

## Lesson 8: Close Read: "An Incomplete Revolution"



### 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.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize 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.4.5:** 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.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9b:** Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1f:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- **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 main idea and summarize the text "An Incomplete Revolution." (RI.4.1, RI.4.2, W.4.9b, L.4.1f)
- I can describe the overall structure of the text "An Incomplete Revolution." (RI.4.5)

### Ongoing Assessment

- Text-Dependent Questions: "An Incomplete Revolution" (RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.4)
- Summary of "An Incomplete Revolution" (RI.4.1, RI.4.2, W.4.9b, L.4.1f)

## Agenda

### 1. Opening

- A. Engaging the Reader: “An Incomplete Revolution” Vocabulary Game (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

### 2. Work Time

- A. Text-Dependent Questions: “An Incomplete Revolution” (30 minutes)

### 3. Closing and Assessment

- A. Independent Writing: Summary of “An Incomplete Revolution” (15 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:

- In Work Time A, students closely read “An Incomplete Revolution” to answer questions that guide them toward determining the main idea and the structure of the text (RI.4.1, RI.4.2, RI.4.5). Students are grouped in the same triads as in the previous lesson for this task. As with the previous lesson, this may be a sensitive issue for students who have a background of slavery in their family or culture. A time for silent reflection is provided after reading the book to give students time to process the connections they make with the story. Be aware that these connections may be personal, and students are not required to share them.
- In the Closing, students write a summary of “An Incomplete Revolution” on an exit ticket (RI.4.1, RI.4.2, W.4.9b) to be collected and used for informal assessment.
- In this lesson, students focus on working to become effective learners by collaborating in triads.

### How it builds on previous work:

- In the previous lesson, students read the text “An Incomplete Revolution” for gist. In this lesson, they dig deeper with text-dependent questions to build a greater understanding of the text by reading it closely to determine the main idea and the structure and to write a summary.
- In Module 2, students practiced finding the main idea with supporting details and summarizing an informational text. This lesson continues that work.

### Areas in which students may need additional support:

- Students may need additional support recording their answers on their note-catchers. Consider grouping those students together and providing teacher support when necessary.

### Assessment guidance:

- Review students’ summaries to determine common issues to be used as whole group teaching points in the next lesson. Refer to the “An Incomplete Revolution” summary (example, for teacher reference) as necessary.

- 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 Work Time A (see Module 1 Appendix).
- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills to assess students' writing abilities in Closing and Assessment A (see Module 1 Appendix).

### Down the road:

- In the next lesson, students will read a new informational text to explore the Native American perspective.

### In advance:

- Preview the Text-Dependent Questions: "An Incomplete Revolution" (example, for teacher reference) in the supporting Materials to familiarize yourself with the content of the close read.
- 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.7, 4.I.C.10, 4.II.A.1

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by revisiting the text "An Incomplete Revolution," playing a game to explore Vocabulary, and allowing time for reflection and discussion about sensitive issues that may arise from the text. ELLs also have the opportunity to prepare for the end of unit assessment by writing a summary and answering questions about the main idea and structure of the text.
- ELLs may find it challenging to identify text structures, as it requires them to employ metalinguistic awareness, when some students may struggle to comprehend the meaning of the text itself. Check for comprehension of the text while discussing its structure and represent text structures visually whenever possible.

## Levels of support

*For lighter support:*

- During Work Time A, challenge students to change the notes in the Venn diagram from fragments to complete sentences. Invite students to identify the subject and the predicate in the complete sentences they suggest.
- Challenge students to create a summary paragraph frame of “An Incomplete Revolution” for students who need heavier support to use during the Closing.

*For heavier support:*

- During Work Time A, model doing quick sketches within the Venn diagram graphic organizer as placeholders for information.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors to cue students’ thinking. Continue to aid comprehension by creating additional or individual anchor charts for reference and charting student responses during whole class discussions.
- **Multiple Means of Action and Expression (MMAE):** Facilitate student management of information and resources by allowing them to identify unknown words and record them in their Vocabulary log.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from the previous lesson with “An Incomplete Revolution”. This supports them in understanding the value and relevance of the activities in this lesson.

## Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- main idea, summarize (L)
- seized, slave (T)

## Materials

- ✓ “An Incomplete Revolution” (from Lesson 7; one per student)
- ✓ “An Incomplete Revolution” Vocabulary cards (one card per student)
- ✓ Academic Word Wall (begun in Module 1; added to during Opening A)
- ✓ Domain-Specific Word Wall (begun in Lesson 1; added to during Opening A)
- ✓ Text Structures (from Lesson 3; one per student)
- ✓ Text-Dependent Questions: “An Incomplete Revolution” (one per student and one to display)
- ✓ Highlighters (one per student)

- ☒ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☒ Determining the Main Idea anchor chart (begun in Module 2)
- ☒ Text-Dependent Questions: “An Incomplete Revolution” (answers, for teacher reference)
- ☒ Questions about *Colonial Voices: Hear Them Speak* anchor chart (begun in Lesson 1)
- ☒ Paper (lined; one piece per student)
- ☒ Criteria of an Effective Summary anchor chart (begun in Module 1)
- ☒ Exit Ticket: Writing a Summary (example, for teacher reference)

### Opening

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#### A. Engaging the Reader: “An Incomplete Revolution” Vocabulary Game (10 minutes)

- Invite students to retrieve “**An Incomplete Revolution.**”
- Distribute “**An Incomplete Revolution**” Vocabulary cards.
- Tell students that some of their cards have Vocabulary words on them and others have definitions.
- Post and review the following directions:
  1. Find the word or definition that matches what is on your card. (Clarify: If you have a word, you will look for the matching definition, and vice versa.)
  2. With your partner, find the word in “An Incomplete Revolution.”
  3. Read aloud the sentence with your word.
- Answer clarifying questions. Invite students to begin playing.
- After 5 minutes, refocus whole group.
- Using total participation techniques, select pairs to share out their word, definition, and sentence from the text.
- Add any new words to the **Academic Word Wall** or the **Domain-Specific Word Wall**.

