



4TH GRADE

VOLUME 4.2

Epic Fantasy *The Castle in the Attic*

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Welcome to the C. I. A. Unit of Study for *The Castle in the Attic*

This 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 <https://readsidebyside.com/shop/>). I hope you enjoy guiding your students through the authentic work of expert readers!

The book *The Castle in the Attic*, by Elizabeth Winthrop, was chosen for its theme and genre. It connects well to the first unit in the C. I. A. series for fourth grade, *Shiloh*. In classrooms where the *Shiloh* unit of study has already been taught, students will recognize that, like *Shiloh*, *The Castle in the Attic* addresses the common theme of right and wrong, as the main character, William, does something he believes is right but eventually comes to regret. Both *Shiloh* and *The Castle in the Attic* show students that even good people make mistakes—what is important is that they recognize their mistakes and seek to make things right again.

The genre of *The Castle in the Attic* is epic fantasy. This genre was intentionally chosen for your grade level in order to expose students to the quest pattern found in all epic fantasy. You will need to be aware of some important characteristics of this genre before teaching this unit.

Epic fantasy is considered a complex story structure because it is comprised of two stories. One story takes place in the real world and has its own list of characters, problems, and events. The second story takes place in the fantastical world and also has its own list of characters, problems, and events. Therefore, students will need to monitor their comprehension of both of these plots.

I know you will love reading epic fantasy with your fourth-graders! *The Castle in the Attic* is a fun and engaging story that will get kids excited to learn about knights, castles, and the Middle Ages.

Before starting this unit of study with students, you will want to read and label a copy of the book *The Castle in the Attic*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

At the back of this unit, you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first 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>

The Castle in the Attic 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, and good and evil. In addition, the author tells a coming-of-age story, revealing the qualities that prove young adulthood. Critical vocabulary important to the theme is inferred in the text.</p> <p>Structure Epic fantasy follows a complex story structure in which there are multiple plots including a real-world and a fantastical-world plot. Readers must infer how these two plots relate to one another and communicate a common theme.</p> <p>Language Conventinality and Clarity Elizabeth Winthrop uses language that is fairly literal and clear. Challenges emerge through use of dialect and uncommon vocabulary and through an unconventional use of grammar in dialogue.</p> <p>Knowledge Demands General background knowledge about the Middle Ages, knights, kings, and castles is needed to comprehend this text. In addition, readers will make connections to classic stories of King Arthur. Throughout the text there are references to the Code of Chivalry, and there are some biblical references as well.</p>	<p>The Lexile level for <i>The Castle in the Attic</i> is 750 based on word frequency and sentence length. This is in the early 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>

The Castle in the Attic Scope and Sequence

NOTE: The lessons for this unit give page references for the 1985 Yearling publication.

