



4TH
GRADE

VOLUME 4.1

Realistic Fiction
Shiloh

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First Printing January 2012

Second Printing April 2015

Third Printing June 2016

ISBN: 978-1-59849-182-1

Library of Congress Control Number: 2015937607

Printed in the United States of America

Design: Soundview Design Studio

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Peanut Butter Publishing
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Seattle, Washington 98105
206-860-4900
www.peanutbutterpublishing.com

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Welcome to the C. I. A. Unit of Study for *Shiloh*

This read-aloud unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach* (available for purchase at shop.readsidebyside.com). I hope you enjoy guiding your students through the authentic work of expert readers!

The book *Shiloh*, by Phyllis Reynolds Naylor, was selected for its complex theme. In the book, the main character, Marty, evolves as he becomes aware of his own beliefs about right and wrong. This is a typical theme in realistic fiction. While fourth-grade students have generally had some exposure to realistic fiction, they may not understand all the nuances of this genre. In this unit, students will learn what to expect from realistic fiction. They will examine key themes that arise within this genre and explore the idea of right vs. wrong.

Phyllis Reynolds Naylor's writing style draws readers in as they strongly empathize with the main character and his dog. Many students will be eager to read the remaining books in this series. While the theme is a critical lead-in to the remaining units for fourth grade, the inspiring topic will also ignite students' interest and motivate them to make strong independent reading choices.

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at readsidebyside.com.) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i> If applicable: <i>What is the root? (underline the root)</i> <i>What does the root mean?</i> <i>What is the prefix? (circle the prefix)</i> <i>What does the prefix mean?</i> <i>What is the suffix? (box the suffix)</i> <i>What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk: What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i> <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i> *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i> *add accurate examples to the chart</p>
<p>6. Turn and talk: What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i> *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>

Shiloh Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong. The author’s purpose is implicitly stated with themes highlighting a variety of perspectives on a complex issue.</p> <p>Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure.</p> <p>Language Conventionality and Clarity Phyllis Reynolds Naylor uses language that is fairly literal and clear. Challenges emerge through use of dialect and an unconventional use of grammar in dialogue.</p> <p>Knowledge Demands This text provides access to several complex and sophisticated themes. The characters look at issues of right and wrong from a variety of perspectives, causing the reader to challenge his or her own perspective. General background knowledge about animal cruelty related to hitting, chaining, and starving animals as well as out-of-season hunting is needed to relate to the text. Also, general background knowledge about how people define their moral codes, specifically through the Bible and the law, is needed.</p>	<p>The Lexile level for <i>Shiloh</i> is 890 based on word frequency and sentence length. This is in the mid range of the complexity band for 4th–5th grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

Shiloh Scope and Sequence

NOTE: The lessons for this unit give page references for the Atheneum paperback edition of *Shiloh* published in 2000.

Unit of Study: *Shiloh*

Genre: Realistic Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>mistreated</i> Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"> • Complete story elements handout together • Infer genre • Make a prediction
2		Use the genre chart to help students understand what to expect from realistic fiction.	
3	Chapter 1 pp. 1–8	Vocabulary: <i>compassion</i>	Focus on identifying the important characters. <ul style="list-style-type: none"> • Co-create a character list
4	Chapters 1–2 pp. 6–12	Vocabulary: <i>disappointment</i>	Focus on identifying the setting of the story—characters’ circumstances. <ul style="list-style-type: none"> • Co-create a setting clues list
5	Chapter 2 pp. 12–17	Vocabulary: <i>promise</i>	Determine important events and problems. <ul style="list-style-type: none"> • Co-create an important events list • Co-create a problems list • Continue to co-create a character list
6	Outside Text: “Protecting the Pets in Your Community”	Vocabulary: <i>accusation</i>	Identify important details about a topic.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
7	Chapter 3 pp. 18–26	Vocabulary: <i>responsible</i>	Determine important events. <ul style="list-style-type: none"> Continue to co-create an important events list
8	Chapter 4 pp. 27–35	Vocabulary: <i>sacrifice</i>	Determine important events. <ul style="list-style-type: none"> Continue to co-create an important events list
9		Retell summary writing and share-out	
10	Chapter 5 pp. 36–44	Vocabulary: <i>secret vs. lie</i>	Consider the conflict of right vs. wrong.
11	Chapters 5–6 pp. 43–48	Vocabulary: <i>belonging</i>	Analyze the author’s purpose for focusing on right vs. wrong. <ul style="list-style-type: none"> Co-create a chart of characters’ beliefs about right and wrong
12		Problem/solution/opinion writing and share-out.	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
13	Chapter 6 pp. 48–55	Vocabulary: <i>loyal</i>	Infer character traits and support with text evidence. <ul style="list-style-type: none"> Co-create a character traits chart
14	Chapter 7 pp. 56–64	Vocabulary: <i>shame vs. pride</i>	Infer the main character's feelings and motivations.
15		Focus on naming a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box 	
16	Chapter 8 pp. 65–71	Vocabulary: <i>tense</i>	Collect evidence to support a line of thinking and use evidence to make predictions. <ul style="list-style-type: none"> Continue to co-create an evidence collection box. Share and write down predictions

