



4TH GRADE

VOLUME 4.1

Realistic Fiction

Shiloh

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

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

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

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

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

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

Shiloh Unit of Study—Distribution of Standards

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction, *Shiloh* 4.1

Reading Standards for Literature (RL)																															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27 – 32				
Key Ideas and Details																															
#1 Read closely Monitor comprehension Support thinking	x	x	x	x	x		x	x		x	x		x	x	x	x	x			x			x								
									x	x	x				x						x			x	x						
#2 Determine theme/author's message Summarize the text									x						x																
#3 Analyze story elements	x	x	x	x	x		x	x			x	x		x			x	x		x											
Craft and Structure																															
#4 Recognize author's craft Recognize intertextuality																															
	x	x	x	x	x		x	x		x			x	x			x	x		x		x									
#5 Analyze text structure Infer genre Compare multiple genres																															
												x						x						x							
#6 Recognize point of view Compare points of view Recognize author's perspective																															
Integration of Knowledge																															
#7 Connect to other representations of the topic (visual, oral)																															
#8 (Not applicable to literature)																															
#9 Compare and contrast themes across 1 genre																x															
By the end of the year, read and comprehend literature in the grades 4–5 text complexity band proficiently, with scaffolding as needed.																															

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction, *Shiloh* 4.1

Reading Standards for Informational Text (RI)																															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	-	32		
Key Ideas and Details																															
#1 Read closely Monitor comprehension Support thinking						x													x												
						x													x												
#2 Identify main idea and details Summarize the text																															
#3 Identify sequence of events Recognize cause and effect						x													x												
Craft and Structure																															
#4 Recognize author's craft																															
#5 Analyze text structure: Compare/Contrast Problem/Solution Cause/Effect																															
#6 Recognize point of view Compare points of view Recognize author's perspective																															
Integration of Knowledge																															
#7 Connect to other representations of the topic (visual, oral)																															
#8 Explain author's use of reasons and evidence to make a point																															
#9 Integrate text on 1 topic						x													x												
By the end of the year, read and comprehend informational text in the grades 4–5 text complexity band proficiently, with scaffolding as needed.																															

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction, *Shiloh* 4.1

Language Standards (L)																											
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27 – 32
Conventions of Standard English																											
#1 Follow rules of English grammar and usage	Not explicitly taught in this unit of study.																										
	Students are expected to use proper English grammar and usage when writing and speaking in this unit. Supplement the unit with grammar and usage lessons as needed.																										
#2 Follow rules of English capitalization, punctuation, and spelling	Not explicitly taught in this unit of study.																										
	Students are expected to use proper English capitalization, punctuation, and spelling when writing. Supplement the unit with these lessons as needed.																										
Knowledge of Language																											
#3 Convey ideas precisely Use formal English when appropriate	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Vocabulary Acquisition and Use																											
#4 Monitor meaning of unknown words: Context Morphemes Reference materials	x		x	x	x	x	x	x		x	x		x	x		x	x	x	x	x	x						
#5 Comprehend language including figurative language, word relationships, idioms, adages, proverbs, synonyms, and antonyms	x		x	x	x	x	x	x		x	x		x	x		x	x	x	x	x	x						
#6 Acquire and use grade-appropriate vocabulary in speaking and writing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction, *Shiloh* 4.1

Speaking and Listening Standards (SL)																															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	–	32		
Comprehension and Collaboration																															
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
#2 Paraphrase after listening to text read aloud Paraphrase after listening to a presentation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
#3 Identify reasons and evidence given by a speaker																															
Presentation of Knowledge and Ideas																															
#4 Speak clearly Speak with a good pace	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
#5 Present with media support																															
#6 Use formal English when appropriate to the task	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				

Distribution of Common Core State Standards, C. I. A. Unit of Study Realistic Fiction, *Shiloh* 4.1

