



4TH GRADE

VOLUME 4.2

Epic Fantasy

The Castle in the Attic

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ISBN: 978-1-59849-125-8

Library of Congress Control Number: 2011962885

Printed in the United States of America

Design: Soundview Design Studio

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Seattle, Washington 98102
877-728-8837
www.peanutbutterpublishing.com

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

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

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

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

Epic fantasy is considered a **complex story structure** because it is comprised of two stories. One story takes place in the real world and has its own list of characters, problems, and events. The second story takes place in the fantastical world and also has its own list of characters, problems, and events. Therefore, students will need to monitor their comprehension of both of these plots. Students will use charting to keep track of these two plots. They will also keep a problem and events list for the real-world story, and will summarize the story of the fantastical world at the end of the first quadrant. It is this fantastical story that will drive the remaining plot.

As in realistic fiction, it is important to **focus on the main character** when reading epic fantasy. The main character will be the unexpected hero, who has to overcome an inner struggle and prove that he or she is a hero through surviving a series of tests. This is part of the quest pattern.

Quest pattern:

1. A precious object must be found and possessed.
2. The unexpected hero begins a long journey to find the object.
3. The hero possesses qualities essential for finding the object.
4. A series of tests reveals that the unexpected hero possesses these essential qualities, proving that he/she is the hero.
5. Guardians will test the hero, while helpers assist the hero.
6. In the end, the hero is victorious, and good overcomes evil.

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

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

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

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

The Castle in the Attic Unit of Study—Distribution of Standards

Distribution of Common Core State Standards, C. I. A. Unit of Study Epic Fantasy, *The Castle in the Attic* 4.2

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	28	29	30	31	32	33-38
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			
#2 Determine theme Author's message Summarize the text										X									X			X		X		X		X			X		
#3 Analyze story elements	X	X	X	X		X	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					
#5 Analyze text structure Infer genre Compare multiple genres	X	X	X	X		X	X	X		X		X					X		X				X		X			X		X			
#6 Recognize point of view Compare point of view Author's perspective														X	X							X						X		X		X	
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					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 Epic Fantasy, *The Castle in the Attic* 4.2

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	28	29	30	31	32	33-36	
Key Ideas and Details																																		
#1 Read closely Monitor comprehension Support thinking					X													X																
					X													X																
#2 Main idea and details Summarize the text					X																													
					X													X																
#3 Sequence of events Cause and effect					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 point of view Author's perspective					X																													
Integration of Knowledge																																		
#7 Connect to other representations of the topic (visual, oral)					X													X																
#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 Epic Fantasy, *The Castle in the Attic* 4.2

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	28	29	30	31	32	33-38
Conventions of Standard English																																	
#1 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 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	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	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
#5 Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	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	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	X	X	X	X	X	X

Distribution of Common Core State Standards, C. I. A. Unit of Study Epic Fantasy, *The Castle in the Attic* 4.2

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	28	29	30	31	32	33-38
Comprehension and Collaboration																																	
#1 Express ideas clearly Build on other's 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	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	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	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	X	X	X	X	X	

Distribution of Common Core State Standards, C. I. A. Unit of Study Epic Fantasy, *The Castle in the Attic* 4.2

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	28	29	30	31	32	33-38	
Text Types and Purposes																																		
#1																													X					
Write an opinion piece																																		
#2										X					X																	X		X
Write an expository piece																																		
#3																																		
Write a narrative piece																																		
Production and Distribution of Writing																																		
#4										X					X															X		X		X
Written clearly																																		
Appropriate organization																																		
Task, purpose, and audience considered																																		
#5																																		X
Strengthen writing through the stages of the writing process																																		
#6																																		X
Produce and publish writing using technology																																		
Research to Build and Present Knowledge																																		
#7																																		
Investigate different aspects of 1 topic																																		
#8	X		X	X	X		X	X	X	X			X	X	X	X	X			X	X		X	X		X		X			X		X	
Recall information																																		
Gather information																																		
Take notes/categorize																																		
#9										X					X					X	X				X		X		X			X		X
Draw evidence																																		
Range of Writing																																		
#10																																		X
Extended time frame																																		
#10										X					X														X			X		
Short time frame																																		