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
17	Chapter 9 pp. 72–79	Vocabulary: <i>honest vs. dishonest</i>	Make predictions. <ul style="list-style-type: none"> Continue to add evidence to the evidence collection box
18	Chapter 10 pp. 80–87	Vocabulary: <i>nerve</i>	Infer characters' feelings and perspectives.
19	Outside Text: “Time to Act!: How to Report Animal Abuse or Neglect”	Vocabulary: <i>welfare</i>	Identify important details about a topic.
20	Chapter 11 pp. 88–96	Vocabulary: <i>blame</i>	Identify cause and effect. <ul style="list-style-type: none"> Continue to add evidence to the evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
21	Chapter 12 pp. 97–105	Vocabulary: <i>accountable</i>	Identify the turning point and infer the author's message. <ul style="list-style-type: none">• Continue to add evidence to the evidence collection box
22		Turning point writing and share-out.	
23	Chapter 13 pp. 106–112	Vocabulary: <i>determined</i>	Make predictions.
24	Chapters 14 & 15 pp. 113–137		Read-In

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
25		Reflection writing: Synthesis summary	
26		Reflection writing: Evaluation of the author's message	
27– 32		Formal writing Persuasive essay: Take a stand on the issue of animal abuse	

***Shiloh* Stems List**

Day 1 – Blurb

When the blurb said _____, I was thinking _____. This helps me understand _____.

Day 2 – Genre

When the chart said _____, I made a prediction. I think _____ because _____.

Day 3 – Character List

When the book said _____, I thought this was an important detail because _____.

This makes me think _____.

Day 4 – Setting

When the book said _____, I thought this was an important detail because _____.

This makes me think _____.

Day 5 – Important Events and Problems

When the book said _____, I was thinking this was important because _____.

Day 6 – Outside Text

When the article said _____, I thought this was an important detail because _____.

This makes me think _____.

Day 7 – Important Events

When the book said _____, I was thinking this was important because _____.

Day 8 – Important Events

When the book said _____, I was thinking this was important because _____.

Day 10 – Right vs. Wrong

When the book said _____, I was thinking _____. I think it is right/wrong to _____.

Day 11 – Right vs. Wrong

When the book said _____, I was thinking _____ believes _____. This helps me understand _____.

Day 13 – Infer Character Traits

When the book said _____, I was thinking _____ because _____.

Day 14 – Infer Characters' Feelings and Motivations

When the book said _____, I was thinking _____ because _____.

Day 15 – Line of Thinking

I think the author is teaching me _____ because _____.

Day 16 – Collect Evidence

When the book said _____, I thought this was telling me that _____ is right/wrong because _____.

Day 17 – Use Important Details to Make Predictions

When the book said _____, I made a prediction. I was thinking _____.

Day 18 – Infer Characters’ Feelings

When the book said _____, I was thinking _____ because _____. This helps me understand _____.

Day 19 – Outside Text

When the infographic said _____, I thought this was an important detail because _____.

Day 20 – Cause and Effect

When the book said _____, I thought about cause and effect. I think _____ was a consequence of _____.

Day 21 – Turning Point

When the book said _____, I was thinking this was an important event because _____.
This makes me think _____.

Day 23 – Use the Turning Point to Make Predictions

When the book said _____, I made a prediction. I was thinking _____.