Unit of Study: *The Castle in the Attic*

Genre: Epic Fantasy

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>quest</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 • Identify genre • Make a prediction
2		Vocabulary: <i>hero vs. villain</i> Use the genre chart to help students understand what to expect from epic fantasy.	
3	Chapter 1 pp. 3–7	Vocabulary: <i>deceitful</i>	Focus on using comprehension strategies to determine important characters and infer character traits. <ul style="list-style-type: none"> • Co-create a character list
4	Chapter 2 pp. 8–12	Vocabulary: <i>chivalry</i>	Focus on the setting. <ul style="list-style-type: none"> • Use the castle diagram to “walk through the castle”
5	Outside Text: <i>The Legend of King Arthur</i>		Focus on what makes King Arthur an important person to know about.
6	Chapter 2 pp. 12–16	Vocabulary: <i>tradition</i>	Recognize the author’s craft of foreshadowing and use the big clues generated by this technique to make predictions.
7	Chapter 3 pp. 17–25	Vocabulary: <i>friend vs. foe</i>	Focus on important details in order to visualize characters. <ul style="list-style-type: none"> • Continue to co-create a character list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
8	Chapter 4 pp. 26–31	Vocabulary: <i>power</i>	Focus on important story elements. <ul style="list-style-type: none"> • Character list
9	Chapter 4 pp. 31–40		Focus on the important events. <ul style="list-style-type: none"> • Co-create an important events list (Sir Simon's story)
10		Retell summary writing and share-out. <ul style="list-style-type: none"> • Sir Simon's story 	
11	Chapter 5 pp. 41–48	Vocabulary: <i>legend</i>	Consider what is right and what is wrong.
12	Chapter 6 pp. 49–56	Vocabulary: <i>freedom vs. tyranny</i>	Focus on important information and use that information to make predictions. <ul style="list-style-type: none"> • Co-create a list of predictions
13	Chapter 7 pp. 57–62	Vocabulary: <i>unwilling</i>	Identify the problem and solution. <ul style="list-style-type: none"> • Co-create a problems list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
14	Chapter 7 pp. 62–70	(After read-aloud) Consider the function of time in epic fantasy.	Consider how two characters are similar and different. <ul style="list-style-type: none"> • Co-create a comparison chart
15		Comparison writing <ul style="list-style-type: none"> • William vs. Alastor 	
16	Chapter 8 pp. 71–77	Vocabulary: disapproval	Focus on inferring a character’s feelings. <ul style="list-style-type: none"> • Continue to co-create a problems list
17	Chapter 9 pp. 78–87	Vocabulary: regret	Focus on inferring the main char- acter’s feelings and motivations. <ul style="list-style-type: none"> • Continue to co-create a problems list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
18	Outside Text: Becoming a Knight		Consider how events are similar and different and use those events to make predictions.
19	Chapter 9 pp. 87–92	Vocabulary: <i>peace offering</i>	Focus on using knowledge of the genre to make predictions.
20		Focus on naming a line of thinking. <ul style="list-style-type: none"> • Co-create an evidence collection box 	
21	Chapter 10 pp. 93–101	Vocabulary: <i>mercy</i>	Focus on important events and add evidence to support a line of thinking. <ul style="list-style-type: none"> • Continue to co-create an evidence collection box
22	Chapter 10 pp. 102–107	Vocabulary: <i>knight</i>	Consider the purpose of multiple plots.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
23	Chapter 11 pp. 108–111	Vocabulary: <i>tempted</i>	Visualize the setting. <ul style="list-style-type: none"> Co-create a setting map
24	Chapter 11 pp. 111–116	Vocabulary: <i>apparition</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
25	Chapters 11 & 12 pp. 116–121	Vocabulary: <i>steadfast</i>	Focus on the relationships of events (cause and effect).
26	Chapter 12 pp. 121–128	Vocabulary: <i>compassionate</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box Continue to co-create a setting map
27	Chapter 12 pp. 128–130	Vocabulary: <i>foolish vs. wise</i>	Focus on keeping track of important characters. <ul style="list-style-type: none"> Co-create a fantastical-world character list
28	Chapter 13 pp. 131–139	Vocabulary: <i>courage</i>	Infer the most important event in the story—the turning point—and use that event to infer the author’s message. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
29		Turning point writing and share-out.	
30	Chapter 14 pp. 140–148	Vocabulary: <i>imprisoned vs. freed</i>	Use the turning point to predict how the story will end.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
31	Read-In Chapters 15–17 pp. 149–179		
32		Synthesis summary	
33– 38		Formal writing: Literary Essay Prove how the Code of Chivalry helped William overcome tests and prove his goodness. Describe how the Code of Chivalry has helped you overcome tests in your own life.	

The Castle in the Attic 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 _____.

Day 4 – Setting

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

Day 5 – Outside Text

When the legend said _____, I thought this was an important detail. This shows that _____ is an important person because _____.

Day 6 – Use Foreshadowing to Make Predictions

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

Day 7 –Character List

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

Day 8 – Infer Character Traits

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

Day 9 – Important Events

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

Day 11 – Right vs. Wrong

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

Day 12 – Use Important Information to Make Predictions

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

Day 13 – Problem and Solution

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

Day 14 – Comparing and Contrasting Characters

When the book said _____, I was thinking _____ and _____ are alike/different because _____.
This makes me think _____.

Day 15 – Comparison Writing

I think William and Alastor are more alike/different because _____. Also because _____.

Day 16 – Infer Characters’ Feelings

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

Day 17 – Infer Characters’ Feelings and Motivations

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

Day 18 – Outside Text

When the article said _____, I thought this was an important detail. This reminds me of _____ because _____.

Day 19 – Make Predictions

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

Day 20 – Line of Thinking

I think the author is teaching me _____ because _____.

Day 21 – Collect Evidence

When the book said _____, this supported my line of thinking. William followed the Code of Chivalry when he _____. This proves he is _____.

Day 22 – Purpose of Multiple Plots

When the book said _____, I thought this was important because _____. I think the author wants me to know _____.

Day 23 – Setting Map

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

Day 24 – Collect Evidence

When the book said _____, this supported my line of thinking. William followed the Code of Chivalry when he _____. This proves he is _____.

Day 25 – Cause and Effect

When the book said _____, I thought this was a consequence of _____. This makes me think _____.

Day 26 – Collect Evidence

When the book said _____, this supported my line of thinking. William followed the Code of Chivalry when he _____. This proves he is _____.

