

Lesson 2: Reading for Gist: "Revolutionary War, Part I"



CCS Standards

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.



Daily Learning Targets

- I can determine the gist of "Revolutionary War, Part I." (RI.4.1, RI.4.4, L.4.4)
- I can determine the meaning of unfamiliar words and phrases in "Revolutionary War, Part I." (RI.4.4, L.4.4)

Ongoing Assessment

- Gist of each paragraph of "Revolutionary War, Part I" (RI.4.1, RI.4.4, L.4.4)

Agenda

1. Opening

- A. Reflecting on Module Guiding Questions (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Reading for Gist: "Revolutionary War, Part I" (20 minutes)
- B. Making Connections to *Colonial Voices: Hear Them Speak* (5 minutes)

3. Closing and Assessment

- A. Launching Independent Reading (25 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- The lesson begins with students reflecting on the module guiding questions. This is not mandatory—students share their reflections only if they want to do so. It is important to be sensitive to students’ and families’ feelings about the American Revolution.
- In this lesson, students read and find the gist of “Revolutionary War, Part I” before making connections to the *Colonial Voices: Hear Them Speak* read-aloud in the previous lesson by attempting to answer some of the questions on the Questions about *Colonial Voices: Hear Them Speak* anchor chart (RI.4.1). Attend to the process of reading for gist, as it will be repeated in subsequent lessons.
- In this lesson, students focus on working to become effective learners and working to become ethical people by showing respect as they reflect on the module guiding questions.
- In this lesson, students also choose independent research reading books (RL.4.10/RI.4.10). Consider using the Independent Reading: Sample Plans if you do not have your own independent reading review routines (see Module 1 Appendix).
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads “Revolutionary War, Part I” aloud during Work Time A.
- The research reading that students complete for homework will help build both their Vocabulary and knowledge pertaining to the American Revolution. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lesson, students were introduced to the module topic by looking at pictures and text quotes in the Infer the Topic protocol.
- Recall that the Mini Language Dive format has changed to reflect a more student-centered approach (see the unit overview).
- Recall that the ELL supports within the Meeting Students’ Needs column have changed. Each support is labeled and fully explained the first time it is used, then labeled and condensed in subsequent lessons (see Module Overview).
- This lesson is the second in a series of three that include built-out instruction for the use of Goal 4 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6*. Second Edition. Sausalito, CA: Math Solutions Publications).

Areas in which students may need additional support:

- Students may need additional support rereading the text to find the gist. Pair students strategically to ensure that each pair contains at least one strong reader.

Assessment guidance:

- Listen to student book discussions to identify common issues that can be used as whole group teaching points against the criteria recorded on the Discussion Norms anchor chart.

- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 4) or the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to assess students' during Closing and Assessment A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will closely read the text read in this lesson with a focus on explaining what happened and why using specific information from the text (RI.4.3).

In advance:

- Strategically pair students for work during Opening B, with at least one strong reader per pair.
- Review Independent Reading: Sample Plans in preparation for launching independent reading in this lesson (see Module 1 Appendix).
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standard 4.I.B.6, 4.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs by establishing an environment of respect for diverse perspectives; pairing students and allowing time for discussion during each task; providing time to investigate Vocabulary; and determining the gist of each section of “Revolutionary War, Part I.”
- ELLs may find it challenging to comprehend “Revolutionary War, Part I” because of the volume of potentially unfamiliar language in a likely unfamiliar context. Encourage students to use the Colonist Chart from Lesson 1 and the map in Work Time A (see Meeting Students’ Needs column) to build context. Assure them that today’s reading is for gist, and that they will read this text more closely in Lesson 3.

