

Grade 4

What Happened and Why: Studying Cause and Effect through Events in History



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Introduction

We often use cause and effect to understand natural phenomena or human behavior. Authors, too, rely on the structure of cause and effect to explain, show order, change character behavior, and create plot. As they study what happened and why in history, this lesson set will help introduce fourth graders to this important text structure that is often found in science and social studies texts.

Cause and effect is one type of text structure authors use to convey meaning. Text structure refers to the ways that authors organize information in a text. Teaching students to recognize the underlying structure of subject area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read. As readers interact with text to make meaning, their comprehension is aided when they organize their thinking in a manner similar to that used by the author. When students are having difficulty comprehending subject area texts, we can aid them with the meaning-making process by helping them recognize the organizational structure of what they are reading and making them aware of the cues they can use to alert them to particular text structures.

Beginning in fourth grade, students are expected to navigate more complex content area texts. These texts can be challenging to readers to understand for many reasons, including abstract concepts, unknown academic words, and unfamiliar topics. Readers benefit from explicit instruction on how to anticipate where information is located in the text to make predictions about content (Duke & Pearson, 2002). In addition, readers benefit from explicit instruction on text structure as

Why This Lesson Set?

In this lesson set, students will:

- Read closely to recognize cause and effect relationships between events in history
- Recognize and use words and phrases that signal cause and effect relationships
- Summarize cause and effect relationships through speaking and writing
- Examine multiple accounts of the same event, take notes, and use their findings to create fact-based historical fiction diary entries that contain cause and effect relationships from a specific time period

a strategy to help them figure out the meaning and clear up confusions they may have (Tovani, 2000). Once students understand that text structures exist and what the major ones are, they can use strategies such as graphic organizers and signal words to help them structure the text of their own writing.

Helping students understand common structures in writing is a hallmark of grade 4, and this lesson set provides a critical introduction to one type of text structure—providing a knowledge base students will build on in the grades to follow. Building from grades K–3, students in grades 4 apply knowledge of decoding to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material.

In support of the reading standards, students are taught in this lesson set to ask questions of one another to deepen their understanding of the big ideas and supporting details that prove them. Students will have many opportunities to read aloud fluently and offer appropriate elaboration on the ideas of classmates by building on what has been said before. By focusing on the text structure of cause and effect, students will develop a deeper understanding of how content area texts are structured and what strategies they can employ to make meaning.

Through the writing process students will practice using text structure as a way to organize their ideas around a topic. In addition, the importance of paragraphing to cluster information will be emphasized, as well as variety of sentence types to help hook readers and then guide them to what matters most in the article.

Common Core State Standards Alignment

Reading 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.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order

to write or speak about the subject knowledgeably.

RI.4.10 By the end of the year, read and comprehend informational texts in the grades 4–5 text complexity band proficiently with scaffolding as needed at the high end of the range.

Writing Standards

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and

strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.

- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.

- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g.,

presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Essential Skill Lenses (PARCC Framework)

As part of its proposal to the U.S. Department of Education, the multi-state Partnership for Assessment of Readiness for College and Careers (PARCC) has developed model content frameworks for English Language Arts to serve as a bridge between the Common Core State Standards and the PARCC assessments

in development at the time of this publication. In the grade 3 to 5 lesson sets, we expect students to engage in reading and writing through eight PARCC specified skill lenses that are rooted in the standards. The following table details how each skill lens is addressed across the lesson set.

	Reading	Writing
Cite Evidence	Students cite the text as evidence throughout this lesson set. In particular, students use text as evidence to identify the cause and effect text structure.	Students cite specific evidence when writing about events that happened and why, using the structure of cause and effect.
Analyze Content	Students carefully analyze complex content area texts to identify cause and effect and in some cases multiple causes and effects.	Students analyze what they have read with careful attention to cause and effect.
Study and Apply Grammar and Usage	Emphasis will be placed on conventional elements frequently found in historical texts, such as effective paragraphing, to cluster information, and production of simple, compound, and complex sentences.	When writing their own cause and effect diary entries, students apply grammar lessons from reading, in particular, how to create a multi-paragraph essay and how to vary sentences for effect.
Study and Apply Vocabulary	Specific academic language is included with this lesson set. It is expected that students be exposed to and successfully incorporate these terms into their speaking and writing during this study.	Students are expected to choose precise language to strengthen their writing.

	Reading	Writing
Conduct Discussions	Rules and behaviors that foster productive conversation are a crucial element of this study.	Students continuously engage in conversations about what they see as the causes and subsequent effects of key events in history texts.
Report Findings	Students share their analysis of cause and effect relationships in texts on a daily basis with partners and in whole-class discussions.	By creating cause and effect posters and diary entries, students will individually and collectively report on their findings.
Phonics and Word Recognition	We recommend that teachers plan opportunities for students to build Reading Foundational Skills by exploring grade-level appropriate skills in the context of the Core Texts from each lesson set and applying this knowledge to their independent reading.	We recommend that teachers encourage students to apply Reading Foundational Skills in the context of their daily writing.
Fluency and Stamina	Fluency and stamina are emphasized throughout the lesson set. Content area texts can easily be scaffolded to provide students with short texts, building up to longer texts as the lesson set progresses. This will help students build greater fluency and stamina within this genre.	There are many opportunities for short, quick writes as well as longer, more extended writing with their independently written articles. When reading their diary entries aloud, students will be encouraged to read accurately, with an appropriate pace, and with expression.

Core Questions

These questions should remain at the core of your teaching. Refer back to them often, encouraging your class to share their thinking as it evolves.

