a lot about a topic by jotting down places, names, events and vocabulary that may appear in more than one text. |
| **Catchy phrase:** | Read a lot, stop, and jot. |
| **Text:** | The Moon by Adria F. Klein  The Moon by Nadia Roberts |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  4.RI.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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Boys and girls, yesterday we learned that researchers read nonfiction texts fairly quickly to try to get a broad overview of a topic, the important ideas, events, vocabulary, events, people, and biggest conflicts. Today, we are going to read and look for places, names, events, and vocabulary that appear in more than one text. When we find that information, we are going stop sometimes to mark information that might be important on a Post-it , and then go on to read more because **Researchers read a lot about a topic by jotting down places, names, events, and vocabulary that may appear in more than one text.**  As you are reading today, remember, **Read a lot, stop, and jot.** |
| ***Teach:***  When I read two books about the moon the other day, I found some of the same words in both texts that I thought were important.  Watch and listen to me as I read The Moon by Adria F. Klein. Pay attention as I stop sometimes and write important information on a Post it note. (Start on page 15, write telescope, rocky, mountains, craters, on a Post it note. You can also use the document camera so students can see the text as you read it.)  Now I’m going to read a few pages from The Moon by Nadia Roberts. Watch and listen as I write down important information from that book. (Read pages 2-5. Write telescope, rocky, mountain, craters on a Post it note.)  How cool is that? I read two books on the same subject, but written by different authors and found some of the same information that I thought was important to learn.  Remember, **Read a lot, stop, and jot** |
| ***Active Involvement:***  Now it’s your turn. You and your partner are going to take the passages you have in your hands, read them, and write on Post it notes information about places, names, events, and vocabulary that you find in both passages that you think are important. I will be coming around to see how you’re doing.  (Use a couple of passages from Achieve 3000 written for a 2/3 grade reader and one at a 4/5 grade level.)  Don’t forget that researchers **Read a lot, stop, and jot!** |
| ***Link:***  As you are reading today, write on Post it notes important information you find on your topic. Make sure you are reading a lot and only stopping to write down the most important information.  **Remember, Read a lot, stop, and jot** |
| **Mid-Workshop Teaching Point:**  Researchers read a lot about a topic by jotting down places, names, events and vocabulary that may appear in more than one text. |
| **Share:**  Before leaving today, we’ll meet on the carpet and share some of the common vocabulary words we found about our topics. |

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| **Unit 8 Mini Lesson 3** |

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| **Unit of Study:** | Informational Reading: Reading Research, and Writing in the Content Areas |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge |
| **Teaching point:** | Researchers become specialists in their research community by breaking down big topics into subtopics. |
| **Catchy phrase:** | Researchers are specialists that break down big topics into smaller subtopics. |
| **Text:** | Choose a book that goes with your unit. |
| **Chart(?):** | Graphic organizers |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; ~~summarize the text.~~  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  4.RI.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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Boys and girls, yesterday we learned to stop and jot down important information before continuing our reading. Now, what are we going to do with that information?  **Remember, Researchers are specialists that break down big topics into smaller subtopics.** |
| ***Teach:*** (4 to 6 minutes)  Well, today, we are going to break down some of that information and look at it in smaller subtopics. This reminds me of two things: One is a reading strategy when we look at chunks of the reading, and the other is that the prefix *sub* means under. **Remember, Researchers are specialists that break down big topics into smaller subtopics.** So why are topics under other topics? Well, think of some of the organizers that we use in writing. We start with the big idea and break it down into different pieces of that idea. Looking at animal reports, suppose our main topic is *Reasons for Animal Extinction*. Some of the subtopics might be *Ecology, Climate Change,* and *Habitats*. So if we think of the main topic as the information we’ve put into boxes and the subtopics as the bullets, we see why we use the prefix, *sub*. Actually, we can then further break up our subtopics into even smaller subtopics, so that we can focus on one piece at a time, which we’ll study in a few days. Right now, however, we’ll look at different types of organizers to see which would work best to help break down our main topic into smaller subtopics. **Remember: Researchers are specialists that break down big topics into smaller subtopics.** |
| ***Active Involvement:***  I’m going to pass out some nonfiction passages with an organizer. I’d like you to pair share and decide what the main topic is and then determine what the subtopics could be. As specialists, it’s our duty to share as much information as we can, in a clear, concise manner. |
| ***Link:***  After working together, I’d like you to focus on your own reports and find the subtopics that you’ll learn about as you research your animal. Choose the organizer that will best help you list your information in a concise manner. I’d like you to glue it in your Reading Journals, with our catchy phrase:  **Researchers are specialists that break down big topics into smaller subtopics.** |
| **Mid-Workshop Teaching Point:**  **Remember, Researchers are specialists that break down big topics into smaller subtopics.** |
| **Share:**  Before leaving today, we’ll meet on the carpet and share our findings with our partner. Did you and your partner agree? |

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| **Unit 8 Mini Lesson 4** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Forming a research community and reading to form a rich background knowledge. |