Writing Standards (W)																															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	-	32		
Text Types and Purposes																															
#1 Write an opinion piece												x										x					x			x	
#2 Write an expository piece									x																x						
#3 Write a narrative piece																															
Production and Distribution of Writing																															
#4 Write clearly Organize appropriately Consider task, purpose, and audience									x			x										x				x			x		
#5 Strengthen writing through the stages of the writing process																														x	
#6 Produce and publish writing																														x	
Research to Build and Present Knowledge																															
#7 Investigate different aspects of 1 topic																														x	
#8 Recall information Gather information Take notes/categorize	x		x	x	x	x	x	x	x		x	x	x	x	x	x		x		x	x	x			x	x				x	
#9 Draw evidence from a text									x			x		x	x	x		x			x	x			x	x				x	
Range of Writing																															
#10 Write for an extended time																														x	
#10 Write for a short time									x			x																x	x		

Shiloh Text Complexity

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

Mini-Lesson

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

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

Instructional Read-Aloud

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

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

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character traits

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

Gather and categorize information through note taking (W 8)

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

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

Connect:

We have been learning...

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

Teach:

Today I am going to teach you...

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

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

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

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

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

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



Begin reading chapter 1 of *Shiloh*.

Model:



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

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

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

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

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

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

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

(Model adding Ma and Dad to the list.)

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

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

Guided Practice:



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

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

Turn and talk to your partners using this stem:

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

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

Guided Practice:



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

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

Turn and talk to your partners using this stem:

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

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

Guided Practice:



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

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

Turn and talk to your partners using this stem:

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

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

Link:

Today and every day when you read...

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

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

Character List

Marty - compassionate towards
animals
never shoots animals
loves the outdoors

Dara Lynn - Marty's sister

Becky - Marty's sister

Ma

Dad - a hunter

Shiloh - dog
beagle
skinny
a he-dog

Judd Travers - Shiloh's owner

DAY 6, OUTSIDE TEXT

Mini-Lesson

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

The base word ‘accuse’ means *to find fault with or blame*. The suffix ‘ation’ or ‘tion’ makes this word a noun.

Instructional Read-Aloud

Topic: “Protecting the Pets in Your Community” by Sarah Collinge

In this article...students will find information about how to identify animal neglect and abuse.

In this lesson...students will be using details in the article to help them consider whether or not Shiloh is being abused or neglected by Judd. Students will also consider whether or not Marty should report Judd to the authorities. Throughout the lesson, students will be marking the text with notes.

To prepare for this lesson, make a copy of “Protecting the Pets in Your Community” for each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3)

Integrate information across texts (RI 9)

Gather information (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 keep track of important events while reading and determine the problems in a story.

Teach:

Today I am going to teach you...

...that good readers stop to learn more about a topic when it is important to the text.

Today we are going to read an article describing how we can help protect pets in our community by watching for signs of animal abuse or neglect. I have chosen to stop and learn about this today because the article connects with the main problem in the book, *Shiloh*. We determined that the main problem in the book *Shiloh* is that Judd mistreats Shiloh.

As we read, we are going to be thinking about whether or not Shiloh is being abused or neglected by Judd. We are also going to consider whether or not Marty should report Judd to the authorities.

As we read, we are going to be marking the text with our notes. Please use a pencil to add notes to the article.

Watch me as I model how I look for important details as I read and consider why these details are important.

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

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



Begin reading “Protecting the Pets in Your Community.”

Model:



Stop after: “Not increasing the size of the collar as the animal grows can lead to injury.”

When the article said that an animal’s collar should not be too tight, **I thought this was an important detail because** if an animal’s collar is too tight, it could cause an injury. **This makes me think** that Shiloh’s collar may not fit right because in the book it said his collar was old and worn out.

I am going to add the words “maybe—Shiloh’s collar is old” next to the question “Is the animal’s collar too tight?”

(Model adding notes.)

Guided Practice:



Stop after: “Look for signs of wounds, limping, and severe flea or tick infestation.”

What important details did you read about in this section of the text?

Turn and talk to your partners using this stem:

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

(Model adding the words “maybe—Shiloh has ticks” next to the question “Does the animal show signs of untreated illness?”)

Guided Practice:



Stop after: “The animal’s nails are overgrown.”

What important details did you read about in this section of the text?

Turn and talk to your partners using this stem:

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

(Model adding the words “maybe—Marty can see Shiloh’s ribs” next to the question “Is the animal being properly nourished with food and water?” Model adding the word “no” next to the question “Does the animal show a lack of grooming?”)