- What strategies can I use to identify major events in a text and why they occurred? (asking questions, identifying signal words, and using graphic organizers)
- What can I learn from how writers use the text structure of cause and effect?
- What does it mean to conduct research?
- What are the steps I should follow in the research process to identify cause and effect relationships?
- How do I translate my research into diary entry from the point of view of a fictionalized or real figure from history?

Ready to Get Started?

Let's tap into our students' quest to know why things happen.

Fourth graders are history detectives eager to know what happened in the past and why events that they've heard about happened at all. Fourth graders are also at an age that they now realize there are parts of history that are rather ugly, where people treated each other unkindly, where the progress of one group meant the destruction of another. This lesson set is not only an opportunity to teach

students an important text structure that will help them navigate nonfiction and narrative nonfiction texts with greater success, but it is also an opportunity to introduce important historical moments to students. When tailoring this lesson set to meet your students' needs you will want to consider what history topics are a part of your social studies curriculum and use pivotal moments from one historical time period to guide your study. For the purposes

“ Before the effect one believes
in other causes than
after the effect.

—Friedrich Nietzsche

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of this shared curriculum, we'll be focusing on moments from history where people showed kindness despite hardship, struggle, and tragedy; where people worked toward peace; and where the goodness of sometimes a single person caused more goodness to spread. By studying history from this perspective we hope this lesson set helps students tap into their power to make a difference.

Lesson Set Goals

Within this lesson set, there are many goals we as teachers want to help our students reach.

Reading Goals

- Explain what happened and why (effect, cause) in historical texts and discuss the cause and effect relationship using transitional words and phrases. (RI.4.1, RI.4.3, RI.4.5, RI.4.6, RI.4.8, RI.4.10, W.4.2c, W.4.4, W.4.10, SL.4.1a–d, SL.4.3, SL.4.6, L.4.1, L.4.6)
- Identify cause and effect structure in historical texts using signal words and other strategies. (RI.4.1, RI.4.3, RI.4.5, RI.4.7, RI.4.10)
- Summarize a historical text with an emphasis on cause and effect. (RI.4.1, RI.4.5, RI.4.6, RI.4.10, W.4.2a–d, W.4.4, W.4.6, W.4.10, SL.4.2)
- Report on findings through a clear and organized book poster or book trailer. (RI.4.1, RI.4.10, W.4.10, SL.4.4, L.4.1, L.4.6)
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)
- By the end of the year, read and comprehend a variety of informational texts at the high end of the grade 4 text complexity band independently and proficiently. (RI.4.10)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)
- In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation. (SL.4.1a, SL.4.1b)

- In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner. (SL.4.1c, SL.4.1d)
- Demonstrate knowledge of standard English and its conventions. (L.4.1, L.4.2, L.4.3)
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.4.6)

Writing Goals

- Take and logically organize notes to record the causes and effects of a moment from history in preparation for writing. (RI.4.1, RI.4.2, RI.4.9, RI.4.10, W.4.4, W.4.7, W.4.10, SL.4.2, L.4.6)
- Write a diary entry that examines a historical period with an introduction that introduces a topic clearly, groups related information in paragraphs and sections, and includes a concluding statement or section related to the information or explanation presented. (W.4.2a, W.4.2e; W.4.4, W.4.7, W.4.10, L.4.6)
- Develop the topic with facts, concrete details, or other information and examples related to the topic. (RI.4.1, RI.4.2, RI.4.5, RI.4.9, RI.4.10, W.4.2b, W.4.4, W.4.10, L.4.6)
- Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (RI.4.1, RI.4.4, RI.4.10, W.4.2c, W.4.10, SL.4.4, L.4.6)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)
- By the end of the year, read and comprehend a variety of informational texts at the high end of the grade 4 text complexity band independently and proficiently. (RI.4.10)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)
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- Demonstrate knowledge of standard English and its conventions. (L.4.1, L.4.2, L.4.3)
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.4.6)

Choosing Core Texts

The texts you choose for this lesson set will depend on the history curriculum within your local district. However, there are many excellent narrative and narrative nonfiction texts that provide a wonderful foundation in the text structure of cause and effect for students.

Picture Books to Introduce Cause and Effect

Across the Stream by Mirra Ginsburg

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Don't Slam the Door! by Dori Chaconas

If You Give a Moose a Muffin by Laura Numeroff

If You Give a Mouse a Cookie by Laura Numeroff

If You Give a Pig a Pancake by Laura Numeroff

If You Take a Mouse to the Movies by Laura Numeroff

Sylvester and the Magic Pebble by William Steig

Where the Wild Things Are by Maurice Sendak

Picture Book to Introduce the Metaphor of Text Structure

Word Builder by Ann Whitford Paul

Independent Reading/Small-Group Reading Possibilities in American History

Defining Moments: Overcoming Challenges series

Great Moments in American History series

History News series

Selections from *A History of Us* series by Joy Hakim

Native American Experience

Brother Eagle Sister Sky: A Message from Chief Seattle by Susan Jeffers

Buffalo Song by Joseph Bruchac

Encounter by Jane Yolen

American Revolution

When Washington Crossed the Delaware: A Wintertime Story for Young Patriots
by Lynne Cheney