Day 27 – Character List

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

Day 28 – Turning Point

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

Day 30 – Use the Turning Point to Make Predictions

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

Day 31 – Read-in

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

C. I. A. Lesson Plans

The Castle in the Attic

NOTE: The lessons for this unit give page references for the 1985 Yearling publication.

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 1–10, Chapters 1–4

DAY 1, BLURB

Mini-Lesson

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

The Latin root ‘quest’ means *to seek or to ask*.

Instructional Read-Aloud

In this blurb...students will learn that William’s housekeeper is leaving and that as a good-bye present she is giving him a model of a castle that is very lifelike. When William picks up the knight that goes with the castle, the knight comes to life. William goes on a fantastic quest to another land and time.

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.

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 the 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 that William received the best present of his life, I was thinking that William is probably going to be the main character in the book. **This helps me understand** that William is going to be important to the plot.

Let's record William on the handout as the main character in our story.

(Model adding William to the handout.)

Guided Practice:

Who are the other important characters?

Turn and talk to your partners using this stem:

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

(Model adding new characters to the handout.)

Model:

Now let's think about what information we found in the blurb about the setting.

When the blurb said "William is off on a fantastic quest to another land and another time," **I was thinking** that the book probably takes place in both a real world and an imaginary world. **This helps me understand** that the story is going to be a fantasy.

(Model adding this information to the handout.)

Guided Practice:

Did you learn any other important details about the setting?

Turn and talk to your partners using this stem:

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

(Model adding new setting details to the handout.)

Guided Practice:

We can also use the blurb and the cover to identify the problem in the story.

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 character, 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 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

Before reading, good readers get the story in their head by reading the blurb and identifying story elements.

Blurb (Yearling, 1985):

William has just received the best present of his life. It's an old, real-looking stone and wooden model of a castle, with a drawbridge, a moat, and a finger-high knight to guard the gates. It's the mysterious castle his housekeeper has told him about, and even though William is sad she's leaving, now the castle is his!

William can't wait to play with it—he's certain there's something magical about the castle. And sure enough, when he picks up the tiny silver knight, it comes alive in his hand!

Sir Simon tells William a mighty story of wild sorcery, wizards, and magic. And suddenly William is off on a fantastic quest to another land and another time—where a fiery dragon and an evil wizard are waiting to do battle...

Characters:

Setting (place):

Setting (time):

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.

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 179 pages in our book, *The Castle in the Attic*. If we take that number and divide it by 4, we get 45. We are going to divide our book into four quadrants that are each roughly 45 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 40, 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 92. 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 139. 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

Vocabulary Routine: *hero vs. villain* (L 4, 5)

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 epic fantasy, which is the genre of *The Castle in the Attic*. 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 *The Castle in the Attic*.

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 epic fantasy, you can expect characters to be fictional. Some of the characters may be fantastical, meaning that they could not exist in real life. Just as in realistic fiction, you can expect the main character in epic fantasy to change over time. The main character is a good and moral person who may prove to be the unexpected hero.

When the chart said that the main character in epic fantasy books changes over time, **I made a prediction. I think** William might change throughout the story **because** he is the main character in this book. I think he will be the unexpected hero of the story.

Guided Practice:

When reading epic fantasy, you can expect the story to occur in a fantastical place, either a real place with fantastical elements or in a fantastical world with realistic elements. Time is relatively unimportant or nonexistent.

Turn and talk to your partners using this stem:

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

Guided Practice:

In epic fantasy, the main character changes over time. There is tension between good and bad, right and wrong. A quest pattern is often found in this genre.

Turn and talk to your partners using this stem:

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

Model:

When reading epic fantasy, 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 epic fantasy, themes such as good vs. evil, and heroism.

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: Epic Fantasy

	Epic Fantasy
Setting	<p>A fantastical place.</p> <ul style="list-style-type: none"> • A realistic world with fantastical elements • A fantastical world with realistic elements <p>Time is relatively unimportant or nonexistent</p>
Characters	<p>Fictional characters who are not necessarily believable.</p> <p>A main character who changes over time.</p> <p>The main character is a good or moral person.</p> <p>An unexpected hero is revealed.</p>
Plot	<p>The main character changes over time.</p> <p>There is tension between good and bad, right and wrong.</p> <p>A quest pattern is often found in this genre.</p>
Most important story element	Character
Readers will think about	<p>How does the main character change over time?</p> <p>How does the main character overcome challenges?</p> <p>What are the main character's beliefs about right and wrong?</p>

Quest Pattern:

1. A precious object must be found and possessed.
2. The hero begins a long journey to find it.
3. A series of tests reveals the hero.
4. Guardians test the hero, and helpers assist the hero.
5. Good overcomes evil.