Guided Practice:



Stop after: “Animals need a proper shelter that is regularly cleaned and allows room for the animal to stand and turn.”

What important details did you read about in this section of the text?

Turn and talk to your partners using this stem:

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

(Model adding the words “no—Shiloh is chained outside” next to the question “Is the animal given a proper shelter to protect it from the elements?”)

Guided Practice:



Stop after: “If an owner intentionally inflicts physical pain on an animal, this is considered abuse.”

What important details did you read about in this section of the text?

Turn and talk to your partners using this stem:

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

(Model adding the words “yes—Judd kicks Shiloh” next to the question “Is the owner physically abusing the animal?”)

Stretch It:



Stop after: “Do the right thing—protect the pets in your community by calling your local animal control!”

Discuss: Do you think Marty should report Judd? Why or why not?

Link:

Today and every day when you read...

...I want you to consider how reading outside text can help you understand a story better.

Protecting the Pets in Your Community

by Sarah Collinge

Do you suspect an owner is mistreating an animal?

Before making an accusation, look more closely at the situation to determine whether neglect or abuse is occurring. Remember, aggressive, timid, and fearful behavior by an animal may occur for many reasons other than neglect or abuse.

“It’s almost impossible to make conclusions based on a pet’s behavior alone,” says Kirsten Collins, who works for the American Society for the Prevention of Cruelty to Animals.

Look for physical signs that the animal has experienced mistreatment.

- **Is the animal’s collar too tight?**



An animal’s collar is too tight if it is embedded into the animal’s neck or is causing a wound. Not increasing the size of the collar as the animal grows can lead to injury.

- **Does the animal show signs of untreated illness?**



When an animal is sick, it needs veterinary care. Animals who are sick and are not taken to the veterinarian for treatment are being neglected. Look for signs of wounds, limping, and severe flea or tick infestation.

- **Is the animal being properly nourished with food and water?**

If an animal is underweight, it may be due to a lack of food and/or water.

- **Does the animal show a lack of grooming?**

Animals need to be groomed to stay healthy. You can tell when an animal hasn’t been properly groomed because their fur is matted and/or dirty. The animal’s nails are overgrown.

- **Is the animal given a proper shelter to protect it from the elements?**



Animals need protection from extreme heat, cold, and dampness when outdoors. Animals need a proper shelter that is regularly cleaned and allows room for the animal to stand and turn.

- **Is the owner physically abusing the animal?**

If an owner intentionally inflicts physical pain on an animal, this is considered abuse.

If you have evidence that an animal is being neglected or abused, it is your responsibility to report this mistreatment to the authorities. Do the right thing—protect the pets in your community by calling your local animal control!

For more information visit:

Americanhumane.org

Aspca.org

Humanesociety.org

Spca.org

Mini-Lesson

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

The base word ‘belong’ means *to be in an appropriate situation or environment*. The suffix ‘ing’ makes this verb present tense.

Instructional Read-Aloud

In these chapters...what is right and what is wrong gets all mixed up in Marty’s head. He thinks about what the law says, what Jesus says in the Bible, and what he knows is wrong. He realizes it’s not always clear what is right and what is wrong.

In this lesson...you will be modeling how to consider the perspectives of the different characters in the book by using clues in the story to infer their beliefs about right and wrong. A chart will show what characters think about right and wrong. Students will see that Marty has not decided for himself what is right and what is wrong. To decide for himself, he first has to question the views of others.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Determine central ideas or themes (RL 2)

- Think about right vs. wrong

Analyze story elements (RL 3)

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 consider conflicts within the story and think about how they are important.

Teach:

Today I am going to teach you...

...that good readers pay attention to what the author purposefully emphasizes in the text in order to better understand the author's message. In the book *Shiloh*, Phyllis Reynolds Naylor gives emphasis to the characters' beliefs about right and wrong.

Watch me as I model how I think about each character's beliefs.

Notice how I use text evidence to help me determine what each character believes about right and wrong.

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

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

Open your reader's notebooks to a blank page and title it **What the characters believe about right and wrong**. Below that, make a T-chart with **Character** on the left side and **Belief** on the right side. As we create the chart together on the easel, you will each copy down the information on your own chart in your reader's notebook.