Levels of support

For lighter support:

- In Work Time A, encourage students to use the word *tax* as both a noun and a verb to share the gist of the section “Colonial Opposition.” (Example: “The colonists were angry because Britain *taxed* almost everything that was printed.” “The colonists thought it was unfair to have to pay the *taxes!*”)

For heavier support:

- Consider enlarging the text “Revolutionary War, Part I” and posting it in a central location for students to reference throughout the unit. While reading for gist in Work Time A, make notes in the margins. In addition to writing key words or notes that correspond with each paragraph, consider sketching pictures to support comprehension. Keep this enlarged text posted throughout the unit to support comprehension of the Revolutionary War; to serve as a model for the reading for gist work students will continue to do throughout the unit; and to serve as a model for chronological text structure when students analyze text structure in future lessons.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students practice showing respect in a discussion. Some may benefit from additional models of demonstrating respect (e.g., pictures, video clips, or role-play demonstrations that embody respect).
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students are introduced to the text “Revolutionary War, Part I.” Continue to remove any possible barriers for accessing the text. Consider using sticky notes with the gist of different pages prewritten so that students can match the sticky note to the appropriate page and avoid barriers associated with writing the gist. Some students may also benefit from more scaffolded questions about the text.
- **Multiple Means of Engagement (MME):** As students begin this unit, be aware that they will have varied knowledge about war that will shape their opinions. Model respect by encouraging students to share their honest feelings and questions about the topic.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- gist (L)
- colonies, colonists, declared, nation (T)

Materials

- ✓ Module Guiding Questions anchor chart (begun in Lesson 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Questions about *Colonial Voices: Hear Them Speak* anchor chart (begun in Lesson 1)
- ✓ “Revolutionary War, Part I” (one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ “Revolutionary War, Part I” (example, for teacher reference)
- ✓ Academic Word Wall (begun in Module 1; added to during Work Time A)
- ✓ Domain-Specific Word Wall (begun in Lesson 1; added to during Work Time A)
- ✓ Independent Reading: Sample Plans (for teacher reference; see Module 1 Appendix)

Opening

A. Reflecting on Module Guiding Questions (5 minutes)

- Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite students to reread the **Module Guiding Questions anchor chart**.
- Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them.
- Direct students’ attention to the **Working to Become Ethical People anchor chart** and briefly review the characteristic of respect.
- Using a total participation technique, invite responses from the group:
“How do you think respect will help us when we are sharing our reflections?” (Responses will vary.)
- If productive, use a Goal 4 Conversation Cue to encourage students to add on:
“Who can add on to what your classmate said? I’ll give you time to think and write.” (Responses will vary.)
- Invite any students who would like to do so to share their reflections with the whole group. This must be voluntary—if no one wants to share, that is okay.

Meeting Students’ Needs

- For ELLs or students who may need additional support with expressive language: (Practicing Beforehand) Before the lesson, ask students if they would like to share their reflections. Invite them to practice with you or a peer, helping them to rephrase any language that prevents comprehension of their intended message. (MMR)
- For students who may need additional support with comprehension: Consider providing some visual examples of showing respect. These can be images, short videos, or role-play simulations. (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - “I can determine the gist of ‘Revolutionary War, Part I.’”
 - “I can determine the meaning of unfamiliar words and phrases in ‘Revolutionary War, Part I.’”
- Remind students that they have seen similar learning targets in previous modules.
- Underline the word *gist* in the first target. Remind students that the *gist* is what the text is mostly about and that we find the *gist* of new texts so that we understand what it is mostly about. Also remind them that when we find the *gist* of sections of the text, it helps us understand the structure.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Targets) Invite students to share one way they worked toward similar learning targets with other texts in Modules 1–2. (MMR, MME)
- For ELLs: (Stopping between Learning Targets) Consider reading one learning target at a time, stopping after each one to ask students what they think they will be doing in this lesson.

Work Time

A. Reading for Gist: “Revolutionary War, Part I” (20 minutes)

- Remind students of the questions they recorded on the **Questions about Colonial Voices: Hear Them Speak anchor chart** after hearing some of the text read aloud.
- Turn and Talk:
“How can we answer these questions?” (reading some informational texts)
- Distribute “**Revolutionary War, Part I**” and read it aloud.
- To avoid any confusion, tell students that the American Revolution is also called the Revolutionary War.
- Turn and Talk:
“What is the text about?” (It’s about when the American Revolution began and some of the events leading up to it.)
- Focus students on the first paragraph and read it aloud again.
- Turn and Talk:
“What is the gist of this paragraph? What is it mostly about?” (The American Revolution began in 1775 and was a war about the rights of people living in the American colonies.)