Day 24 – Read-In

When the book said _____, I was thinking _____ because _____.

(An electronic copy of the stems list can be downloaded from the website readsidebyside.com.)

C. I. A. Lesson Plans

Shiloh

NOTE: The lessons for this unit give page references for the Atheneum paperback edition of *Shiloh* published in 2000.

C

Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–9, Chapters 1–4

DAY 1, BLURB

Mini-Lesson

Vocabulary Routine: *mistreated* (L 4, 5)

The Latin root ‘treat’ or ‘tra’ means *draw together*. The prefix ‘mis’ means *bad, harsh, or wrong*. The suffix ‘ed’ makes this verb past tense.

Instructional Read-Aloud

In this blurb...readers learn that Marty befriends an abused dog and questions what to do about it.

In this lesson...you will be modeling for students how you use clues in the blurb to help you get main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will insert this handout into their reader’s notebooks.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers preview a book before they read to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said _____, I was thinking _____. This helps me understand _____.

Listen and follow along while I read the blurb.

Read the entire blurb aloud.

Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to add these names to my handout. I will also add any important information I have learned about each of the characters.

When the blurb said "Marty Preston" in the very first sentence, **I was thinking** that Marty must be the main character. **This helps me understand** that the main character is a boy.

(Model adding Marty to the handout.)

Also, **when the blurb said** that Marty "...chances upon a beagle—and that's when the trouble begins," **I was thinking** that the beagle dog is going to be important in the story. **This helps me understand** that the dog is going to have something to do with the problem in the story.

(Model adding Shiloh to the handout.)

Model:

Now let's think about what information we found in the blurb about the setting. For now, we will focus on where the story takes place.

When the blurb said that Marty was exploring the hills behind his family's home, **I was thinking** that this is where the story will take place. **This helps me understand** that Marty lives in the hills.

Guided Practice:

We can also use the blurb and the cover to identify the problem in the story. Let's **reread the blurb** and see if we can identify what the problem is.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding the problem to the handout.)

Guided Practice:

Good readers not only gather key information about the characters, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre—in this case, realistic fiction—to help them make predictions.

Write a prediction you can make about the story on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Notebook Entry #1: Finding Story Elements in the Blurb

Blurb (Atheneum, 2000):

Marty Preston is exploring the hills behind his family's home when he chances upon a beagle—and that's when the trouble begins.

The dog is thin and skittish, but comes right up to Marty's whistle. He licks Marty's hand and follows him home, and just like that Shiloh has squeezed himself into Marty's heart. But then Marty begins to suspect that Shiloh is being mistreated by his owner, and Marty's dream to keep Shiloh becomes a mission.

What is the right thing to do when a dog is being abused—and belongs to someone else? What about when that someone else owns a gun? These are big questions that Marty finds himself facing, and he soon realizes he faces them alone. But when he puts his courage to the test, he discovers that it is not always easy to separate right from wrong, and that sometimes, all you can do is try to save the ones you love.

Main Character:

Secondary Characters:

Setting (time, place, circumstance):

Problem:

Prediction:

DAY 1, MARK EACH QUADRANT OF THE TEXT

Mini-Lesson

In this lesson... you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read. Each student will need three small sticky notes, preferably in different colors.

Learning Target:

Analyze the structure of texts (RL 5)

- how larger portions of the text relate to each other and the whole

Connect:

We have been learning...

...that good readers get ready to read by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

Teach:

Today I am also going to teach you...

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

Model:

First, open up your book to the last page. There are 137 pages in the book. If we take the total number of pages of text and divide it by 4, we get 34. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 35, at the end of chapter 4. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 64. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 105. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

Link:

Today and every day when you read...

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

Mini-Lesson

In this lesson... you will be activating students' background knowledge about the genre realistic fiction. For this lesson, I suggest that you either transfer the sample genre chart for realistic fiction onto chart paper or purchase a set of genre posters from shop.readsidebyside.com. Post the realistic fiction chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide a handout of this chart for students to glue or tape into their notebooks.

Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of story elements (RL 3)

Use what you know about genre to help you understand the story better and compare texts (RL 5)

- Realistic fiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers think about story elements before they read by looking carefully at the cover and reading the blurb.

Teach:

Today I am going to teach you...