Mini-Lesson

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

The base word *deceit* means *an attempt to trick*. The suffix ‘*ful*’ means *full of*.

Instructional Read-Aloud

In this chapter...you read that Mrs. Phillips, who has been William’s nanny for ten years, will be leaving him. She will be returning to her home in England, where her brother lives. Mrs. Phillips has chosen to leave because she believes William is old enough to take care of himself. William desperately wants her to stay, and he decides to steal her prized possessions in hopes that she won’t leave without them. At the end of the chapter, William gives these possessions back to Mrs. Phillips, and she tells him that she has a big surprise for him.

In this lesson...you will be modeling how readers keep track of important characters while reading 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.

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_____.

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 *The Castle in the Attic*, starting on page 3.

Model:



Stop after: “*He ran out of the room before she could say anything else.*” (p. 4)

So far, we have met two important characters—William and Mrs. Phillips. Let’s add these characters to our character list. Now I am going to model how I think about what I know about each of these characters. I’ll begin by thinking about William.

When the book said that William was ten years old and old enough to take care of himself, **I thought this was an important detail because** it helps me understand why his housekeeper, Mrs. Phillips, is leaving to go back to England.

I also learned that William is a gymnast.

(Model adding this information to the character list.)

Now I am going to model how I think about the second character, Mrs. Phillips.

When the book said that Mrs. Phillips was homesick and would be going back to England after taking care of William for ten years, **I thought this was an important detail because** it helps me understand why William doesn’t want her to go. It also makes me think that Mrs. Phillips is William’s nanny.

(Model adding this information to the character list.)

Guided Practice:



Stop after: “*He knew Mrs. Phillips would never leave without them.*” (p. 5)

We continue to learn new things about the characters. What else have you learned about Mrs. Phillips?

Turn and talk to your partners using this stem:

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

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

Guided Practice:



Stop after: *“I think she’d even leave her picture behind if she had to.”* (p. 6)

We met a new character in this section of the text, William’s mom. Let’s add her to our character chart. We didn’t learn much about her in this section of the text, so we will continue to watch for clues about this character as we keep reading.

In this part of the text, we learned new information about William and Mrs. Phillips. 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 _____.

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

Guided Practice:



Stop after: *“And I’m not going to say one more word about it.”* (p. 7)

In this part of the text, we learned new information about William and Mrs. Phillips. 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 _____.

(Model adding this thinking 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 chart is a sample showing what your co-created chart might look like:

Character List

William - 10 yrs. old, gymnast
doesn't want Mrs. Phillips to go
Gentle heart

Mrs. Phillips - housekeeper/nanny
has taken care of William for 10 yrs.
Homesick
Will go back home to England
husband was killed in World War II

Mom

Mini-Lesson

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

Instructional Read-Aloud

In this chapter... Mrs. Phillips gives William a stone and wooden castle that has been in her family for generations. She tells him that she is entrusting the castle to him because he has "...the kind of gentle soul that accepts the rules of chivalry" (p. 9). Mrs. Phillips introduces William to each room in the castle.

In this lesson... you will be modeling how good readers visualize the setting of the story and use maps to help visualize the setting. Students will be referencing the map of William's castle found at the front of the book. You may want to have this map photocopied so that each student can glue a copy of it into their reader's notebook for reference.

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. Today we will be using the castle diagram from the front of the book to help us visualize one of the settings in our story, William's castle.

Watch me as I model how I think about clues in the story that help me visualize the setting.

Notice how I use the map to help me visualize the setting better.

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

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



Begin reading chapter 2 of *The Castle in the Attic*, starting on page 8.

Model:



Stop after: *"The metal grill disappeared into the wall above."* (p. 10)

When the book said that the drawbridge raises and lowers, and that there is a metal grating behind the wooden doors, **I thought this was an important detail because** it tells me that the castle is well protected. I think it probably has to be protected against enemies who might try to attack the castle.

(Model locating the drawbridge and portcullis on the map of William's castle.)

Guided Practice:



Stop after: *"...jesters sang to entertain the lords and ladies dining below."* (p. 11)

What else have you learned about the setting of William's castle?

Turn and talk to your partners using this stem:

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

(Model locating the gatehouse, courtyard, armory, kitchen, and great hall on the map of William's castle.)

Guided Practice:



Stop after: *“I knew you’d like it.”* (p. 12)

What else have you learned about the setting of William’s castle?

Turn and talk to your partners using this stem:

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

(Model locating the chapel, rear towers, upper chambers, minstrels’ gallery, master’s bedchamber, and servant’s quarters on the map of William’s castle.)

Link:

Today and every day when you read...

...I want you to use clues in the story to visualize the setting.