| **Teaching point:** | Researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places, etc. |
| **Catchy phrase:** | *As researchers, you are going to be alert for repeating information.* |
| **Text:** | Owls by Sandra Markle, All About Owls by Jim Arnosky |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly ~~and when drawing inferences from the text.~~  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  4.RI.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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *As you’ve been reading over the past few days, you’ve been finding multiple books about a particular nonfiction topic. Remember when we were talking about how you might encounter familiar vocabulary, dates, and names in different texts about the same topic? Today, we are going to build on that.*  *As researchers, you are going to be alert for repeating information such as dates, names, and places. A lot of times, this appears at the beginning of a paragraph.* |
| ***Teach:***  *Boys and girls, when you come across information that is repeated in texts, it is probably something that is really important for you to write down and take note of. Sometimes, this occurs at the beginning of a paragraph. But, don’t be fooled, this doesn’t mean we don’t need to read the rest of the paragraph because there is always important information in the rest of the book. Watch me as I show you an example of this.*  *(Teacher gets out the books* Owls and All About Owls.) I have been reading these two books about owls and I noticed that on page 6 of Owls it talks about the Barn Owls disc-shaped face. And then, I was reading the book All About Owls, on page 8 (the pink page with the barn owl on it.) it has the same words. (Teacher reads aloud the caption by the illustration of the disc-shaped face.) In one book it says “disc-shaped face” and in the other it says “facial disc.” Even though these words are not exactly the same, they mean the same thing. So, I need to be aware that this is probably an important fact/piece of information I should remember about owls. Because, researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places and vocabulary. As researchers, you are going to be alert for repeating information. |
| ***Active Involvement:***  I’ve always been super interested in owls’ eyes, so I read about them in both of my books. I noticed some repeating information about their eyes, and in just a minute, you’re going to get a chance to see if you and your partner can find the similar information. Because remember researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places and vocabulary. As researchers, you are going to be alert for repeating information.  (Teacher reads aloud page 10 from All About Owls (blue page showing eyes) and page 4 from Owls.) Okay, turn to your partner and tell them what you think is the important information that was repeated.  (Teacher listens in as partners share thinking.)  Areli and Michael said that they heard the words binocular and magnifying in both books. They talked about how they are different words but they both mean to help see up close. So, they thought it would be important information to remember.  You all did a great job listening for repeated information! Remember researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places and vocabulary. As researchers, you are going to be alert for repeating information. |
| ***Link:***  Today we talked more about repeated information that is found in different books about the same topic, owls. We saw examples of when that information appears in a caption, and at the beginning of a paragraph. Regardless of where the information appears, the important thing to remember is that when you read a word, fact, name, date, or any piece of information about a topic in more than one book, that is important information!  Today and every day, when you find this in texts, don’t forget to stop and notice this. Researchers pay attention to recurring information that appears across multiple texts on a topic by being alert for recurring dates, names, places and vocabulary. As researchers, you are going to be alert for repeating information. |
| **Mid-Workshop Teaching Point:**  Readers, some words help to signal when information is really important. These words are called signal words. Watch out for the words “all,” “most,” “few,” and “but” as these almost always indicate important information. |
| **Share:** |

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| **Unit 8 Mini Lesson 5** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge. |
| **Teaching point:** | Researchers spread their knowledge by teaching others about their specialized topic.  4.RML.8-5 |
| **Catchy phrase:** | “Researchers spread their knowledge by teaching others.” |
| **Text:** | General text (book that goes with your unit) |
| **Chart(?):** | Post-it’s, box and bullets, timelines, index cards or paper with chart below printed |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday we talked about how, “as researchers, we are alert for repeating information such as dates, names, and places. A lot of times, this appears at the beginning of a paragraph and throughout the different texts that we are reading.*  *Today we will continue our work as researchers. We are going to experience how “*Researchers spread their knowledge by teaching others about their specialized topic.” We have been working hard on our research projects. We can now consider ourselves an expert at our topic. We will now, share the rich information that we have learned with others. Experts usually prepare themselves to be able to share the information that they have sought out and they also are open to learning subtopics from others. |