#### Meeting Students’ Needs

- When using a total participation technique, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs and students who may need additional support with Vocabulary: (Acting Out or Sketching Vocabulary Words) Invite students to act out or sketch the meaning of each Vocabulary word as it is read aloud in the sentence. Include sketches with any words added to the Word Wall. (MMR, MMAE)

## Opening

### B. Reviewing Learning Targets (5 minutes)

- Invite students to move to sit with their triads from the previous lesson.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “I can determine the main idea and summarize the text ‘An Incomplete Revolution.’”
  - “I can describe the overall structure of the text ‘An Incomplete Revolution.’”
- Focus students on the first learning target and underline the words *main idea*. Remind students that they found the main idea of poems in Module 1 and of informational texts in Module 2.
- Using a total participation technique, invite responses from the group:
 

***“What is the main idea of a text?” (the big idea related to the real world that the author wants the reader to take away from reading a text)***
- Underline the word *summarize*. Again, remind students that they summarized literary texts in Module 1 and informational texts in Module 2.
- Using a total participation technique, invite responses from the group:
 

***“What does it mean to summarize?” (to briefly describe what something is about, including the main idea(s) or events)***
- Focus students on the second target and remind them that they have seen this same target for a few different texts throughout this unit. Remind them of their **Text Structures** handout, which lists different kinds of text structures.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to share one way they worked toward similar learning targets in previous lessons. (MMR, MME)
- For ELLs: (Comparing Finding the Gist to Summarizing) Remind students that in the previous lesson, they found the gist of “An Incomplete Revolution,” and in this lesson they will *summarize*, or write a summary about it. Ask students about the relationship between the gist and a summary. Examples:
 

***“What is the gist of a text?” (what it is mostly about)***

***“How is a summary different?” (A summary tells all of the most important points.)***



## Work Time

### A. Text-Dependent Questions: “An Incomplete Revolution” (30 minutes)

- Distribute and display **Text-Dependent Questions: “An Incomplete Revolution”** and **highlighters**.
- Read aloud the directions at the top of the page.
- Remind students that digging deeper into the text can help them understand it better, so they are going to dig deeper into this text by answering questions.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart** and review what collaboration looks and sounds like as needed.
- Remind students of the criteria on the **Determining the Main Idea anchor chart** and point out that as the learning target suggests, there will be questions about determining the main idea of the text.
- Invite students to complete the text-dependent questions with their triad.
- Circulate to support students as they work. Refer to **Text-Dependent Questions: “An Incomplete Revolution” (answers, for teacher reference)** as necessary.
- When 3 minutes remain, refocus whole group.
- Briefly review the answers to the questions. Refer to **Text-Dependent Questions: “An Incomplete Revolution” (answers, for teacher reference)** as necessary.
- As time permits, consider inviting students to reflect silently on the text for 3 minutes. Due to the sensitive nature of this text, some students may benefit from silent reflection time. They may or may not wish to share their reflections with the whole group.
- If productive, cue students to explain others’ ideas:  
*“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)*
- Revisit the questions on the **Questions about Colonial Voices: Hear Them Speak anchor chart** to see whether students can answer any more of them after reading this text.

### Meeting Students’ Needs

- For students who may need additional support with self-regulation: When you give students a warning before the transition to whole group, provide a clear routine for what to do with unfinished work and consider using a visual timer. (MME)
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud) Model thinking aloud the process for deciding which information goes in each section of the Text-Dependent Questions: “An Incomplete Revolution” Venn diagram. If helpful, color-code each section and underline information in the text using corresponding colors. Invite students to use the same colors in their own Venn diagram and text. (MMAE)
- For ELLs: (Noticing Complete Sentences: Fragments) Invite students to discuss why the notes recorded on the Venn diagram are fragments and encourage them to use the questions on the Writing Complete Sentences handout to guide them.

## Closing and Assessment

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### A. Independent Writing: Summary of “An Incomplete Revolution” (15 minutes)

- Distribute **paper**.
- Tell students that for an exit ticket, they are going to write a summary of “An Incomplete Revolution.”
- Refer students to the **Criteria of an Effective Summary anchor chart** as needed.
- Collect the exit tickets for informal assessment. Refer to **Exit Ticket: Summary Writing (example, for teacher reference)** as necessary.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first two learning targets and how well they collaborated.

### Meeting Students' Needs

- For students who may need additional support to organize their ideas in writing: Offer sentence starters or frames as scaffolding for student expression and communication. (MMAE)
- For ELLs: (Paragraph Frame) Invite students who need heavier support to use the paragraph frame created by more proficient students (see “for lighter support”) when writing their summaries.

## Homework

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**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) (MMR)