...that good readers also use what they know about the genre to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to review the genre realistic fiction, which is the genre of *Shiloh*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Shiloh*.

Today we will be using this stem for turn and talk:

When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When reading realistic fiction, you can expect characters to be made up, but to seem very real. Characters in realistic fiction will be believable. You can also expect the main character to change over time. The main character's attitudes will not be the same from the beginning of the story to the end.

When the chart said characters in realistic fiction books change over time, **I made a prediction.** **I think** Marty might change throughout the story **because** he is the main character in this book.

Guided Practice:

When reading realistic fiction, you can expect the story to occur in a realistic, or believable, place. The time period will be the present time.

Turn and talk to your partners using this stem:

When the chart said _____, I made a prediction. I think _____ because _____.

Guided Practice:

In realistic fiction, the main character is going to have to deal with a real-life problem. Often-times, the problem is one the reader can relate to. In order to solve the problem, the main character will have to change.

Turn and talk to your partners using this stem:

When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When reading realistic fiction, the most important element to focus on is the main character. You can expect to think about how the character changes over time. You can also expect to think about themes that are common throughout all realistic fiction. Because the story is believable, you might find yourself making text-to-self or text-to-world connections while reading. You might also notice how the author uses his or her craft to draw you into the story.

Link:

Today and every day when you read...

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

Genre Chart: Realistic Fiction

	Realistic Fiction
Setting	Realistic/believable place Present time
Characters	Made-up characters that are very real and believable The main character changes over time.
Plot	The character must deal with a real-life problem. The character changes over time.
Most important element	Character
Readers will think about:	How the main character changes over time. How the main character overcomes challenges. The main character's beliefs about right and wrong. How the main character's circumstances impact his/her choices.

Mini-Lesson

Vocabulary Routine: *compassion* (L 4, 5)

The Latin root ‘pass’ means *feeling*. The prefix ‘com’ means *together or with*. The suffix ‘sion’ makes this word a noun.

Instructional Read-Aloud

In this chapter...Marty meets a beagle and the beagle follows him home. Marty believes that the dog is being mistreated by its owner.

In this lesson...you will model how readers pay attention to important characters and infer character traits. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. While clues about the setting will be revealed, wait to note this information till day 4, when you will reread the chapter looking for setting clues.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers think about what they know about the genre to help them predict what will happen in the book.

Teach:

Today I am going to teach you...

...that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused. Today we will also be paying attention to clues about these characters that we find in the story and we will be using these clues to infer character traits.

Watch me as I model how I think about who the important characters are as I'm reading.

Notice how I use clues in the story to help me think about what I know about these characters.

Today we will be using this stem for turn and talk:

When the book said_____, I thought this was an important detail because_____. This makes me think _____.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



Begin reading chapter 1 of *Shiloh*.

Model:



Stop after: “ ‘Did it die right off?’ I ask, knowing I can’t eat at all unless it had.” (p. 2)

This story is being told in the first person, which means that the main character is telling the story from his point of view. We know from the blurb that our main character is Marty. Let’s add his name to our character list.

When the book said that Marty wouldn’t eat the rabbit his dad had hunted unless it died right off, **I thought this was an important detail because** it shows that Marty is compassionate toward animals. **This makes me think** that animals are important to him.

(Model adding to the character list—Marty: main character, narrator, compassionate toward animals.)

The story starts out with Marty eating Sunday dinner with his family. **When the book said** that Dara Lynn and Becky were doing funny things with their food, **I thought this was an important detail because** it helps me infer that they are little girls. **This makes me think** that these are Marty’s sisters.

(Model adding Dara Lynn and Becky to the list.)

Also, Marty mentions Ma and Dad here. We can add Ma and Dad to the character list.

(Model adding Ma and Dad to the list.)

When the book said that Dad shot the rabbit they were eating in the neck, **I thought this was an important detail because** it tells us Dad is a hunter and the family probably lives in the country. **This makes me think** about the setting.

(Model adding “a hunter” next to “Dad.”)

Guided Practice:



Stop after: “Never had the slightest wish.” (p. 2)

We continue to learn new things about the characters. What else have you learned about Marty or other members of the family?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding this thinking and any other important details to the character list.)