Begin reading in chapter 5, starting on page 43 where it says "Dad had heard me coming back from the hill, and he turns around."

Model:



Stop after: “He laughs, waves his hand, starts the engine, and the pickup pulls away.”
(p. 44)

I am going to stop here and think about how each character determines right and wrong.

When the book said that Marty would never promise to bring Judd’s dog back to him even though Judd owns Shiloh, **I was thinking** Marty **believes** Shiloh’s safety is more important than the law. **This helps me understand** that Marty uses his feelings to help him determine what is right and what is wrong.

(Model adding this thinking to the T-chart.)

We also learned about how Dad thinks about right and wrong. **When the book said** that Dad told Judd the sheriff would get him for shooting one of his dogs, **I was thinking** Dad **believes** in following the laws. **This helps me understand** that Dad thinks the law should determine what is right and what is wrong.

(Model adding this thinking to the T-chart.)

Finally, we learn about Judd’s beliefs about right and wrong. **When the book said** Judd never let the law tell him what to do, **I was thinking** Judd **believes** he should have the freedom to do whatever he wants. **This helps me understand** that Judd doesn’t use the law to determine right and wrong, he thinks about what is best for himself.

(Model adding this thinking to the T-chart.)

Guided Practice:



Stop after: “I hope you’ll keep that in mind.”(p. 46)

Here the book gave us some evidence to show how Ma determines right and wrong.

Turn and talk to your partners using this stem:

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

(Model adding this thinking to the T-chart.)

Guided Practice:



Stop after: “If Jesus is anything like the story cards from Sunday school make him out to be, he ain’t the kind to want a thin, little beagle to be hurt.” (p. 47)

Marty is trying to figure out what he believes about right and wrong. What are you learning about Marty’s beliefs?

Turn and talk to your partners using this stem:

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

(Model adding this thinking to the T-chart.)

Guided Practice:



Stop after: “...me on my back, Shiloh on his stomach, both of us panting and nuzzling each other.” (p. 48)

Marty is trying to figure out what he believes about right and wrong. What are you learning about Marty’s beliefs?

Turn and talk to your partners using this stem:

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

(Model adding this thinking to the T-chart.)

Link:

Today and every day when you read...

...I want you to think about what the characters believe.

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

<u>What the characters believe about right & wrong</u>	
<u>Character</u>	<u>Belief</u>
Marty	<ul style="list-style-type: none">• Shiloh's safety is more important than the law.• You can lie by not saying anything.• The Bible isn't always clear about what is right and what is wrong.• It is wrong to lie to your family.• It is wrong to steal from your family.
Dad	<ul style="list-style-type: none">• Right and wrong is defined by the law.
Judd	<ul style="list-style-type: none">• Right and wrong should be defined by you. You should have freedom to do what you want.
Mom	<ul style="list-style-type: none">• Right and wrong is defined by God.

Mini-Lesson

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

The base word ‘blame’ means *to consider responsible for a misdeed or failure*.

Instructional Read-Aloud

In this chapter...Marty’s dad and mom have an argument about Ma keeping a secret. Marty can’t stop thinking about Shiloh. He starts to blame himself for what happened. David Howard comes to Marty’s house and discovers the dog pen. Marty tells David everything. Marty and David clean up the blood from the dog fight. Doc Murphy brings Shiloh back to Marty’s house, saying that it will take a couple of weeks for Shiloh to heal and that he will probably always walk with a limp. Marty is even more resolved to keep Shiloh.

In this lesson...you will be modeling how readers think about cause and effect. In this case, cause and effect refers to choices and consequences.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Visualize

Analyze story elements (RL 3)

- Plot moves and is shaped by cause and effect relationships

Analyze complex plot (RL 5)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

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 read outside texts to help them think more deeply about what is happening in the story.

Teach:

Today I am going to teach you...

...that good readers pay close attention to the big events as they read, and they consider why these events are happening. When one event causes another event to happen we call this a cause and effect relationship.

Watch me as I model how I think about cause and effect as I read descriptions of important events.

Notice how I consider why certain events are happening.

