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## MR. REVERE *and I*

**Common Core Connections—Fourth Grade Focus**

**LITTLE, BROWN/ Genre: Historical Fiction**

***Mr. Revere and I* by Robert Lawson**

Many books can meet most, if not all, Common Core State Standards (CCSS). However, we have found that some books speak strongly to a few Standards. This one-page applications guide connects a focused text and the CCSS as written for fourth graders, leaning on this text’s literary strengths.

### 4.RL.1

Many historical fiction texts pick up on the construct of key ideas and details. *Mr. Revere and I* contains explicit examples and also encourages students to draw inferences; a challenging aspect of any reader’s developing comprehension. Below are a few passages for consideration.

Focus question for each example: Explain what is happening here and why.

Query	
p. 36: Why did Sherry run away?	p. 75: Why does the shipowner appear pleased?
p. 41: How is posterity paying for the shed?	p. 84: Sherry refers to “my family”; who is she talking about and why?
p. 50: What happened to this soldier?	p. 104: What does Sherry mean “born again into a new life?”

### 4.RL.2

Summarize the text and determine a theme. Zoom in for details that connect to a theme. This text explores themes of liberty and loyalty. Explore students’ thinking on these themes based on the events of the story with attention to the time period with which they connect. Use this in conjunction with **4.RL.9** to encourage students to compare and contrast similar events.

### 4.RL.3

Encourage students to describe character, setting, or event. Across the chapters of this book, students can develop a chart to monitor and follow the story’s development focusing on a character, the setting, and/or events. Sherry is a particularly interesting character to follow as her perspective changes greatly from British war horse to Liberty riding mare throughout her journey across the ocean to the last ride: Explore how a number of events of the American Revolution are woven into the narrative to develop the theme.

### 4.RL.6

Explore point of view with this story told from the horse’s perspective as she experiences being a part of both armies (Patriot & British). The book provides a look at first versus third person; contrast this with a single-voice narrative, such as *By the Great Horn Spoon!*, by Sid Fleischman (978-0-316-28612-1).



## 4.RL.4

This text lends itself to the study of vocabulary with words like *charger*, *caracoled*, and *copious*. Lawson wrote with rich word choice. Students could collect new and intriguing words, which they can attempt to define from context and word knowledge (*Is it a verb or a noun or...?*) Engaging vocabulary will not halt a reader’s understanding of this text.

## 4.RL.9

This standard asks students to compare and contrast themes and topics. Students can examine themes of loyalty and liberty; in addition, they can read supporting nonfiction (informational) texts on this time period and events, exploring the treatment of these themes across various texts.

The second reading literature standard for fourth grade speaks to “time periods”—recognizing the culture of an era. What do we learn about the way people dressed, spoke, and lived in this Revolutionary era from this piece of historical fiction. For example, beginning on p. 146 the text makes reference to historical battle formations. What can students note about the different ways the British and the Americans fought?

## 4.RFS.4 Reading with Fluency

Passages to practice with purpose: This table provides page number, beginning phrase, and fluency strategies to consider.

page 14 (top two paragraphs) <b>“The fifes shrilled, the drums thundered,...”</b> *Revisit point of view (speak as the narrator) plus use of commas
page 19 (lower half of page) <b>“The winter finally ended. There was a warm thaw...”</b> *Focus on phrases, connect to writing, and providing details
page 27 (first two full paragraphs) <b>“ This was a gala occasion...”</b> *Dashes, parenthesis, and quotes
page 45 (first two paragraphs) <b>“I must say that the good farrier...”</b> *Semi-colons and seeking meaning
page 112 (middle three paragraphs) <b>“Mr. Revere, I am sure,...”</b> *Lovely vocabulary and characters’ spoken language
page 153 (last paragraph) *Revisiting the point of view...finale!

## Fluency Practices

- Encourage students to group words meaningfully to add to fluency.
- Students read sentences with a partner (switching turns).
- Select a passage to prepare to read to a classmate, the whole class, or a family member (also as a means of discussing the book).