| ***Teach:***  *Today we will set up round “talk-tables” where as experts, we will share the information that we have researched. We will also be open to learn about subtopics from each other. You will have 15 minutes to write down important target points that you want to share with your tables. (allow students to go back and write on index cards their main points about their presentations)*  *Once you are done writing down your target points to share as an expert on your topic. You will join your table groups and begin sharing your information.*  *(Have students set up “round table talks” where the students will share their presentations to each other. The students presenting will share the target points about their topics. The students listening will writing down the target points that they learned from the student sharing.)*  *If you are listening to an expert share about their topic you will take notes. Your notes will consist of the experts target points. For example,*   |  |  |  |  | | --- | --- | --- | --- | | *Expert Target points(write down here what you are going to share with your table)*   * *1* * *2* * *3* * *4* * *5*   *As a listener, you will write down the name of the expert and their topic. Then write in the boxes below the target points that the expert shared. (What did you learn?)* | | | | | *Expert 1(Subject)* | *Target point1:* | *Target point2:* | *Target point3:* | | *Expert 2(Subject)* | *Target point1:* | *Target point2:* | *Target point3:* | | *Expert 3(Subject)* | *Target point1:* | *Target point2:* | *Target point3:* | |
| ***Active Involvement:***  *After, you table talks are done you may join other tables and share what you have learned from your table. Show each other the notes that you took and compare information. Do you agree or disagree with the notes that the other students took?* |
| ***Link:***  Let’s think about why we are sharing today… We are sharing information because expert “researchers spread their knowledge by teaching others.” |
| **Mid-Workshop Teaching Point:**  **Remember-** Researchers spread their knowledge by teaching others about their specialized topic. They also listen intently. As you are intently listening to the expert sharing, you must list a few important facts about what you have learned from others’ presentation. |
| **Share:**  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 6** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Becoming Specialist and Reading as Researchers-Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics. |
| **Teaching point:** | Researchers ask meaningful, powerful questions by seeking what larger categories emerge and what questions they can pursue. 4.RML.8-6 |
| **Catchy phrase:** | “Researchers ask meaningful questions by seeing the big picture and by continuously asking questions.” |
| **Text:** | General text (book that goes with your unit) Anchor book (The Importance of Chief Joseph by Lois Warburton) |
| **Chart(?):** | Post-it’s, box and bullets, timelines |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we experience how “researchers spread their knowledge by teaching others about their specialized topic.” We also shared the rich information that we have learned with others. As expert researchers we prepared to share the information that we found on our topics and we also were open to listen to others’ expert information.  Today we will continue our work as expert researchers. We are going to generate questions and pursue the answers to those questions. We will continue to make notes in our texts about our initial thoughts, reactions and questions on post-its. |
| ***Teach:***  As expert researchers, we need to “ask meaningful, powerful questions by seeking what larger categories emerge and what questions we can pursue.” For example, when researching our Native American tribes…we may begin by researching what they eat. This may lead us into deeper questions. They eat corn, but why? Is it readily available? Does the terrain allow this crop to grow? or is their a deeper meaning behind the fact that their staple diet relies on corn? How are their religious beliefs tied to corn? So, it’s just enough to simply state that they eat corn. Dig deeper “researchers ask meaningful questions by seeing the big picture and by continuously asking questions.”  I’m reading “ The Importance of Chief Joseph’s” by Lois Warburton. I learned that Chief Joseph’s name was not just Joseph. He name is Hin-mah-too-yah-lat-kekht. I could just share that his name was Joseph and also “Hin-mah-too-yah-lat-kekht.” But, I’m curious… as to why he has two names? One so strange and one so common to me. So, I’m going to write on my post it note. The questions that I have.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | (Example of Post-it note)  Why does he have two names?  One following the Whites Religion.  One following his Native Religious beliefs. | | |  | | --- | | (Example of Post-it note)  What does Joseph mean?  Joseph the Younger, because his father had taken the Christian name Joseph when he was baptized at the [Lapwai](http://www.pbs.org/weta/thewest/places/states/idaho/id_lapwai.htm) mission by Henry Spalding in 1838. | | |  | | --- | | (Example of Post-it note)  What does “Hin-mah-too-yah-lat-kekht” mean? Means-Thunder traveling to loftier mountain heights.  This was a strong name and meant that it united him with the sprit of the tall rugged mountains that protected his beloved Oregon homeland. | |   Wow! From a couple of simple questions… I was able to continue asking questions. Just as “researchers ask meaningful questions by seeing the big picture and by continuously asking questions.” And I found deep meaningful information. My simple question about his name/s helped me to ask more meaningful questions. I found out why he has two names and what they meant. I was also able to see some of the history behind his name. His father was baptized by the Christians… Which leads me to ask more meaningful questions.  Let’s pause for a moment on my own research about The Nez Perce and The importance of Chief Joseph. And continue by asking questions about your research. |
| ***Active Involvement:***  *Take out your notes and research information and begin to annotate your initial thoughts and questions as you read the information you have. Think about how* “researchers ask meaningful questions by seeing the big picture and by continuously asking questions.”  Take your post-it notes and write down your initial thoughts, reactions and questions on the post-its. Place those post-its on the pages of the books you are working with and on the notes that you already have. Leave enough room on them for the answers. You will run into the answers as you continue your research. Once you find answers to your questions… write them down on the same post-it that you wrote the question on. Use markers like page numbers and details of where you found the information. Just in case you need to go back and re-read for clarification. |
| ***Link:***  Once you have questions down… and you find some of the answers, your questions may evolve into deeper and more meaningful questions. That’s what we want. Just like my initial question was “why does he have two names?” Now, my questions are deeper… like which culture did he value more? And what made him choose one over the other? |