Guided Practice:



Stop after: “I can see his ribs—not real bad—but he isn’t plumped out or anything.” (p. 4)

In this part of the text, we learn about the dog, Shiloh. What important details did we learn?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding “Shiloh” and any other important details to the character list.)

Guided Practice:



Stop after: “I name him Shiloh.” (p. 8)

In this part of the text, we learn about a new character, Judd Travers. What important details did we learn?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding “Judd Travers” and any other important details to the character list.)

Link:

Today and every day when you read...

...I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

The following list is a sample showing what your co-created list *might* look like:

Character List

Marty - compassionate towards
animals
never shoots animals
loves the outdoors

Dara Lynn - Marty's sister

Becky - Marty's sister

Ma

Dad - a hunter

Shiloh - dog
beagle
skinny
a he-dog

Judd Travers - Shiloh's owner

Mini-Lesson

Vocabulary Routine: *disappointment* (L 4, 5)

The Latin root ‘point’ means *punch, pierce, point, or sting*. The prefix ‘dis’ means *separate or not*. The prefix ‘ap’ means *to or toward*. The suffix ‘ment’ makes this word a noun.

Instructional Read-Aloud

In these chapters...readers will learn that Marty’s family does not have any pets, because they can’t afford to feed them and take them to the vet. They only have two channels on their television. Marty’s dad doesn’t encourage him to become a veterinarian because it costs a lot of money to go to a veterinary school.

In this lesson...you will model how readers focus on the characters’ circumstances when reading realistic fiction. The characters’ circumstances are an important element of the setting. In this book, Marty’s circumstance is important to the plot. The financial circumstance of his family motivates him to make personal sacrifices in order to keep Shiloh. You will model how readers keep track of details about the setting in their notebooks and then use these details to make a generalization.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers determine who the important characters are and think about what they know about the characters based on clues in the text.

Teach:

Today I am going to teach you...

...that good readers pay attention to the setting of the story.

Yesterday we read that Marty lives in a little four-room house nestled in the hills above the small town of Friendly.

Today we will be thinking about the circumstances of the characters to help us understand the setting better. You are each going to make a setting clues list in your reader's notebook as we read. This setting clues list will be a tool that we will use while reading this book; it will help us understand the characters and their decisions better.

Watch me as I model how I think about clues in the story that reveal the characters' circumstances.

Notice how I use these clues to help me understand the characters better.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

Open your reader's notebooks and title a clean page **Setting Clues List**. As we create the list together on the easel, you will each copy down the information on your own list in your reader's notebook.



Begin reading in chapter 1 of *Shiloh*, starting on page 6 where it says, "Once he follows me across the bridge, though, and on past the gristmill, I start to worry."

Model:



Stop after: "If you can't afford to feed 'em and take 'em to the vet when they're sick, you've no right taking 'em in, Ma says, which is true enough." (p. 7)

When the book said that Marty's family can't afford to feed a dog or take it to the vet, **I thought this was an important detail because** it shows that Marty's family doesn't have money to spend on a pet. **This makes me think** that they might not have a lot of money.

(Model adding this first clue to the setting clues list.)

Guided Practice:



Stop after: “I don’t want any, but I know Shiloh does.” (p. 9)

What else have you learned about Marty’s circumstance?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Students will notice that Marty’s television only has two channels. Students will also notice that his family is careful to not waste food. These details support the idea that they don’t have a lot of money for extra things. Model adding these clues to the setting clues list.)

Guided Practice:



Stop after: “‘You maybe could,’ says Dad, and points the Jeep up the road into the hills.” (p. 12)

What else have you learned about Marty’s circumstance?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Students will notice that Marty’s family doesn’t have money to pay for him to go to college. This supports the idea that they don’t have a lot of money for extra things. Model adding these clues to the setting clues list.)

Stretch It:

Discuss: What can you conclude about Marty’s circumstance?

(Model adding this conclusion to the bottom of the setting clues list.)

Link:

Today and every day when you read...

...I want you to think about what you know about important setting clues in order to understand the characters’ circumstances.

The following list is a sample showing what your co-created list *might* look like:

Setting Clues List

Marty's family can't afford to feed a pet and take it to the vet.

Marty's television only has two channels.

Marty's family is careful to not waste food.

Marty doesn't have money for college.

Conclusion: Marty's family is poor.