Chinese History

Kubla Khan: The Emperor of Everything by Kathleen Krull

The Silk Route: 7,000 Miles of History by John S. Major

Civil War

“The Gettysburg Address” by Abraham Lincoln

Harriet Beecher Stowe and the Beecher Preachers by Jean Fritz

Just a Few Words, Mr. Lincoln by Jean Fritz

Pink and Say by Patricia Polacco

Sojourner Truth: Ain't I a Woman? by Patricia C. McKissack

Slavery

Henry's Freedom Box by Ellen Levine and Kadir Nelson

Desegregation/Racial Discrimination

The Story of Ruby Bridges by Robert Coles

Time for Kids article “Sitting Down to Take a Stand” by Suzanne Zimble

We Are the Ship: The Story of Negro League Baseball by Kadir Nelson

Japanese Internment Camps/WWII

Baseball Saved Us by Ken Mochizuki

Disease

Dr. Jenner and the Speckled Monster: The Discovery of the Smallpox Vaccine
by Albert Marrin

Outbreak! Plagues That Changed History by Bryn Barnard

Stories of Peace around the World

14 Cows for America by Carmen Agra Deedy

Beatrice's Goat by Page McBrier

One Hen—How One Small Loan Made a Big Difference by Katie Smith
Milway

Seeds of Change by Jen Cullerton Johnson

Time for Kids article “Obama Wins Nobel Peace Prize” by Jonathan
Rosenbloom

Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter

Helpful Websites

I.N.K. (Interesting Nonfiction for Kids)

Time for Kids

A Note about Addressing Reading Standard 10: Range of Reading and Level of Text Complexity

This lesson set provides all students with opportunities to work with texts deemed appropriate for their grade level as well as texts at their specific reading level. Through shared experiences and focused instruction, all students engage with and comprehend a wide range of texts within their grade level complexity band. We suggest a variety of high-quality complex texts to use within the whole-group lessons and recommend a variety of additional titles under Choosing Core Texts to extend and enrich instruction. During independent practice and in small-group collaborations, however, research strongly

suggests that all students need to work with texts they can read with a high level of accuracy and comprehension (i.e., at their developmentally appropriate reading level), in order to significantly improve their reading (Allington, 2012; Ehri, Dreyer, Flugman, & Gross, 2007). Depending on individual needs and skills, a student's reading level may be above, within, or below the grade-level band. Students must be given the opportunity to read at their independent levels to build stamina and fluency and to read beyond their levels in texts of high interest, to build comprehension and cultivate habits of high energy for challenging texts.

Teacher's Notes

Fourth graders need help understanding how the word *structure* applies to texts. Once they understand the metaphor it will be easier for them to recognize when authors are using text structures to convey a particular meaning. *Word Builder* is a great read-aloud to help students understand that writers use words to build their pieces of writing and that words can be grouped into particular structures.

It is important that fourth graders develop an understanding of real-world cause and effect relationships. Students who leave the primary grades with a solid grasp of cause and effect in everyday life will find more success when confronted with the cause/effect text structures used in expository writing and textbooks. This lesson set begins with this connection in mind, so you will see foundational texts that will help students identify cause and effect relationships in their own lives before diving into identifying cause and effect in moments in history.

Additionally, this lesson set requires research. The following steps are an important road map for your research with students:

- Immersion in topic
- Asking questions (in this lesson set: What Happened? and Why?)
- Narrowing the topic
- Creating key words
- Locating sources

- Locating information within sources
- Recording information—note taking
- Organizing information
- Coming to conclusions
- Presenting information

The following materials will help you organize the research process for students:

- Student research folders
- Ready to Review baskets for submission
- Reminder charts

Core Message to Students

Before the first lesson, use this as a shared reading or read-aloud to set the stage and engage students in discussion about your upcoming study. See Appendix 4.1 for an enlarged version to reproduce and share with students.

Everything happens for a reason! This means that there are causes for all actions and effects of all actions. You forget to brush your teeth, you might end up with a cavity. If you don't pick up your room, you can't find your book in the morning. Who else can think of a good example of cause and effect from their own lives? As readers we should always be thinking, "Why did this happen?" or "What caused this?" This is especially important when reading about things that happened in history.

“

*Cause and effect are two sides
of one fact.*

—Ralph Waldo Emerson

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Questions for Close Reading



The Core Ready lessons include many rich opportunities to engage students in close reading of text that requires them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking (Reading Anchor Standard 1). These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions as a resource to guide students through close reading experiences in any informational text.

- Identify an important event in the text. Why is it important?
- Identify an important event in the text. What caused the important event to happen?
- Identify an important event in the text. What happened as a result of this event?
- What words in the text signal cause and effect relationships?
- Describe a cause and effect relationship that is found in the text.
- What evidence does the text provide that one event caused another? Are there any other possible causes suggested in the text?
- Are there events in the text that have more than one cause? More than one effect?

Building Academic Language



Included here is a list of academic language to build your students' comprehension of the focus of this lesson set and facilitate their ability to talk and write about what they learn. Rather than introduce all the words and phrases at once, systematically add them to a learning wall as your teaching unfolds. See the glossary at the end of this chapter for definitions of the words. Also listed are sentence frames that may be included on a sentence wall (Carrier and Tatum, 2006), a research-proven

strategy for English language learners (Lewis, 1993; Nattinger, 1980), or as a handout to scaffold student use of the content words. Some students, especially English language learners, may need explicit practice using the sentence frames. Encourage all students to use these words and phrases in their conversations and writing.

Core Words

because	since
cause	so
consequently	therefore
effect	thus
history	why
nevertheless	



Core Phrases

- _____ is the reason that _____.
- Because of the fact that _____.
- Due to the fact that _____.
- If _____, then _____.
- As a result of _____.
- Because of this _____.
- _____ happened because _____.
- I think this because _____ (textual evidence to support your thinking).
- The reason for _____ is _____.