| **Mid-Workshop Teaching Point:**  **Remember-** “Researchers ask meaningful questions by seeing the big picture and by continuously asking questions.”  This is a good time to look at your evolving questions and revise them. Can we focus our questions into one deeper question? |
| **Share:**  (Choose a couple of students to share and point out possible (questions and revised questions) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 7** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Becoming Specialist and Reading as Researchers-Synthesizing, Analyzing, and Exploring Essential Questions in Subtopics. |
| **Teaching point:** | Researchers pursue deeper knowledge of their topic by asking consequence questions:  \*Why does this matter?  \*What difference does this make?  \*What parts are important for us to explore? |
| **Catchy phrase:** | “Researchers ask consequence questions” |
| **Text:** | General text (book that goes with your unit) Anchor Book (The Importance of Chief Joseph by Lois Warburton) |
| **Chart(?):** | Post-it’s, box and bullets, timelines |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we experience how we generate questions and pursue the answers to those questions and we made notes in our texts about our initial thoughts, reactions and questions on post-its. We also looked at our notes and searched for the big picture. We looked for deeper questions and our questions evolved into more focused questions.  Today we will continue our work as expert researchers by “pursuing deeper knowledge of our topic by asking consequence questions:   * Why does this matter? * What difference does this make? * What parts are important for us to explore?   Questions are at the base of developing a strong research practice. These are the type of questions that we need to ask ourselves as expert researchers and then we must strive to answer them for our audience. |
| ***Teach:***  Today we will strive to ask questions of consequence. For example, let’s review my anchor chart about developing questions.   |  |  | | --- | --- | | Level 1 question-What is this? | What are his two names?  Chief Joseph and Hin-mah-too-yah-lat-kekht | | Level 2 question- Why does this matter? | Why does Chief Joseph have two names?  One name came from the involvement with the White man. One from his Native traditions. It matters because he was influenced by two cultures and he was forced to choose one due to the injustice that he and his people endured. | | Level 3 question - What parts are important for me to explore? | The progress of choosing one culture over the other, because he became a significance sign of hope and peace for his people. |   If I would have stayed in a level one question, “what is this?/What are his two names?” I would have only informed you of his two names. For example…   1. Chief Joseph was known by two names. Joseph and Hin-mah-too-yah-lat-kekht. THE END!!!   In comparison, to the information that I provided by asking a deeper level questions like, “Why does this matter?/Why does Chief Joseph have two names?   1. Chief Joseph was known by two names. Joseph and Hin-mah-too-yah-lat-kekht. One name came from the involvement with the White man. One from his Native traditions. 2. Joseph the Younger, because his father had taken the Christian name Joseph when he was baptized at the [Lapwai](http://www.pbs.org/weta/thewest/places/states/idaho/id_lapwai.htm) mission by Henry Spalding in 1838. 3. What does “Hin-mah-too-yah-lat-kekht” mean? Means-Thunder traveling to loftier mountain heights. 4. This was a strong name and meant that it united him with the sprit of the tall rugged mountains that protected his beloved Oregon homeland. 5. It matters because he was influenced by two cultures and he was forced to choose one due to the injustice that he and his people endured.   The level of my questioning automatically opens the doors to deeper information. As expert researchers we are going to practice asking questions of consequence. By starting with these questions.   * Why does this matter? * What difference does this make? * What parts are important for us to explore? |
| ***Active Involvement:***  *Take out your notes and research information and as you review your information ask yourselves these questions.*   * Why does this matter? * What difference does this make? * What parts are important for us to explore? * How does\_\_\_\_\_\_\_ affect us? * What causes \_\_\_\_\_\_\_\_\_\_\_? * Why conflicts arise and what can we learn from this? * How are conflicts resolved? * What systems are replicated? * How does this information affect me/us now? * Who is affected by \_\_\_\_\_ and why \_\_\_\_\_\_?   Identify one or two questions that you can continue to explore. Just like my example, I took one question and asked “Why does this matter? And I was able to begin to see deeper significance in the information that I was to present. |
| ***Link:***  Remember that expert “researchers ask consequence questions.” |
| **Mid-Workshop Teaching Point:**  **Remember-** “Researchers ask consequence questions, does the information you have matter? Why? Does it make a difference whether you present it or not? Can you continue to explore some of it’s parts? Or can you drop some information? |
| **Share:**  (Choose a couple of students to share and point out possible (questions and revised questions) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 8** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Becoming specialists and reading as researchers-synthesizing, analyzing and exploring essential questions in subtopics |
| **Teaching point:** | Researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. |
| **Catchy phrase:** | Keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind. |
| **Text:** | Cannibal Animals: Animals That Eat Their Own Kind by Anthony D. Fredericks (level V)  In Danger! By Andrew Kelly (M) |
| **Chart:** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Boys and girls, you’ve been working on developing your essential questions. Remember we talked about consequence questions, and how they help us to develop an essential question? They help us to think about the important information that we are reading too.  Today, we are going to continue thinking about our essential questions, and try to find answers to them. Researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. Keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind. |