The Castle in the Attic Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and good and evil. In addition, the author tells a coming-of-age story, revealing the qualities that prove young adulthood. Critical vocabulary important to the theme is inferred in the text.</p> <p>Structure Epic fantasy follows a complex story structure in which there are multiple plots including a real-world and a fantastical-world plot. Readers must infer how these two plots relate to one another and communicate a common theme.</p> <p>Language Conventionality and Clarity Elizabeth Winthrop uses language that is fairly literal and clear. Challenges emerge through use of dialect and uncommon vocabulary and through an unconventional use of grammar in dialogue.</p> <p>Knowledge Demands General background knowledge about the Middle Ages, knights, kings, and castles is needed to comprehend this text. In addition, readers will make connections to classic stories of King Arthur. Throughout the text there are references to the Code of Chivalry, and there are some biblical references as well.</p>	<p>The Lexile level for <i>The Castle in the Attic</i> is 750 based on word frequency and sentence length. This is in the early range of the complexity band for 4th–5th grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

Instructional Read-Aloud

Topic: King Arthur

In this legend...students will read about King Arthur. The story begins with Arthur as a young child, being raised by a family in the country after his parents' death. The story goes on to tell how he became a page and later a squire under the influence of a young knight, Sir Kay. The legend tells that at age 14, Arthur drew a sword from a stone, making him the rightful king of England. While king, Arthur changed the role of a knight from that of a powerful bully to that of one who honors the Code of Chivalry.

In this lesson...students will gather information about King Arthur. They will read the text like a biography, noting important events and determining what makes this person (King Arthur) so influential.

To prepare for this lesson, make a copy of *The Legend of King Arthur* for each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3, 7)

Analyze multiple texts (RI 9)

Consider the author's point of view (RI 6)

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 use outside sources to help them understand the topic of a book better.

Teach:

Today I am going to teach you...

...that good readers stop to learn about real-life people or events when they are important to the text. Yesterday, when we were reading chapter 2, we learned that Mrs. Phillips had been reading William *King Arthur and the Knights of the Round Table*.

Today we are going to read The Legend of King Arthur in order to understand this historical figure's influence on William.

As we read, we are going to be thinking about what makes this person, King Arthur, so important. In other words, why is this particular knight more important than others?

As we read, we are going to be highlighting information about him. Please use a highlighter pen or underline in pencil.

Watch me as I model how I look for details about King Arthur that explain why he is so important.

Notice how I highlight this information as I read.

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

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



Begin reading *The Legend of King Arthur*, by Nancy Wolf.

Model:



Stop after: “There Arthur grew up knowing he was the son of a great man.” (paragraph 3)

When the legend said Arthur was the son of the king of England, **I thought this was an important detail. This shows that** Arthur **is an important person because** he is a prince.

Let's highlight the words in paragraph 2 that say, “...he was the son of a powerful warrior king of England.”

Guided Practice:



Stop after: “They asked Arthur to take it out and he easily lifted the sword from the stone.” (paragraph 7)

What did you learn about Arthur here that shows he is an important person?

Turn and talk to your partners using this stem:

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

(Model highlighting these important details.)

Guided Practice:



Stop after: “Right requires honor, self-discipline, respect, justice, purity, loyalty, and truth.” (paragraph 10)

What did you learn about Arthur here that shows he is an important person?

Turn and talk to your partners using this stem:

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

(Model highlighting these important details.)

Guided Practice:



Stop after: “This legend encourages people to believe that honor, justice, self-discipline, and truth can create special people, in a special time, in a special place.” (paragraph 16)

What did you learn about Arthur here that shows he is an important person?

Turn and talk to your partners using this stem:

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

(Model highlighting these important details.)

Link:

Today and every day when you read...

...I want you to consider how important people influence the text.

To supplement this lesson, you could check out books relating to the topic from your school library, to be made available to students during independent reading. The following titles are suggestions:

King Arthur:

King Arthur, Jane B. Mason and Sarah Hines Stephens

King Arthur: Tales from the Round Table, Andrew Lang

The Story of King Arthur and His Knights, Howard Pyle, Tania Zamorsky, Dan Andreasen, and Arthur Pober Ed.D.