- Record the gist in the margin on the displayed text and invite students to do the same. Remind students that the gist doesn't need to be complete sentences; it can be key words or notes as long as it explains what the text is mostly about.
- Invite students to work with their partner to circle unfamiliar words and phrases.
- Focus students on the Vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and invite them to identify the most effective strategy to determine the meaning of each of the words they have circled. Remind students to record new Vocabulary in their **Vocabulary logs**.
- After 3 minutes, refocus whole group and invite students to share the unfamiliar words and their definitions. Ensure that the following words are discussed, as they are important to understanding the rest of the text:
 - colonies (areas of land ruled by another country)
 - colonists (people who live in a colony)
 - declared (announced)
 - nation (a large group of people living on a piece of land, such as a country)
- Invite students to do the same thing with the rest of the text, section by section (e.g., “The Founders,” “Events Leading to the Revolution,” etc.).
- When 3 minutes remain, refocus whole group and invite students to share the gist of each of the paragraphs. Refer to “**Revolutionary War, Part I**” (example, for teacher reference) as necessary. Add any new words to the **Academic Word Wall** and **Domain-Specific Word Wall** and invite students to add translations in native languages.
- Emphasize that people were living on the land before Britain established colonies and had been living on the land for thousands of years before people from Europe arrived.

Meeting Students' Needs

- For ELLs and students who may need additional support determining the gist: (Key Phrases) Consider highlighting or underlining key phrases in their individual copy of “Revolutionary War, Part I” in advance. This will lift the gist up for them as they read along. (MMR)
- For ELLs and students who may need additional support with comprehension: (Displaying a Map: Building or Activating Schema) Display a map of the world before reading “Revolutionary War, Part I” to build or activate students' schema on the geography of Britain and the 13 colonies. Invite students to identify Britain and the 13 colonies on the map, providing them with a physical context for the events taking place in the text. (MMR)
- For ELLs: (Pre-teaching Vocabulary) Consider pre-teaching the word *tax*, as it is key to accessing the text and understanding the events that led to the revolution. Explain that *tax* is used as both a verb and a noun in the text. (*Tax* as a noun is the money that is paid to the government for public services. *Tax* as a verb is the act of the government collecting money from people for public services.)
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Determining Gist) Consider modeling and thinking aloud determining the gist of the first paragraph before asking students to do so in pairs. (MMAE)

Work Time

B. Making Connections to *Colonial Voices: Hear Them Speak* (5 minutes)

- Use the following process to make connections between “Revolutionary War, Part I” and *Colonial Voices: Hear Them Speak*:
 - Read the first question on the Questions about *Colonial Voices: Hear Them Speak* anchor chart.
 - Turn and Talk:

“Have you found any information from reading ‘Revolutionary War, Part I’ that could help you answer this question?”
 - Record the answer(s) next to the question on the anchor chart.
 - Repeat this process with the next question.

Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider coaching the mentor to engage with his or her partner and share his or her thought processes. (MMAE)
- For ELLs: (Noticing Complete Sentences) Invite students to explain why answers recorded on the anchor chart are NOT considered complete sentences.

Closing and Assessment

A. Launching Independent Reading (25 minutes)

- Launch independent reading. Consider using the **Independent Reading: Sample Plans** if you do not have your own independent reading routine in place.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.
- As time permits, focus students on the Working to Become Effective Learners anchor chart and invite them to self-assess how well they showed respect in this lesson.

Meeting Students' Needs

- For students who may need additional support with reading stamina: Provide opportunities to take breaks at pre-determined points. Let them choose from a list of appropriate break activities (e.g., getting a drink of water, stretching, etc.). (MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)
- For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)