| ***Teach:***  One of the essential questions that has come up recently in our study groups is around the idea of extinction. How and why do animals become extinct? Some of us probably think we already know the answer to this question. For example, if someone asked me that question about sharks, I might think that it was because of global warming or pollution in the oceans. But today, as I was reading, I discovered something that changed my mind. Listen as I read a small section of the book Cannibal Animals: Animals That Eat Their Own Kind. (Teacher reads aloud paragraph 2 on page 31 up to the word “However” on page 32.)  Oh my goodness, I did not realize people killed sharks just because they are sharks! It says right here that several species of sharks are on the endangered species list JUST because they have a reputation as a man killer, even though they’re really not. Far more sharks are killed by people than people killed by sharks.  Boys and girls, researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. They need to keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind, like I just showed you. |
| ***Active Involvement:***  Now, it’s your turn to practice this important new strategy. I want you to turn and tell your partner why you think tigers are in danger of being extinct.  (Teachers listens in as partners share.)  Okay, I head a few different ideas about why some of you think tigers could be in danger of extinction. Now, we are going to read a small section of this book In Danger! Remember, researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. They need to keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind.  (Teacher reads the paragraph below In Danger! on page 7 of In Danger!)  Now, turn and tell your partner what you think after listening to me read this section. (Teacher listens in as partners share.)  How many of you thought about this fact right here? It says that some people use bones of tigers to make medicines that they believe are magical. I had no idea that they did that and that that is one reason why tigers are in danger of becoming extinct. That is why it’s good to remember to keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind |
| ***Link:***  Today we learned that researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. They need to keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind.  From now on, whenever you are reading nonfiction, don’t forget this! Now off you go to read. Enjoy! |
| **Mid-Workshop Teaching Point:**  We are never done asking questions. We can always add to our essential questions as we learn about our topic. |
| **Share:** |

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| **Unit 8 Mini Lesson 9** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge. |
| **Teaching point:** | Research subgroups deepen their understanding about their essential questions by sharing what they have learned about their subtopic with each other. |
| **Catchy phrase:** | “Researchers deepen their knowledge by sharing subtopics with each other." |
| **Text:** | General text (book that goes with your unit) The importance of Chief Joseph by Lois Warburton |
| **Chart(?):** | Post-it’s, box and bullets, timelines, index cards or paper with chart below printed |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday we talked about how,* researchers continue thinking about their essential questions, and they try to find answers to them. Researchers find answers to their essential questions by reading closely and considering several possible explanations or answers. For example, we need to keep an open mind, because different texts might have different points of view, and sometimes we think we know an answer, but we read something that changes our mind.  *Today we will continue our work as researchers.* “Researchers deepen their knowledge by sharing subtopics with each other." We will review our essential questions and then share our subtopics and determine how our subtopics answer the essential questions. |
| ***Teach:***  Today we continue to work like expert researchers. Expert “researchers deepen their knowledge by sharing subtopics with each other." Therefore, we will get into round table groups according to our research topics and share. As you share, it’s important to think about the categories that the information first into. When readers acquire information, it’s important to think about the whole topic while also thinking about the smaller part within it. This is might help to gather information about those smaller parts: for example, a group might be exploring the essential question,  “Why do big conflicts arise and what can we learn from them? or For example, let’s review our anchor chart from two lessons ago. As I was researching Chief Joseph, my essential question was, “Why was Chief Joseph important to his “Native people” and to the “White people?” This was not my original question. My original question was, “What are his two names?” As we discovered together we need to ask questions of consequence. By asking questions of consequence we are lead to quality essential questions. We can also “deepen our knowledge by sharing subtopics with each other."(refer to anchor chart to remind students of the progression of asking questions and sharing information.)  As you explore with your groups, you might break the question apart into smaller parts. Then group members might take on one of these smaller parts to read and research, rather than the essential question in its entirety.   |  |  | | --- | --- | | Level 1 question-What is this? | What are his two names?  Chief Joseph and Hin-mah-too-yah-lat-kekht | | Level 2 question- Why does this matter? | Why does Chief Joseph have two names?  One name came from the involvement with the White man. One from his Native traditions. It matters because he was influenced by two cultures and he was forced to choose one due to the injustice that he and his people endured. | | Level 3 question - What parts are important for me to explore? | The progress of choosing one culture over the other, because he became a significance sign of hope and peace for his people. |   After talking about my essential question with my group, our essential question evolved. We will talk about this later. Just keep in mind that your research can still evolve into something deeper once everyone contributes to the research. In my research one group member found the name of Chief Joseph. The second group member found the background that the names came from. The third person found the significance and once we put it all together we found that our essential question was deeper than originally thought. Now my essential question is “Why do big conflicts arise and what can we learn from them?” |