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

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



Begin reading chapter 11 of *Shiloh*, starting on page 88.

Model:



Stop after: “Don’t even try holding back.” (p. 89)

When the book said so many things had gone wrong that it was hard for Marty to remember anything going right, **I thought about cause and effect.** **I think** everything going wrong **was a consequence of** Marty’s lies and secrets. Some of the things that have gone wrong are that Dad and Ma are upset with each other, they are disappointed in Marty, and Shiloh is hurt.

Guided Practice:



Stop after: “‘Shiloh,’ I tell her.” (p. 90)

Turn and talk to your partners using this stem:

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

Guided Practice:



Stop after: “A secret is just too big for a little kid.” (p. 94)

Turn and talk to your partners using this stem:

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

Guided Practice:



Stop after: "...the more I know I can't give him up. I won't." (p. 96)

Turn and talk to your partners using this stem:

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

Link:

Today and every day when you read...

...I want you to recognize important events and consider cause and effect relationships.

Model (after reading):

Today as we read, did you notice any evidence that should be added to our evidence collection box?

(Model adding this thinking to the chart.)

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

Evidence Collection Box Cont.

Line of thinking:

Protecting animals is RIGHT  Lying and keeping secrets is WRONG.

- | | |
|---|---|
| <ul style="list-style-type: none">• Shiloh is fattening out. p.65• Shiloh is happy. p.71• Shiloh trusts Marty. p.78 | <ul style="list-style-type: none">• Marty's secret can't go on forever. p.66• Marty is scared. p.69• Marty knows it is not natural to keep an animal so quiet. p.71• Marty can't sleep. p.77• "A secret is just too big for a little kid." p.94 |
|---|---|

DAY 25, REFLECTION WRITING PART 1: SYNTHESIS SUMMARY

Mini-Lesson

In this lesson...students will begin to reflect, in writing, on what they have learned while reading the book *Shiloh*. Two days will be spent on reflection writing, to allow ample time for this work. This first day will be devoted to synthesizing the entire book in a written summary; in the next lesson, students will focus on evaluating the author's message. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the **most** important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. I recommend composing this writing together in a shared writing experience or allowing students to have the support of partners. Students should be expected to produce quality work.

Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

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 write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you...

...that good readers write a reflection after reading in order to synthesize what they have read and evaluate the author's message. When you synthesize information, you combine all of your thinking to help you understand the book better. When you evaluate the author's message, you make a judgment or form an opinion.

Today you will begin your reflection writing by writing a synthesis summary of the book *Shiloh*. You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page ***Shiloh* Reflection**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fourth-grade writing.

You will be using a synthesis summary frame that will help you organize your thinking about this book. You may also use the charts in your notebook to help you with your writing. When writing this summary, be very careful to include only the most important events, limiting the length of the summary to no more than eight sentences.

Introduce the Synthesis Summary Frame.

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because _____, OR

I disagree with you because _____.)

Synthesis Summary Frame

Introduction	<p><i>The book _____, by _____ tells _____.</i></p> <p>This paragraph should broadly tell what the whole book is about, and include the theme or author's message.</p>
Body	<p>Tell all of the most important events from the book. Include limited detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i> <i>First, next, after that, in the end,</i> <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author's message.</p> <p>Use concluding words such as:</p> <p><i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>I am thinking,</i> <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

Reflection Part 1: Synthesis Summary Sample:

The book *Shiloh* by Phyllis Reynolds Naylor is about a boy who is determined to save an abused beagle from being mistreated. In the book, Marty learns that protecting animals is right, but lying and keeping secrets is wrong.

First, Marty befriends an abused dog and names the dog Shiloh, but he has to return the dog to its owner, Judd Travers. Judd keeps all his dogs penned up, kicks them, and starves them. When Marty learns this, he decides he will do anything to protect Shiloh, and keeps him secretly penned up behind his house. Marty gets caught in a tangle of lies that he tells to his family, his best friend, and Judd Travers. Eventually, Shiloh is attacked by a German shepherd. Marty finally admits wrongdoing, but tries one more time to find a way to keep Shiloh. Marty catches Judd Travers shooting a deer out of season and makes a bargain with him to keep it a secret if Judd will let Marty buy Shiloh. Marty works for Judd Travers until Shiloh is paid off.