Recognition

At the end of the lesson set, it is important to recognize the hard work your students have put into their learning and the care with which they have spoken to and listened to their peers. At the end of the reading lesson set, students will create cause and effect books. At the end of the writing lesson set, students will create a class newspaper from the historical time period you have chosen to focus on throughout the lesson set.

Assessment



Assessment in this lesson set is both ongoing and culminating, meaning that as teachers we are constantly kid-watching and observing how students make meaning and how they are interpreting new material. Throughout this lesson set, look for performance-based assessments, called Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

Also, we encourage you to use the Reading and Writing Rubrics, also marked with an assessment icon, with each lesson set to evaluate overall student performance on the standards aligned lesson set goals. In this lesson set, the finalized posters and diary entries are important pieces of performance assessment that can be analyzed and then placed in a portfolio of student work.

In addition, we have provided a Speaking and Listening Performance Checklist (Appendix 4.15) that provides observable Core Standards-aligned indicators to assess student performance as speakers and listeners. There are multiple opportunities in every Core Ready lesson set to make such observations. Use the checklist in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.

Core Support for Diverse Learners

This lesson set was created with the needs of a wide variety of learners in mind. Throughout the day-by-day lessons, you'll find examples of visual supports, graphic organizers, highlighted speaking and listening opportunities, and research-driven English language learner supports aimed at scaffolding instruction for all learners. Also, we urge you to consider the following areas of challenge with which your students may need guided support. The following sections are written to spotlight important considerations as you move through the lesson sets.

Reading

Choosing texts that are at students' reading levels is essential for their reading success and reading identity. When finding texts, make sure you have various levels represented in your classroom collection. All or some of your students may benefit from repeated exposure to a lesson's teaching objective over several days. This can be accomplished with the whole class or in small-group settings.

Closely monitor your students who are reading below grade level to determine whether they are reading with accuracy, fluency, and stamina to support comprehension. Encourage students to use context to confirm or self-correct word recognition and understanding and to reread when necessary. Refer to the Common Core Foundational Skills Standards—both at the grade 4 level as well as earlier grade standards—for direct, explicit foundational skills support that your students reading below grade level may need.

Informational texts can often have unfamiliar words that will require teacher support to decode and understand. While our Core Words provide overarching informational text vocabulary, it is essential to preview the informational texts that readers who are below grade level are independently reading during this lesson set. Consider providing your fourth graders with highlighters so that they can record words that they know and words that are unfamiliar. For many students, this may mean words that they do not know the meaning of; however, students working to decode multi-syllabic words should be encouraged to highlight or record words that they are unsure of. In this way, you can provide ongoing support for them as developing readers while building independence. In addition, students reading below grade level or students who

struggle with organization of ideas may need a great deal of help with their independent research. You may want to pair students with a research partner.

As you continue your work with students, use observational notes and reading assessment data to create two to three specific short-term goals for your students with diverse needs. For example, as stated above, these goals may be related to increasing word accuracy, building vocabulary, improving fluency, building stamina, or enhancing comprehension. Throughout this lesson set, tailor your individualized and small-group instruction set so that it addresses and evaluates student progress toward these goals.

Writing

Inspired writers are motivated writers. Allowing students to choose the topic of their writing is critical for their ultimate success and their positive development of identity as a writer. When immersing your students in a new genre, form, or purpose for writing, emphasize the meaning and function this particular type of writing may have in their own lives. Many of your students will also benefit from exposure to strong mentor texts, examples of your own writing, as well as the experience of sharing their own work—both the final product and the work in process.

Many of your students will significantly benefit from the opportunity to sketch the information they've found from informational texts before adding words. This is especially helpful for visual learners and students who need to "sketch to stretch." Even your most proficient writers can benefit from this step, but many of your resistant writers will feel more comfortable with getting their ideas on paper through drawing first. Giving students some sentence starters (see the Core Words and Core Phrases) can vastly help them focus on their ideas and have the stamina to get their thoughts on paper.

- One important fact about _____ is _____.
- Another important fact is _____.
- _____ is important because _____.

As your students move from determining their ideas for their diary entries and begin telling a logical sequence of events, provide your students with a variety of templates that are fourth grade appropriate. For students with fine motor control issues, providing students with a variety of writing templates

that have handwriting lines with a dotted line in the middle can offer support, as letter formation may require significant energy for some writers. Also consider having some students electronically publish their diary entries if that is a medium more conducive to their writing success.

We want our fourth graders to communicate the important ideas about historical events to an audience, and supporting them as developing writers is essential. In addition to providing students with topic choice and the opportunity to draw prior to writing, we can provide further scaffolding by having students orally rehearse their diary entries to us or to a peer. For some students, the oral rehearsal will provide a springboard to writing. Others will have greater success dictating their diary entries to you.

As with the reading lessons, your students may benefit from several days on a single lesson's teaching objective. This can be done with the whole class or in small-group settings.

English Language Learners

Although it is always our goal as teachers to get to know all of our students deeply both in and out of the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families' cultural traditions and experiences is important for getting to know your students and working with them in meaningful ways.

English language learners are learning about historical events alongside native English speakers in your classroom, but they are also simultaneously learning English. For English language learners, it is essential to simultaneously develop their ability to easily hold conversations about their reading and writing and build their academic language base. Goldenberg (2010) defines "academic English" as the more abstract, complex, and challenging language that permits us to participate successfully in mainstream classroom instruction. English language learners will over time be responsible for understanding and producing academic English both orally and in writing. However, language acquisition is a process and English language learners range in their development of English language proficiency. Consider your students along a spectrum of language acquisition, from students new to this country to those who are proficient conversationally to those who have native-like proficiency.