| ***Active Involvement:***  (Have students gather in their table groups and break down the essential question into parts. Have the group section out a piece of the question. Each student should be responsible for one part of the research.) |
| ***Link:***  **Remember-** “Researchers deepen their knowledge by sharing subtopics with each other." |
| **Mid-Workshop Teaching Point:**  When readers acquire information, it’s important to think about the whole topic, while also thinking about the smaller part within it. Remember “researchers deepen their knowledge by sharing subtopics with each other." |
| **Share:**  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 10** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Forming a Research Community and Reading to Build Rich Background Knowledge. |
| **Teaching point:** | Research subgroups refine their findings by piecing their information together and discriminating between what is relevant and what is not.  4.RML.8-10 |
| **Catchy phrase:** | “Research subgroups piece their information together and discard the unimportant.” |
| **Text:** | General text (book that goes with your unit) The Importance of Chief Joseph by Lois Warburton |
| **Chart(?):** | Post-it’s, box and bullets, timelines, index cards or paper with chart below printed |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  Yesterday we talked about how, “researchers deepen their knowledge by sharing subtopics with each other." We will reviewed our essential questions and then shared our subtopics and determined how our subtopics answers the essential questions.  Today we will continue our work as researchers and as expert researcher we will get into subgroups and refine our findings by piecing their information together and discriminating between what is relevant and what is not. Researchers work together and look for patterns in the information that they have collected together. They look for what is relevant and important to the research. They also make important decisions on what is important and what is not important. “Research subgroups piece their information together and discard the unimportant.” Perhaps you found some information during your research and at the moment you thought it was important but now that you have seen everyone’s research and information, you may not want to add that information to your research. |
| ***Teach:***  As expert researchers do, we will gather with our round table research groups and share information as we did yesterday. Today you will put on a critical lens and view the information that you have in a discriminatory way. In your groups you will decide what is essential to your research. What should you share and what is extra information that is not quiet as important to share.  In your groups create a chart with boxes and bullets and list everyone’s research. Then review the list and cross out the information that you don’t think is essential to share. Highlight the information that is critical to your research. “Research subgroups piece their information together and discard the unimportant.” This process will help you identify the specific information that will effectively describe all the points of your research. It will also help you find the information that is just extra and not relevant to your research. For example, my research of Chief Joseph may look like this (see below-Demonstrate on chart paper how the students may share their information by creating an anchor chart for each group)   |  |  |  |  | | --- | --- | --- | --- | | Mrs. Juarez  Chief Joseph Names: | Mrs. Miller  Chief Joseph Background: | Mrs. Jackson  Chief Joseph Leadership: | Mrs. Tahlon  Chief Joseph Diet: | | * Joseph * Hin-mah-too-yah-lat-kekht * Chief Joseph was born **Hinmuuttu-yalatlat** (alternatively **Hinmaton-Yalaktit** or **Hin-mah-too-yah-lat-kekt**, [Nez Perce](http://en.wikipedia.org/wiki/Nez_Perce_language): "Thunder Rolling Down the Mountain" or ',*Hinmatóoyalahtq'it* – “Thunder traveling to higher areas”)[1] in the [Wallowa Valley](http://en.wikipedia.org/wiki/Wallowa_River) of north [eastern Oregon](http://en.wikipedia.org/wiki/Eastern_Oregon). He was known as Young Joseph during his youth because his father, Tuekakas,[2] was baptized with the same Christian name, later becoming known as "Old Joseph" or "Joseph the Elder." | * [Nez Perce](http://en.wikipedia.org/wiki/Nez_Perce_people), a [Native American](http://en.wikipedia.org/wiki/Indigenous_peoples_of_the_Americas) tribe indigenous to the [Wallowa Valley](http://en.wikipedia.org/wiki/Wallowa_Valley) in northeastern [Oregon](http://en.wikipedia.org/wiki/Oregon), in the interior [Pacific Northwest](http://en.wikipedia.org/wiki/Pacific_Northwest) region of the [United States](http://en.wikipedia.org/wiki/United_States). * ~~They played games for entertainment.~~ * While initially hospitable to the region's newcomers, [Joseph the Elder](http://en.wikipedia.org/wiki/Old_Chief_Joseph) grew wary when settlers wanted more Indian lands. * Tensions grew as the settlers appropriated traditional Indian lands for farming and grazing livestock. | * Joseph the Younger succeeded his father as leader of the Wallowa band in 1871. Before his death, the latter counseled his son: * The non-treaty Nez Perce suffered many injustices at the hands of settlers and [prospectors](http://en.wikipedia.org/wiki/Prospecting), but out of fear of reprisal from the militarily superior [Americans](http://en.wikipedia.org/wiki/United_States), Joseph never allowed any violence against them, instead making many concessions to them in hopes of securing peace. | * Corn * Vegetables * Hunted game | |
| ***Active Involvement:***  (Have students gather in their table groups and break down the essential question into parts and create a boxes and bullets anchor chart to organize their information. See example above.) |
| ***Link:***  **Remember-** “Research subgroups piece their information together and discard the unimportant.” |
| **Mid-Workshop Teaching Point:**  You may also want to think about different ways that your information can be organized. You can may quick lists of information, describe an important scene, explain something using a visual organizer or discuss a specific cause and effect relationship, or explore the dynamics of a topic by comparing and contrasting. |