Knights:

Knight, Christopher Gravett

Knight's Handbook, Sam Taplin

Knights in Shining Armor, Gail Gibbons

Magic Tree House Research Guide: Knights and Castles, Will Osborne and Mary Pope Osborne

The Making of a Knight: How Sir James Earned his Armor, Patrick O'Brien

Outside Text: King Arthur

A legend is a story or stories handed down from earlier times, but may not be totally true. It usually has a hint of the supernatural. Sometimes the hero seems like a superhero.

THE LEGEND OF KING ARTHUR

Nancy Wolf

People who study history have been unable to find out if King Arthur was a real person or not. Stories of him have been around for a long time. People love to think that he really was a person who lived not too long after the Romans left England.

Legend has it that he was the son of a powerful warrior king of England before it organized into a country. When the king was killed in battle, a person named Merlin took the boy to a family in the country to protect him from the king's enemies.

There Arthur grew up not knowing he was the son of a great man. Merlin came one day and took him to a castle where he began learning about how to be a soldier. Arthur took care of the horses, polished the swords, and practiced sword fighting with sticks.

Soon he became a page and learned the ways of the rich landowner. He learned manners, riding tricks, fighting plans and even how to act at dinner. Merlin would come once in a while and teach Arthur things about life and how to get along with people. Some thought Merlin had special magic to help Arthur understand things better.

At fourteen, Arthur was old enough to be a squire for Sir Kay, a young knight from the castle where he was staying. One day Sir Kay and Squire Arthur went to a big tournament. As they were nearing the field where it was being held, Sir Kay realized he forgot his sword.

Arthur ran back to get it. However, along the way, he noticed a sword stuck in a big stone and thought it looked like a better sword. So, he pulled out the sword and took it to Sir Kay. When he showed it to Sir Kay, the people around them realized that it was the sword that had come from the stone.

The tournament was stopped and everyone went to where the stone was. They placed the sword back in the stone and then had several people try to remove it. No one could. They then asked Arthur to take it out and he easily lifted the sword from the stone. The people began cheering, "Long live the king." What Arthur had not seen before was the carving on the side of the stone that said, "Whoever draws this sword from the stone is the rightful high king of England."

Even though Arthur was pretty young, he had learned a lot from many people including Merlin who helped him with making decisions. It was too bad that the country of England was also pretty young and it was hard to get everyone in the country to follow one king. There was lots of fighting among the people of the country.

People finally started to like King Arthur and were willing to fight under his leadership. He viewed the knights as something more than just fighting soldiers. He wanted the people to look up to

knights instead of being afraid of them. He wanted the people to know that a knight was there to protect them not to be a bully because he had a bigger sword.

Arthur pushed the idea that being stronger than others does not make it right for you to be mean to them. Having more power does not make it right for you to shove them aside or knock them down. Right requires honor, self-discipline, respect, justice, purity, loyalty and truth.

You may have heard of King Arthur's Round Table at his city of Camelot. The table showed that no one sat in the honored seat at the head of the table because there was no head at a round table. Everyone was of equal importance at Arthur's table.

Some of the most famous knights of legend sat at King Arthur's table. Sir Gawain fought the evil Green Knight. Sir Lancelot was Arthur's favorite knight and Queen Guinevere's champion. Sir Percival went after the people who stole the king's golden goblet. Sir Galahad was considered the best knight at Arthur's table and spent many years looking for the Holy Grail.

Like so often happens, evil tries to battle against good. King Arthur had an evil half-sister who was jealous of him. She spent many years trying to destroy the king, his knights, and his kingdom. She practiced black magic and cast spells on the knights. Sir Mordred, a sly and wicked knight, began planting doubt about Sir Lancelot in King Arthur's mind. Soon, Arthur knew that his wife, Queen Guinevere, loved Lancelot more than she loved him.

When this was discovered, Guinevere was sent to prison. Soon, Sir Lancelot came to rescue her. There was nothing that Arthur could do but go after him and fight against him. The king saw his Round Table knights at war with each other and, before long, many of them were dead. The king, too, was badly wounded.

So, what became of King Arthur? Some say he died of his wounds and was buried on an island. Others say that a mysterious lady came and took him to be with Merlin. It is said that after King Arthur's loss, dark and evil days returned to England where bullies ruled again for a time.

Yet, people still look back on the time of King Arthur, his Round Table and the city of Camelot with hope. This legend encourages people to believe that honor, justice, self-discipline, and truth can create special people, in a special time, in a special place.