Refer to the English language learner icons throughout this lesson set for ways to shelter instruction for English Language Learners. These

elements will help English language learners participate successfully in the whole-group lesson and support the development of their language skills. While these moments during instruction are designed to support English language learners, many schools are adding a separate ELD (English language development) block targeted at oral English language development to further support their students in language acquisition.

Establishing routines will be essential for all learners but will be especially important for English language learners needing consistent opportunities to process the information required to conduct research. Frequently monitor students who need extra support. Condense the main ideas and key concepts from readings for students who need adaptations. In addition, emphasize and repeat the steps required for research for students who need repeated practice. Consider forming small groups of students and conducting small-group research rather than independent projects for those students who need more scaffolding. Work closely with colleagues to find sources at all levels.

Students with growing English proficiency will benefit from a history word wall, which will build vocabulary (refer to the Core Words and Core Phrases). A sentence word wall that gives sentence starters to help with conversation will also offer students another layer of support. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids will further support students and guide them on what words are important to this study and what they mean.

Some students will benefit from several days on the same teaching objective. Consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching objectives.

Complementary Core Methods

Read-Aloud

Take this opportunity to share a wide variety of nonfiction texts during read-aloud, both narrative and informational. Make sure to include texts that vary in length, topic, and presentation style. Use your knowledge of students' interests

to select texts that will inspire and excite your class. When appropriate, use your read-aloud as another chance for students to practice one or two of the following skills:

- Making a prediction about a text’s potential content by skimming the text features
- Determining the main idea and key details of a text
- Asking and answering questions about a text, using portions of the text as evidence in your responses
- Identifying and exploring the meaning of new vocabulary
- Generating a list of key words to use in a search for additional information on the same topic

Shared Reading

Shared reading provides a wonderful opportunity to conduct a mini-study on a topic of general interest for the class. In particular, it can also provide the chance to further link social studies content to the work you are doing in this lesson set. Think about selecting a range of short texts that match your current lesson set of study in social studies. Use shared reading to reinforce the idea of reading to learn (versus learning to read). Here are some prompts you may want to use in your conversations about these texts:

- What is the event? What were the causes?
- After reading this text, what questions do we still have about our topic?
- What new vocabulary did we take away from this text? How can we use this new vocabulary?
- Let’s summarize what we just learned in our own words . . .

Shared reading can also be a great place to specifically highlight the linking words found within a shared text and discuss how they connect ideas within a specific category of information.

Shared Writing

Shared Writing also provides an opportunity to link to your work in social studies. Use this time to:

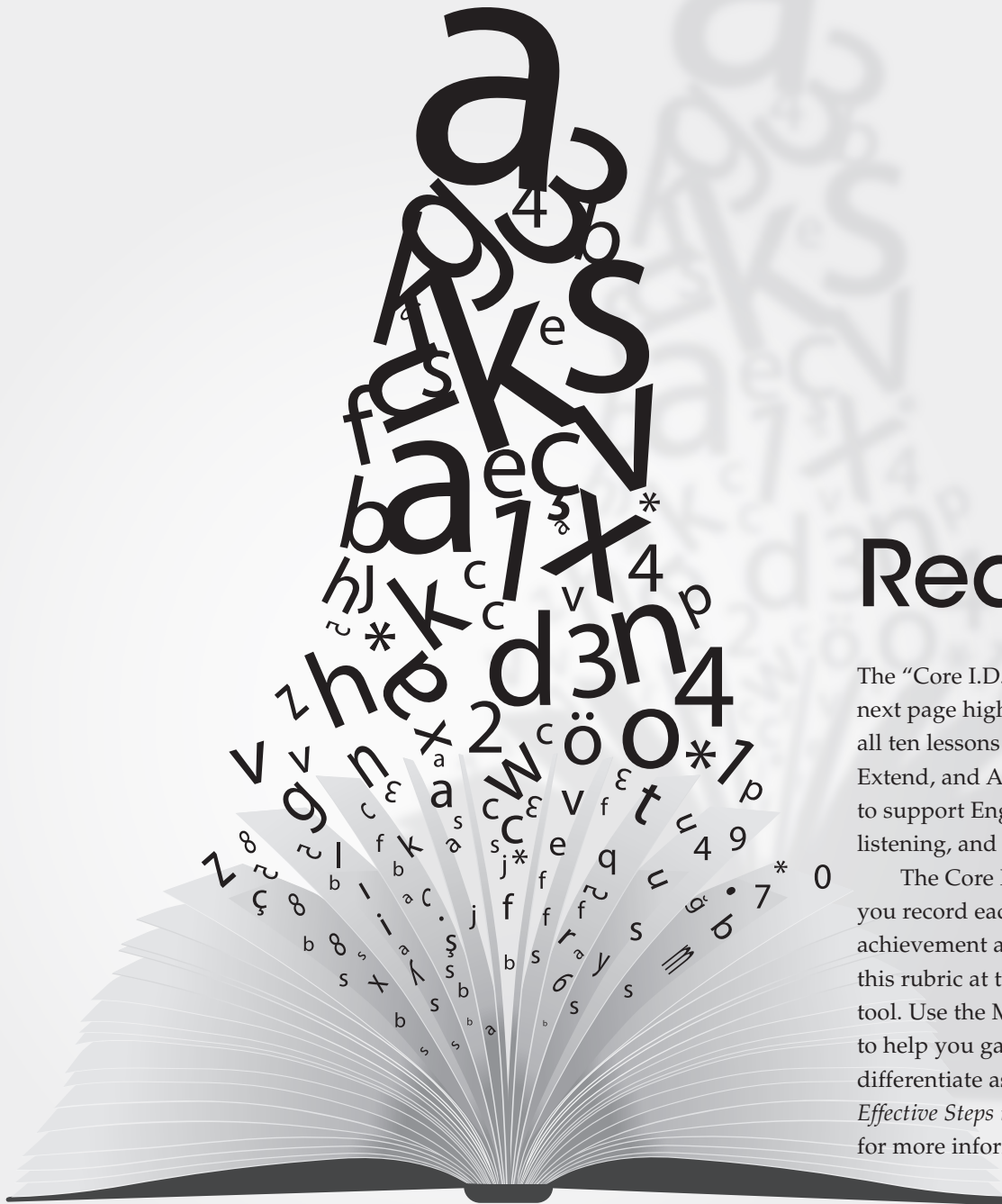
- Create shared lists of prior knowledge around a content area topic of study
- Generate key words to use in an Internet search
- Jot notes about a shared reading
- Organize notes into logical categories
- Compose questions about a topic for further investigation
- Craft answers to shared questions
- Revise shared writing to link ideas together, creating more complex sentences words and phrases such as *also, another, and, more, but*