| **Share:**  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 11** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts when Forming Ideas and Theories. |
| **Teaching point:** | Researchers consider perspectives from which stories are told by asking themselves whose voice is and is not heard in a text.  4.RML.8-11 |
| **Catchy phrase:** | “Researchers consider the voice heard and not heard.” |
| **Text:** | General text (book that goes with your unit), Encounter by Jane Yolen |
| **Chart(?):** | Post-it’s, box and bullets, timelines, index cards or paper with chart below printed |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  Yesterday we talked about how, expert researchers form subgroups and refine our findings by piecing their information together and discriminating between what is relevant and what is not. We experienced how researchers work together and look for patterns in the information that they have collected together. They look for what is relevant and important to the research. They also make important decisions on what is important and what is not important. “Research subgroups piece their information together and discard the unimportant.” We also noticed that some information found during our research, seemed at the moment important, but now that you have seen everyone’s research and information, you were able to discriminate and determine what was really important to the research.  Today we are going to learn how “researchers consider perspectives from which stories are told by asking themselves whose voice is and is not heard in a text.” So, expert researchers “consider the voice heard and not heard.” We will read with not just our own point of view of the text or the content in the text. We are going to wonder and consider the voice that is being heard and the voice that is not heard. It’s important to be able to view content from beyond our own points of view. Text is presented to us constantly and it all is coming from someone or something. We need to be able to seek out the sources and ask ourselves about the “voice” that it is being presented by. As we analyze the content, will be able to see the different points of view that the content is being presented with and we will able be able to see what perspective or “voice” is missing. |
| ***Teach:***  All text has a perspective, a point of view that the text represents. For instance in the book, “Encounter” by Jane Yolen. This is a story of Christopher Columbus’ discovery of America, yet told from the point of view and perspective of the Native Americans originally living on this continent. This alternative perspective allows the reader of the text a different side of the story. Thereby constructing a new layer of meaning to that moment in history. As you read the various informational book on your topics, for your research ask yourselves these questions:   * Who’s voice is heard? * Whose voice is not heard? * Which people are represented most in this text? * Which people are left out most often in this text? * Which side of the story do you hear more about? * Which side of the story are you left wondering about?   Asking yourselves questions and remembering “Researchers consider the voice heard and not heard,” in text will allow you to see the other side of the story. It will build an additional and deeper dimension to your research. |
| ***Active Involvement:***  (Have students return to their own desks and work on their own research. Have them refer to the anchor chart of questions above as they continue to ask themselves about the voice heard in their text. Have students search for one or two pieces of information that they already have in their research and consider the source and the perspective that it’s coming from. Have students share the information that they believe is from one voice and another voice. Also have them attempt to answer some of the questions above to each other.) |
| ***Link:***  **Remember-** “Researchers consider the voice heard and not heard.” |
| **Mid-Workshop Teaching Point:**  Using other texts (other sources) to find out the other side of the story helps empower researchers. Researchers become empowered when they seek out different perspectives by using different sources like asking other groups for their information/opinion, and/or interview librarian, history teacher, or search different books, or search engines online.  \*\*most importantly\*\* Find out the truth from both sides! |
| **Share:**  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 12** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts when Forming Ideas and Theories. |
| **Teaching point:** | Researchers are influenced by what they read, by considering how texts leave them feeling. 4.RML.8-12 |
| **Catchy phrase:** | “Researchers are influenced by the feelings that the information leaves.” |
| **Text:** | General text (book that goes with your unit), Encounter by Jane Yolen |
| **Chart(?):** | Post-it’s, box and bullets, timelines, index cards or paper with chart below printed |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  Yesterday we talked about how, researchers consider perspectives from which stories are told by asking themselves whose voice is and is not heard in a text.” We worked like expert researchers by “considering the voice heard and not heard.” We also read with not just our own point-of-view of the text or the content in the text. We wondered and considered the voice that is being heard and the voice that is not heard. It was important to be able to view content from beyond our own points of view. We talked about how the text is presented to us constantly and it all is coming from someone or something. We need to be able to seek out the sources and ask ourselves about the “voice” that it is being presented by. As we analyzed the content, to be able to see the different points of view that the content is being presented with and we were able to see what perspective or “voice” was missing.  Today we are going to learn how “researchers are influenced by what they read, by considering how texts leave them feeling.” When we read, we are continuously influenced by what we read. We are left with an emotion of some sort. For example, as we reviewed my research on Chief Joseph, we have been able to see things in his perspective and in the “European” perspective. As Chief Joseph explained in detail about his struggle to want peace and yet found himself fighting, we experienced some discomfort and began understanding some of his points. We began relating to his struggle. We understood his anger and his frustration in wanting to compromise for his people’s well being. |