Permission to reprint granted by Nancy Wolf, author.

Mini-Lesson

Vocabulary Routine: power (LS 4, 5)

Instructional Read-Aloud

In this chapter...the author reveals more information about William's parents. Readers also meet Jason, William's best friend. William begins to tell lies to Jason in order to keep the Silver Knight a secret. In this chapter, William becomes even more resolved to keep Mrs. Phillips from leaving.

In this lesson...you will be modeling how good readers infer character traits. As new information is learned about each character, you will be modeling how readers add character traits to a character list.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Analyze story elements (RL 3)

- Character

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 identify the important characters while they read and keep a character list.

Teach:

Today I am going to teach you...

...that good readers think about the main character's actions, words, and feelings in order to infer character traits.

Watch me as I model how I look for clues about each character.

Notice how I consider how the actions and words of each character reveal character traits.

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

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

Open up your reader's notebooks to your copies of our character list. We will be adding information to this list today.



Begin reading chapter 4 of *The Castle in the Attic*, starting on page 26.

Model:



Stop after: "... William slid a piece of toast and half a slice of bacon into his napkin and tucked them up his shirt sleeve." (p. 27)

When the book said that William's dad liked architecture and was working on the Harrison's house, **I was thinking** that William's dad is probably an architect **because** architects are involved in designing and building houses.

(Model adding this thinking to the character list.)

Guided Practice:



Stop after: "Nobody else in their class ever got to school early." (p. 28)

What can you infer about Jason and William?

Turn and talk to your partners using this stem:

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

(Model adding this thinking to the character list.)

Guided Practice:



Stop after: “Everything about her made him feel safe and happy.” (p. 30)

What can you infer about Mrs. Phillips?

Turn and talk to your partners using this stem:

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

(Model adding new information to the character list.)

Model:

As we read this next section of the text, we will be focusing on William. His feelings in this part of the text reveal one of the problems in this book. Watch me as I model how I pay attention to Marty’s feelings and use those feelings to infer one of the major problems in the story.



Begin reading at the bottom of page 30 where it says, “He grabbed an apple from the bowl...”



Stop after: “He was so distracted by these thoughts that he almost tripped over the castle.” (p. 31)

When the book said that William knew he had to do something to keep Mrs. Phillips from leaving, **I was thinking** one of the major problems in the book is that Mrs. Phillips is leaving **because** William will do just about anything to get her to stay—including stealing her special things.

Open up your reader’s notebooks to a clean page and title it **Problems List**. Let’s write down this first problem in the book:

1. Mrs. Phillips is going to leave and William doesn’t want her to go.

Link:

Today and every day when you read...

...I want you to think about each character’s actions and words and use those clues to infer character traits. Paying attention to the characters is an important strategy that helps readers understand the story better.

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

Character List

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

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

Mom Pediatrician, on the School board
works a lot, busy

Dad

The Silver Knight - 2 inches,
Sir Simon

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

Problems List

1. Mrs. Phillips is going to leave and William doesn't want her to go.

DAY 15, COMPARISON WRITING

Mini-Lesson

In this lesson...students will be drawing a conclusion about William and Alastor. They will consider whether William and Alastor are more alike or more different. The T-chart that they made on day 14 will support them in this work. They will then craft an informal writing piece that organizes evidence proving that William and Alastor are more alike or more different.

Learning Targets:

Analyze story elements (RL 3)

- Character

Draw conclusions about a character's actions; distinguish own point of view (RL 6)

Compare and contrast (RL 9)

Write an expository piece (W 2)

- Comparison writing

Write clearly and coherently according to task (W 4)

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

Write within a short time period (W 10)

Apply 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 consider how two characters are similar or different. Yesterday we compared William and Alastor. You made a T-chart showing how these characters are alike and different.

Teach:

Today I am going to teach you...

...that good readers draw a conclusion. After comparing two characters, they state whether those characters are more alike or more different. Then, they prove their thinking in writing. Doing this helps readers to think more deeply about a text and to synthesize thinking.

Today you will be writing a comparison paragraph. You will be deciding whether William and Alastor are more alike or more different.

Guided Practice:

Open up your reader's notebooks to the T-chart you made yesterday. Draw a conclusion about William and Alastor—are they more alike or more different?

Turn and talk using this stem:

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

Introduce the compare/contrast writing frame.