In conclusion, Marty learned a difficult lesson about what is right and what is wrong. He learned that it is important to stand up for what you believe in, but it is not okay to be dishonest.

Mini-Lessons

In these lessons...your students will be practicing persuasive writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

Day 1 – Draft

Day 2 – Continue drafting

Day 3 – Revise

Day 3 – Edit and begin publishing

Day 4 – Continue publishing

Day 5 – Share

To prepare students for this writing assignment, review the articles you used as outside sources during this unit of study. You may also incorporate additional resources to increase students' background knowledge prior to writing.

Students will use the persuasive writing frame to help them organize their writing. In addition, they will use the drafting organizer as a scaffold for their first drafts. Your students will probably be able to easily complete the introduction paragraph on their own. For the body paragraphs, you may need to first brainstorm topics, or you may want to assign topics to students. (Examples of topics include nutrition, shelter, veterinary care, grooming, collars, and licensing.)

To prepare for this lesson, make a copy of the drafting organizer for each student.

Learning Targets:

Write an opinion piece (W 1)

- Persuasive essay

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Research to build and present knowledge (W 7, 8, 9)

Write for an extended period of time (W 10)

Acquire and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

Teach:

Today I am going to teach you...

...that good readers write in order to share their thinking about a book with someone else. Today we will be starting a formal writing project. We will be writing persuasive essays in response to the book *Shiloh*.

We will be using the following prompt for our essays:

What is the problem of animal abuse and how have laws and policies attempted to solve the problem? Do you agree with the laws or policies that promote animal rights?

Each of you has already written a reflection that includes a synthesis summary and an evaluation of the book *Shiloh*. You might choose to use parts of your reflection writing in your persuasive essays.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Introduce the Persuasive Essay Frame and hand out the draft sheet.

Scaffold:

(You will need to decide how your students should approach this assignment. Various options are listed below; choose based on your students' levels of readiness.

- Shared writing [writing is done as a group on chart paper or a document camera while students copy this writing into their reader's notebooks]
- Guided writing [writing is started as a group on chart paper or a document camera and then released to be completed collaboratively or independently]
- Collaborative writing [writing is done by students working collaboratively with partners; however, each student is responsible for his or her own writing]
- Independent writing [writing is done by the student independently, with limited or no guidance])

Share Out:

After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.

Persuasive Essay Frame

Introduction Paragraph	Describe the problem of animal abuse and how a law or policy has attempted to solve it. Do you agree with the law or policy?
Body Paragraphs	State evidence to support your thinking.
Conclusion	Restate the problem of animal abuse, what is being done to solve it, and whether you think that this is enough or that more needs to be done.
Bibliography	Document two or more sources.

Persuasive Essay Sample:

Animal neglect is the failure to provide animals with food, water, shelter, and veterinary care. In Washington State, if you do not properly care for an animal you are breaking the law. Those who do not take care of animals could be asked to pay a fine of up to \$150 or be forced to spend up to 60 days in jail. I agree with this law because neglecting to care for an animal could cause the animal serious harm or even death. Animals deserve the right to be healthy and happy.

First, owners need to feed animals nutritional meals because animals can die from starvation or malnutrition. Not feeding animals healthy meals regularly is considered neglect. I believe owners who purposefully cause their animals to starve should be fined.

Next, owners should take their animals to the veterinarian for regular check-ups so that their animals stay healthy. The veterinarian will check animals for mange caused by parasites. The veterinarian can also check for worms, which can cause starvation. They can give animals vaccinations that keep them healthy. I believe all animals deserve the right to be healthy.

Finally, owners should provide their animals with proper shelter so that they stay healthy. Animals left outside in the cold can get sick and even die. Animals need exercise and should not be kept in small spaces for a long time. Keeping dogs tethered can cause injury and even death. I believe owners should provide safe shelter for their pets.

In conclusion, taking care of animals properly is important because it helps them stay healthy and happy. I believe people who neglect animals should be punished for their actions. If you see an animal being neglected, report it to the police!