| ***Teach:***  As researchers we also have to take note of our emotions/feelings about what we are discovering. We need to be able to step back and ask ourselves questions like:   * How am I left feeling about his\_\_\_\_\_\_\_\_\_\_(person, action, information, topic)? * Am I left with an extremely positive or negative feelings? * Do I suspect that I’m missing a part of the picture? * What new information does each text offer? * What new perspectives are included? * Does any group of people continue to be left out? continue to not be represented?   This type of analytical reading and questioning will fuel productive, meaningful conversations in your research. It will also help you determine what your position on this topic is. You will be able to verbalize/share how this research topic has changed you or impressed you.  (Create an anchor chart with these questions and place somewhere in the classroom where students can easily access it) |
| ***Active Involvement:***  (Have students return to their own desks and work on their own research. Have them refer to the anchor chart of questions above as they continue to ask themselves about their feelings about the topic. Have students search for one or two pieces of information that they already have in their research and consider the source and the perspective that it’s coming from. Have students share the information that they believe is from one voice and another voice. Also have them attempt to answer some of the questions above to each other. Then have them share how this information leaves them feeling and why) |
| ***Link:***  **Remember-** “Researchers are influenced by the feelings that the information leaves.” |
| **Mid-Workshop Teaching Point:**  Using other texts (other sources) to find out the other side of the story helps empower researchers. Researchers become empowered when they seek out different perspectives by using different sources like asking other groups for their information/opinion, and/or interview librarian, history teacher, or search different books, or search engines online.  \*\*most importantly\*\* Find out the truth from both sides! And how does this information make you feel? |
| **Share:**  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |

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| **Unit 8 Mini Lesson 13** |

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| **Unit of Study:** | Informational Reading |
| **Goal:** | Connecting the Past with the Present –Exploring Point of View and Perspective of Texts when Forming Ideas and Theories. |
| **Teaching point:** | Researchers make connections between what they read and real life (text-to-world connections) by recognizing patterns of points of view across texts and across time periods.4.RML.8-13 |
| **Catchy phrase:** | “Researchers make text to world connections with what they read.” |
| **Text:** | General text (book that goes with your unit), Encounter by Jane Yolen |
| **Chart(?):** | Post-it’s, box and bullets, timelines, index cards or paper with chart below printed |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.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.  4.RI.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.  4.RI.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.  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  Yesterday we talked about how, researchers are influenced by what they read. They consider how the texts leave them feeling, one way or another. We experienced that when we read, we are continuously influenced by what we read. We are left with an emotion of some sort. For example, as we reviewed my research on Chief Joseph, we talked about how we have been able to see things presented in his perspective and in the “European” perspective. As Chief Joseph explained in detail about his struggle to want peace and yet found himself fighting, we experienced some discomfort and began understanding some of his points. We began relating to his struggle. We understood his anger and his frustration in wanting to compromise for his people’s well being. Finally, we began forming and understanding ideas about the text and ourselves.  Today we are going to continue to explore how the text can leave a lasting impression on us. We will learn how “researchers make connections between what they read and real life (text-to-world connections) by recognizing patterns of points of view across texts and across time periods. We will practice how “Researchers make text to world connections with what they read.” |
| ***Teach: (create an anchor chart with these questions for students to refer to)***  Look for patterns that emerge. Patterns of peoples’ point of view. For example,   * Look for connections between groups of people who were for or against change. * People who feared losing power if things changed. * People who embraced shifts of power, so that others could be represented. * Look for patterns of whose voice is heard when?   Struggles across time periods:   * Power * Representation * Justice * Discrimination * Fairness * How have ideas changed, repeated or evolved over time?   As you look for these ideas or dynamics in your research, you will experience how, “researchers make text to world connections with what they read.” |
| ***Active Involvement:***  (have students share in their round table groups any emerging ideas/patterns that they have found in their research. Allow students to have sufficient time to discuss and argue about the patterns that they see across the research.) |
| ***Link:***  **Remember-** “Researchers make text to world connections with what they read.” |
| **Mid-Workshop Teaching Point: (practice yesterday’s mid-workshop)**  Remember that using other texts (other sources) to find out the other side of the story helps empower researchers. Researchers become empowered when they seek out different perspectives by using different sources like asking other groups for their information/opinion, and/or interview librarian, history teacher, or search different books, or search engines online.  \*\*most importantly\*\* Find out the truth from both sides! And how does this information make you feel? |
| **Share:**  (Choose a couple of students to share and point out possible (topics and subtopics) that are good examples of following up on researching.) |