Core Connections at Home



Invite families to spend time in their local library or online at home researching a historical topic of shared interest—possibly a historical topic tied to their own cultural background.

Have students share their final book posters/trailers and diary entries with their families during a special recognition. Ask families to write a letter to their child sharing what they learned from their presentations. Display these letters alongside students’ final presentations.



Reading Lessons

The “Core I.D.E.A. / Daily Reading Instruction at a Glance” table on the next page highlights the teaching objectives and standards alignment for all ten lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support English language learners as well as technology, speaking and listening, and formative (“Milestone”) assessments.

The Core Ready Reading Rubric that follows next is designed to help you record each student’s overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments and checklists as tools to help you gauge student progress toward these goals, and reteach and differentiate as needed. See the foundational book, *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*, for more information about the Core Ready Reading and Writing Rubrics.

The Core I.D.E.A. / Daily Reading Instruction at a Glance

Grade 4 What Happened and Why: Studying Cause and Effect through Events in History

Instructional Stages	Lesson	Teaching Objective	Core Standards	Special Features
Introduce: notice, explore, collect, note, immerse, surround, record, share	1	Readers can identify text structures.	RI.4.1 • RI.4.5 • RI.4.10 • W.4.4 W.4.10 • SL.4.1a • SL.4.1b • L.4.1 L.4.6	Close Reading ELL
Define: name, identify, outline, clarify, select, plan	2	Asking what happened (effect) and why (cause) helps readers identify cause and effect.	RI.4.1 • RI.4.3 • RI.4.5 • RI.4.8 RI.4.10 • SL.4.1c • SL.4.1d • L.4.6	Close Reading ELL
	3	Signal words help readers identify cause and effect.	RI.4.1 • RI.4.3 • RI.4.5 • RI.4.8 RI.4.10 • W.4.2c • SL.4.1a • SL.4.1b L.4.6	Close Reading ELL
	4	Readers notice multiple effects and causes.	RI.4.1 • RI.4.3 • RI.4.5 • RI.4.8 RI.4.10 • SL.4.1a • SL.4.1b • SL.4.2 L.4.6	Close Reading ELL Milestone Assessment S&L
Extend: try, experiment, attempt, approximate, practice, explain, revise, refine	5	Readers can create timelines to identify causes and effects in history.	RI.4.1 • RI.4.3 • RI.4.5 • RI.4.7 RI.4.10 • W.4.10 • SL.4.1a-d • L.4.1 L.4.6	Close Reading ELL Milestone Assessment Tech
	6	Readers can talk about cause and effect relationships using transitional words and phrases.	RI.4.3 • RI.4.5 • RI.4.10 • SL.4.1a-d SL.4.6 • L.4.1 • L.4.6	ELL S&L
	7	Readers can write summaries that explain the cause and effect.	RI.4.1 • RI.4.5 • RI.4.9 • RI.4.10 W.4.2a-d • W.4.4 • W.4.6 • W.4.10 SL.4.1a • SL.4.1b • SL.4.2 • L.4.6	Close Reading ELL Milestone Assessment
	8	Readers can create cause and effect posters or book trailers to retell a historical moment graphically.	RI.4.1 • RI.4.9 • RI.4.10 • W.4.4 W.4.6 • W.4.10 • SL.4.1a-d • L.4.1 L.4.6	Close Reading ELL Milestone Assessment Tech
	9	Readers can ask each other questions about what happened and why in texts they read.	RI.4.1 • RI.4.2 • RI.4.3 • RI.4.5 RI.4.10 • SL.4.1a-d • SL.4.2 • SL.4.3 L.4.1 • L.4.6	Close Reading ELL S&L
Assess: reflect, conclude, connect, share, recognize, respond	10	Readers reflect on their learning by responding to Core Questions.	RI.4.1 • RI.4.10 • W.4.4 • W.4.10 SL.4.1a-d • L.4.1 • L.4.6	Close Reading ELL Milestone Assessment Tech