Resources:

<http://americanhumane.org>

<http://aspca.org>

www.humanesociety.org

	WORD PART	MEANING	PART OF SPEECH
a-	prefix	from, away	
-able	suffix	able to, can be done	adjective
ad-	prefix	to, toward	
-age	suffix		noun
-al	suffix		noun or adjective
-ant	suffix	person who	noun
ap-	prefix	to, toward	
apt	root	fitted to, joined	
-ate	suffix		adjective
capt (cap, ceit, cept)	root	catch, seize, take hold of	
ceit (cap, capt, cept)	root	catch, seize, take hold of	
com-	prefix	together, with	
con-	prefix	with	
cour (cor, cord)	root	heart	
cur	root	to give attention to, to take care of	
de-	prefix	not; away from	
dign	root	worthy of respect or honor	
dis-	prefix	separate; not	
dit	root	give	
-dom	suffix		noun
domit	root	tame, subdued	
dur (dura, duro)	root	hard, tough, lasting	
-ed	suffix		past tense verb adjective
-ede	suffix		noun
-eer	suffix	someone who	noun
emi (ami, amic)	root	friend	
en-	prefix	inward; to cause to be; not	
-er	suffix	someone who	noun
-ess	suffix	female	noun
ex-	prefix	out, out from, away	
fac	root	to make, to do, to cause	
fer	root	to carry, to bring	
flux	root	flow, smooth movement	

forc (fort)	root	power, strength	
fortun (fortu)	root	luck	
-ful	suffix	full of	adjective
-fy	suffix	make, do, cause	verb
harmon	root	fitting together, agreement	
honor (hono, honest)	root	honor, honesty	
-ia	suffix		noun
-ible	suffix	able to, can be done	adjective
-ic	suffix		adjective
-ice	suffix		noun
im- (in-)	prefix	in, into, inside; not	
in- (im-)	prefix	in, into, inside; not	
-ing	suffix		present tense verb
inter-	prefix	between, among, together	
-ious	suffix		adjective
ir-	prefix	not	
-ish	suffix	characteristic of, like	adjective
-ism	suffix	belief in, practice of	noun
-ist	suffix	someone who believes in	noun
-ity	suffix		noun
-ive	suffix		adjective
-less	suffix	lacking, without	adjective
memor	root	remember	
-ment	suffix		noun
migr	root	to move, wander	
mis-	prefix	bad, harsh, wrong	
mis	root	send, to cause to go	
motive (mot, mov)	root	move, motion	
nat	root	born, birth	
-ness	suffix		noun
not	root	to know, notice, recognize	
of- (ob-)	prefix	toward, before	
omen (omin)	root	foreboding, believed to indicate evil	
optim	root	best, exceptionally good	
-or	suffix	someone who	noun

ordi	root	to begin; order	
-ous	suffix		adjective
pact (pac, peac, peas)	root	peace, eased anger	
pari	root	to come into sight, visible	
pass	root	feeling	
pedi (ped, pio)	root	foot	
pio (ped, pedi)	root	foot	
point	root	punch, pierce, point, sting	
posit	root	placement, positioning	
prim (prin)	root	first, chief	
prin (prim)	root	first, chief	
pro-	prefix	before, place before	
prov	root	upright, good, honest	
quest	root	to seek, to ask	
re-	prefix	again	
-s	suffix	more than one	plural noun
sacr (sacro)	root	sacred, holy, religious	
silē	root	absence of sound, quiet	
-sion	suffix		noun
sol (soli)	root	alone, only	
spir (spira)	root	breath of life, spirit, soul	
spons	root	promise	
talīs (teleo)	combining form	end, result, fulfillment	
tempt	root	to influence, to test	
tense	root	stretched, strained, taut	
termin	root	end, last, final	
-tion	suffix		noun
tra (treat)	root	draw together	
treacher	root	deceiver, trickster	
tyrann	root	absolute ruler, oppressor	
un-	prefix	not	
uni	root	one, single	
val (valid, vail, vale)	root	to be worth, to be strong	
vance	root	move forward	
vers	root	bend, turn	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

mistreated

Context:

“The dog is thin and skittish...Marty begins to suspect that Shiloh is being mistreated by his owner...
What is the right thing to do when a dog is being abused—and belongs to someone else?” (blurb)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)