(Most or all of your students will probably conclude that William and Alastor are more alike than different. Begin by modeling how to write the introduction sentence. For example, "William is a ten-year-old boy from the real world, and Alastor is an evil wizard from the magical world, but for the most part they are very similar.")

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because _____, OR

I disagree with you because _____.)

Compare/Contrast Frame

Introduction Sentence	<p>If the two things are more alike than different, begin by saying: _____ is _____ and _____ is _____, <i>but for the most part they are similar.</i></p> <p>If the two things are more different than alike, begin by saying: _____ and _____ both _____, <i>but overall they are very different.</i></p>
Body	<p>Explain the ways these two things are either alike or different.</p> <p>Use transition words such as: <i>First, second, third,</i> <i>One way, another way, also,</i> <i>First, also, in addition,</i></p>
Conclusion	<p>Restate your thinking.</p> <p>Start with one of the following phrases: <i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>To sum up,</i></p>

Comparison Writing (Student Sample):

William is a 10-year-old boy from the real-world, and Alastor is a wizard from the fantastical world, but for the most part they are similar. First, Alastor and William are both selfish because they don't consider other people's feelings. In addition, they both want power and control over others. William wants power and control over Mrs. Phillips and Alastor wants power and control over Lord Aquila's kingdom. Finally, William keeps secrets from his parents, his best friend and Mrs. Phillips. Similarly, Alastor keeps secrets from Lord Aquila and Sir Simon. As you can see, both William and Alastor are behaving like evil villains.

Mini-Lesson

Vocabulary Routine: mercy (L 4, 5)

Instructional Read-Aloud

In this chapter... William faces Mrs. Phillips and tells her that he knows he made a mistake. He shares his plan to go with Sir Simon to get the other half of the token. William, Mrs. Phillips, and Sir Simon have dinner together, and William feels happy again and glad he came. William's training with Sir Simon begins. William learns the Code of Chivalry, and swordsmanship. Mrs. Phillips helps William with his gymnastics routine.

In this lesson... you will be modeling how readers look for evidence to support a line of thinking. Model adding evidence to the chart that shows William is beginning to follow the Code of Chivalry.

Learning Targets:

Read closely to monitor comprehension (RL 1)

Determine central ideas or themes of the text (RL 2)

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 when good readers get to the end of the second quadrant, they stop to think about what the author is teaching them. Readers choose a line of thinking to focus on while reading quadrant three. Yesterday, we chose to focus on the idea that a hero is someone who follows the Code of Chivalry. We already have many strong pieces of evidence to support this line of thinking.

Teach:

Today I am going to teach you...

...that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping us determine the author's message at the end of the third quadrant of the book. Readers can also use the evidence to make a prediction about how the book will end.

Watch me as I model how I think about what events in the text support our line of thinking.

Notice how I think about what I know about the genre.

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

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



Begin reading chapter 10 of *The Castle in the Attic*, starting on page 93.

Model:



Stop after: *"The half that sets us free."* (p. 96)

When the book said William knew he had made a mistake by shrinking Mrs. Phillips, **this supported my line of thinking. William followed the Code of Chivalry when he** admitted his mistake. **This proves he is** honest.

(Model adding this evidence to the evidence collection box.)

Guided Practice:



Stop after: *"Tomorrow, my boy, your training begins in earnest."* (p. 97)

What new evidence can we add to support our line of thinking?

Turn and talk to your partners using this stem:

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

(Model adding this evidence to the evidence collection box.)

Guided Practice:



Stop after: *“As you wish, my lady.”* (p. 98)

What new evidence can we add to support our line of thinking?

Turn and talk to your partners using this stem:

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

(Model adding this evidence to the evidence collection box.)

Guided Practice:



Stop after: *“You get back on your feet a little faster that way.”* (p. 101)

What new evidence can we add to support our line of thinking?

Turn and talk to your partners using this stem:

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

(Model adding this evidence to the evidence collection box.)

Stretch It (Optional):

The evidence we have been collecting in our collection boxes can be used to help us make a prediction about what will happen next.

Turn and talk—share your predictions with your partners. Support your thinking with text evidence.

Link:

Today and every day when you read...

...I want you to be thinking about the big idea or theme of the book. Look for evidence that supports your line of thinking.