Core Ready Reading Rubric

Grade 4 Core Ready Reading and Writing Rubrics

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Explain what happened and why (effect, cause) in historical texts and discuss the cause and effect relationship using transitional words and phrases.	Student demonstrates minimal ability to explain what happened and why (effect, cause) in historical texts. Does not use or improperly uses transitional words and phrases when discussing the cause and effect relationship.	Student attempts, with some success, to explain what happened and why (effect, cause) in historical texts. Attempts to use some transitional words and phrases when discussing the cause and effect relationship. Some inaccuracies may be present. May be incomplete.	Student explains what happened and why (effect, cause) in historical texts and effectively uses transitional words and phrases to discuss the cause and effect relationship.	Student provides an in-depth and insightful explanation for what happened and why (effect, cause) in historical texts and is highly accurate and successful at using transitional words and phrases to discuss the cause and effect relationship.	RI.4.1 RI.4.3 RI.4.5 RI.4.6 RI.4.8 RI.4.10 W.2c W.4.4 W.4.10 SL.4.1a-d SL.4.3 SL.4.6 L.4.1 L.4.6
Identify cause and effect structure in historical texts using signal words and other strategies.	Student may show a very limited grasp of how to identify the cause and effect structure in historical texts using signal words and other strategies, but needs significant support to be successful.	Student shows some understanding of how to identify cause and effect structure in historical texts using signal words and other strategies. Some inaccuracies may be present. May be incomplete.	Student successfully identifies cause and effect structure in historical texts using signal words and other strategies. Accurate and complete.	Student is highly successful in identifying cause and effect structure in historical texts using signal words and other strategies. May grasp subtle or challenging relationships.	RI.4.1 RI.4.3 RI.4.5 RI.4.7 RI.4.10
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Student shows little or no evidence of active, purposeful reading or searching the text for specific information and evidence. Student makes little or no attempt to provide details and examples when explaining what the text says explicitly and is unable to draw inferences from the text.	Student shows some evidence of active, purposeful reading and searching the text for specific information and evidence. Student may provide some details and examples, with marginal accuracy, when explaining what the text says explicitly and when drawing inferences from the text.	Student shows solid evidence of active, purposeful reading and searching the text for specific information and evidence. Student usually provides appropriate details and examples when explaining what the text says explicitly and when drawing inferences from the text.	Student demonstrates exceptional evidence of active, purposeful reading and searching the text for specific information and evidence. Student provides accurate, explicit, and thoughtful details and examples when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.10 SL.4.1a-d L.4.1 L.4.6
Summarize a historical text with an emphasis on cause and effect.	Student shows little or no evidence of successfully summarizing a historical text with an emphasis on cause and effect.	Student attempts to summarize a historical text with an emphasis on cause and effect. Summaries may have some inaccuracies or lack complete clarity.	Student summarizes a historical text with an emphasis on cause and effect. Summaries are mostly clear, accurate, and succinct.	Student generates excellent summaries of historical texts with an emphasis on cause and effect. Summaries are very clear, accurate, and succinct.	RI.4.1 RI.4.5 RI.4.6 RI.4.10 W.4.2a-d W.4.4 W.4.6 W.4.10 SL.4.2

Core Ready Reading Rubric, Grade 4, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Report on findings through a clear and organized book poster or book trailer.	Student struggles to produce a clear and organized book poster or trailer that reports findings. Key elements are undeveloped or missing.	Student attempts to report findings through a book poster or trailer. May lack some clarity and organization.	Student reports findings through a clear and organized book poster or trailer.	Student reports findings through a highly effective, clear, and well-organized book poster or trailer.	RI.4.1 RI.4.10 W.4.10 S.L.4.4 L.4.1 L.4.6
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Student shows little or no evidence of actively and purposefully reading or searching the text for specific information and evidence.	Student attempts to actively and purposefully read or search the text for specific information and evidence. Incorporates some details and examples, with marginal accuracy, when explaining what the text says explicitly and when drawing inferences from the text.	Student shows solid evidence of actively and purposefully reading or searching the text for specific information and evidence. Consistently provides accurate and effective details and examples when explaining what the text says explicitly and when drawing inferences from the text.	Student demonstrates an exceptional ability to actively and purposefully read or search the text for specific information and evidence. Provides accurate, explicit, and thoughtful details and examples when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1
By the end of the year, proficiently read and comprehend a variety of informational texts in the grades 4–5 text complexity band, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 4 text complexity band.	Student shows inconsistent evidence of independently and proficiently reading and comprehending texts appropriate for the grade 4 text complexity band.	Student shows solid evidence of independently and proficiently reading and comprehending texts appropriate for the grade 4 text complexity band. Needs scaffolding at the grade 5 level.	Student shows solid evidence of independently and proficiently reading and comprehending texts above the grade 4 text complexity band.	RI.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Student shows little or no evidence of writing routinely for short or long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows some evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows solid evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows exceptional evidence of consistently and accurately writing for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	W.4.10

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation.	In collaborative discussions, student comes unprepared and often disregards the rules and roles of conversation.	In collaborative discussions, student's preparation may be evident but ineffective or inconsistent. May occasionally disregard the rules and roles of conversation.	In collaborative discussions, student prepares adequately and draws on the preparation and other information about the topic to explore ideas under discussion. Usually observes the rules and roles of conversation.	In collaborative discussions, student arrives extremely well prepared for discussions and draws on the preparation and other information about the topic to explore ideas under discussion. Always observes the rules and roles of conversation.	SL.4.1a SL.4.1b
In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner.	Student shows little or no evidence of engaging in collaborative discussions and makes little or no attempt to ask and answer questions, stay on topic, link comments to the remarks of others, or to explain his or her own ideas and understanding in light of the discussion.	Student shows some evidence of engaging in collaborative discussions and, with marginal success, attempts to ask questions to check understanding of information presented, to stay on topic, link comments to the remarks of others, and explain his or her own ideas and understanding in light of the discussion.	Student engages in a range of collaborative discussions and asks questions to check understanding of information presented. Stays on topic most of the time and frequently links his or her comments to the remarks of others, and explains his or her own ideas and understanding in light of the discussion.	Student effectively and consistently engages in a range of collaborative discussions and asks high-level questions to check understanding of information presented. Always stays on topic and, with great insight and attention to the comments of others, links his or her comments to the remarks of others, and explains his or her own ideas and understanding in light of the discussion.	SL.4.1c SL.4.1d
Demonstrate knowledge of standard English and its conventions.	Student demonstrates little or no knowledge of standard English and its conventions.	Student demonstrates some evidence of knowledge of standard English and its conventions.	Student consistently demonstrates knowledge of standard English and its conventions.	Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.	L.4.1 L.4.2 L.4.3
Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases.	Student shows little or no evidence of acquisition and use of grade-appropriate conversational and academic language.	Student shows some evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows solid evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows a high level of sophistication and precision with the acquisition and use of grade-appropriate conversational and academic language.	L.4.6

Note: See the Core Ready Rubrics chart in the Walk Through for descriptions of category headers.

Reading Lesson 1

▼ Teaching Objective

Readers can identify text structures.



Close Reading
Opportunity

▼ Standards Alignment

RI.4.1, RI.4.5, RI.4.10, W.4.4, W.4.10, SL.4.1a, SL.4.1b, L.4.1, L.4.6

▼ Materials

- *Word Builder* by Ann Whitford Paul
- Read-aloud text that illustrates cause and effect such as *Across the Stream* by Mirra Ginsburg; any of the Laura Numeroff series: *If You Take a Mouse to the Movies*, *If You Give a Moose a Muffin*, *If You Give a Mouse a Cookie*, *If You Give a Pig a Pancake*; Maurice Sendak's *Where the Wild Things Are*; *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst; *Sylvester and the Magic Pebble* by William Steig; *Don't Slam the Door!* by Dori Chaconas
- Structures Writers Use to Organize Their Writing, Appendix 4.3

▼ To the Teacher

Fourth graders are ready to be history detectives, to think deeply about what has happened in the past and why events happened. Today you will be launching your reading lesson set focused around the strategies readers use to identify the causes and effects of historical events. More specifically, over the next few weeks you will guide your class to practice a variety of skills including asking and answering questions about a topic, using the text as evidence, identifying what happened and why, and making meaning with new vocabulary words. This first lesson introduces students to the idea that writers use structures to help them communicate their ideas more effectively. By taking the time to explore the metaphor of how the word structure applies to texts, students will better be able to consider cause and effect as a specific text structure that writers use in historical texts.



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▼ Procedure

Warm Up Gather the class to set the stage for today's learning




Gather your students and introduce the idea that writers use structures to build their ideas.

Did you know that writers use structures to help them make their ideas stronger? You might be wondering, Hmmm . . . I know structures are the things builders make, what does that have to do with writing? Well, what would a sentence be without words? What would words be without letters? Just as if you were constructing a building, you must build your words and sentences and paragraphs and think about how they go together.

Teach Model what students need to learn and do

First, read aloud the picture book *Word Builder*. The illustrations and simple sentences will help introduce students to the metaphor that writers use structures to help them craft their writing. Then, explain to students that

writers use structures so that readers can build a better understanding of the text. Have a chart prepared called “Some Text Structures Writers Use to Organize Their Writing.”

Cause-Effect	Cause is why something happened. Effect is what happened.	
Problem-Solution	Tells about a problem. Then, gives a solution or more than one solution	
Compare-Contrast	Shows how two or more things are alike and different.	

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Share with students simple sentences that illustrate these three different text structures, such as:

- ▶ The tree fell down because it was a windy day.
- ▶ The boy spilled his milk at lunch. His friend helped him clean it up.
- ▶ My sister and I are both tall but her hair is long and mine is short.



Have students help you identify what types of structures these sample sentences illustrate. **ELL** Provide Comprehensible Input—Visuals.

Simple visuals and graphics on your charts help anchor ideas to visual learners and ELLs.

Reading Lesson 2

▼ Teaching Objective

Asking what happened (effect) and why (cause) helps readers identify cause and effect.

▼ Standards Alignment

RI.4.1, RI.4.3, RI.4.5, RI.4.8, RI.4.10, SL.4.1c, SL.4.1d, L.4.6



Close Reading Opportunity

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Read aloud for students a fictional text that will help them identify cause and effect, which will be the text structure focused on for the remainder of the lesson set. *If You Give a Mouse a Cookie* is a classic children’s picture book that will allow you to stop after just a few pages to have students turn and talk with a partner to discuss: What type of text structure is this? How do you know?

Clarify Briefly restate today’s teaching objective and explain the practice task(s)

In your independent reading today you are going to ask yourself, What type of text structure is this? How do I know?

Practice Students work independently or in small groups to apply today’s teaching objective

Students will be reading independently and marking places where they see writers using a text structure to better communicate their ideas: cause/effect; problem/solution; compare/contrast.

Wrap Up Check understanding as you guide students to briefly share what they have learned and produced today

Have students share with the class or a partner one place they marked and explain what type of text structure they identified. The big question to come back to is “How did they know?” This will help prepare them for lessons to come.

▼ Materials

- Sample historical nonfiction text displayed so it can be read and highlighted with the class (see Appendix 4.2)
- Charting supplies or interactive whiteboard
- Highlighting tools (two different colors for each partnership)
- What Happened and Why chart