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

Evidence Collection Box

Line of thinking: A hero is someone who follows the code of chivalry.

BRAVE: - William shrunk himself to save Mrs. Phillips.
- William trains for battle with Alastor.

Loyal: - William was loyal to Mrs. Phillips when he shrunk himself.
- William brought Mrs. Phillips a peace offering.

Honest: - William cried when he found out Mrs. Phillips was leaving.
- William admitted he was wrong. p. 96

Mini-Lesson

In this lesson...students will synthesize the entire text. Summarizing is more rigorous here than at the end of quadrant one, 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. 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)

Apply 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 summary after reading in order to synthesize what they have read. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to write a summary of the whole book. Be very careful to include only the most important events; the summary should be no more than eight sentences long.

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 **Synthesis Summary**. 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.

Introduce the Synthesis Summary Frame.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student 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 Sentence	<p><i>The book _____, by _____ tells _____.</i></p> <p>This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.</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)

Synthesis Summary (Student Sample):

The Castle in the Attic by Elizabeth Winthrop tells the story of a boy who becomes a hero by following the Code of Chivalry. First, William is told that his nanny, Mrs. Phillips is leaving after taking care of him for 10 years. William is determined to make her stay. Mrs. Phillips gives William a castle and a toy knight. The toy knight comes to life and tells William about a necklace that can be used to shrink people. William decides to shrink Mrs. Phillips but then regrets his decision. The only way for William to make things right is to shrink himself and join the Silver Knight on a quest to defeat the evil wizard, Alastor. William shows bravery by defeating Alastor all by himself. He then returns to the real world and restores Mrs. Phillips to her normal size. In the end, William learns that he is old enough and brave enough to take care of himself. As you can see, this story is full of suspense!

Mini-Lessons

In these lessons...your students will be practicing expository 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
- Day 6 – Share

Students will use the drafting organizer as a scaffold for their first drafts.

Learning Targets:

Write an expository piece (W 2)

- **Literary essay**

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

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

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 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 literary essays in response to the book *The Castle in the Attic*.

We will be using the following prompt for our essays:

Prove how the Code of Chivalry helped William overcome tests and prove his goodness. Describe how the Code of Chivalry has helped you overcome tests or will help you overcome tests in your own life.

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 and hand out the draft sheet.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as :

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student 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.

Code of Chivalry

Compassionate

Someone who is compassionate helps others who are in need.

Honest

An honest person tells the truth and believes in the truth.

Strong

True strength comes from inside you when you believe in yourself.

Brave

Being brave means doing what is right, even when it takes courage.

Forgiving

Someone who shows forgiveness will be kind to his or her enemies.

Loyal

A person is loyal when they stay true to their closest friends.

Prefix List

PREFIX	DEFINITION
un	not / opposite of
re	again
in	not
im	not
ir	not
il	not
dis	not / opposite of
en	cause to
em	cause to
non	not
over	in / into
mis	wrongly
sub	under
pre	before
inter	between / among
fore	before
de	opposite of
trans	across
super	above
semi	half
anti	against
mid	middle

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	rupt	break
auto	self	scope	see
bio	life	sect	cut or divide
chrono	time	struct	build
cur	to run	tele	far off
dict	say	tract	pull / drag
fer	carry	tort	twist
fix	fasten		
flict	strike		
form	shape or form		
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
jur, jus	law		
man	hand		
phon	sound		
photo	light		
port	bring or carry		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
s	plural	ous	possessing the qualities of
es	plural	eous	possessing the qualities of
ed	past tense	ious	possessing the qualities of
ing	verb form / present participle	en	made of
ly	characteristic of	er	comparative
er	person connected with	ive	adjective form of a noun
or	person connected with	ative	adjective form of a noun
ion	act / process	itive	adjective form of a noun
tion	act / process	ful	full of
ation	act / process	less	without
ition	act / process	est	comparative
ible	can be done		
able	can be done		
al	having characteristics of		
ial	having characteristics of		
y	characterized by		
ness	state of / condition of		
ity	state of		
ty	state of		
ment	action / process		
ic	having characteristics of		

Vocabulary: Making Connections

Target Word:

quest

Context:

“...suddenly William is off on a fantastic quest to another land and another time—where a fiery dragon and an evil wizard are waiting to do battle...” (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)