

Length of Unit (Approximate)	33 days Start date:
Big Idea What is the big idea students leave this unit knowing and/or developing? What will this look like throughout the unit?	Researchers investigate their world by asking questions, researching with a purpose, synthesizing information, and presenting to an audience. Content Essential Questions: • What is a rainforest environment? • What are the life cycles of the living things in a rainforest? • What are some adaptations that animals and plants have in order to survive in a rainforest environment?
End of Unit Goals What do I want students to learn as a result of this unit? What will student work look like at the end of the unit?	Students will be able to: Reading Goals: • Figure out the main idea of a paragraph and/or section of text. • Identify supporting details that help explain the main idea of a section of text. • Determine the important ideas and facts in a section of text. • Make connections between related information across resources. Research Goals: • Take notes that reflect important ideas and facts in an informational text. • Record organized notes in a notebook or graphic organizer. • Create a presentation with a specific audience in mind. Content Goals: • • •
Common Core Standards Addressed	CCSS.ELA-LITERACY SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS ELA-LITERACY SL 4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS ELA-LITERACY SL 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. CCSS ELA-LITERACY SL 4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

	<u>CCSS.ELA-LITERACY.SL.4.6</u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <u>CCSS.ELA-LITERACY.RI.4.1</u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>CCSS.ELA-LITERACY.RI.4.2</u>Determine the main idea of a text and explain how it is supported by key details; summarize the text. <u>CCSS.ELA-LITERACY.RI.4.3</u>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <u>CCSS.ELA-LITERACY.RI.4.4</u>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. <u>CCSS.ELA-LITERACY.RI.4.7</u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <u>CCSS.ELA-LITERACY.RI.4.9</u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <u>CCSS.ELA-LITERACY.RI.4.10</u>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Bends in the Road What bends (or series of lessons) will support each of the goals for this unit?	Bend in Road #1: Researchers build background knowledge about a topic by reading a lot and learning new vocabulary. Bend in Road #2: Researchers launch into the research process with purpose. Bend in Road #3: Researchers use all they have learned to prepare for a presentation.
Assessment	Students will write a 5 paragraph report from research notes. (during writing workshop) Students will share one component of their research in the form of a project. Possible projects include, but are not limited to: posters, brochures, models, picture book, waterfall book, powerpoint presentation, mural, poem and news report. Students will be graded on the research process, the 5 paragraph report, the project and presentation.

Bend in Road: Researchers build background knowledge about a topic by reading a lot and learning new vocabulary.	Resources	Materials/Notes
Define content vocabulary to teach: ● environment ● rainforest ● layers: canopy, understory....etc. ● internal structures ● external structures ● ● ● Start a glossary or word wall with content vocabulary words from the unit.		
1	Researchers activate what they already know before reading to find out more! Introduce essential questions: ● What is a rainforest environment? ● What are the life cycles of the living things in a rainforest? ● What are some adaptations that animals and plants have in order to survive in a rainforest environment? Class discussion/brainstorming to collect what we already know and what to learn.	Book bins with several books about rainforests. Possibly choose an anchor text to use during lessons 1-12
2	Readers pay attention to new information. They stop and think about it. They reread it. They react to it. They ask questions.	
3	Readers wonder and ask questions about the information as they read. <u>Model:</u> Read a few pages from anchor text. Show how you stop, retell the information to	Right There Questions: Questions that can be answered directly by the text. “You can find it right there without thinking about it” – literal questions.

	yourself, and wonder. “I wonder...”, “Why...” “What does...” <i>Do a mix of questions that have the answer right in text, questions that have the answer in the text features (glossary or sidebar), questions that show confusion, and questions that are not directly answered by the text. Readers reflect on their lingering questions, deciding whether the questions are researchable questions or right there questions</i>		Researchable Questions: Types of questions where you can find the answer using several books.
4	Readers activate background knowledge as they read. <u>Model:</u> <i>We already know a little bit. Choosing a book that connects to a question and model thinking about finding information that helps us answer our question</i> Activate our background knowledge and use that to help us look for information that is more focused. Share: What did you find out today?		
5	Readers connect new information to what they already know. Especially when we are learning new things. We connect new sentences and paragraphs too. How does this sentence connect to what I read before? How does this paragraph connect to what I read before? How does this connect to what I’ve already learned?		
6	Researchers use topic-specific vocabulary to talk about what they learn. Readers tell the difference: “Is this an important word that I need in order to understand this section, or is it not that important?” Use nonfiction text features and craft moves to help us figure out words: ● bold ● __, called __, ● __, or __, ● captions/diagrams <u>Model:</u> <i>Today, I want to show you how often in nonfiction books there are words we are</i>		

	<i>not familiar with. The first thing we need to do is admit that, “Oh, I don’t know what this word means.” Then, we need to be aware of the helpful information in nonfiction books. So often, in these books the definition might be right there—either right after it or right before it. (Show an example of this.) If it isn’t right there, but it’s bold or in italics, we can find it in the glossary. (Model this.) If that isn’t the case, we can then use the pictures, captions, etc. to think about what the unfamiliar word probably means. (Model this)</i>		
7	Readers use headings to set themselves up to know what a section of text will be about. Two ways we can use section headings to get ready for what we will learn in the upcoming section: • What do I know about this topic? • What questions do I have? I’m expecting to learn... As I read, I think about how each detail connects back to the heading, to help me figure out the main idea.		
8	Readers recognize the structure of a nonfiction text to help them understand it better.		
9	Readers know the difference between a topic and a main idea. We name the topic by asking, what is this section mostly about? We figure out the main idea by asking, what is the author trying to say here about ____? How do you write a strong main idea sentence?		
10	Readers know there are different places they might find the main idea in a section of text. The main idea is not the same thing as the topic of a section of text. We ask, “What is the author trying to say here about ____?” Places to find the main idea:		https://goo.gl/Yrn3Wn

	• Topic sentence • Concluding sentence • Somewhere in the middle • Piecing details together, using the section heading as a guide		
11	Readers pull out specific facts from the text that support the main idea of that section.		
12	Readers summarize what they have read by stating the main idea and supporting details.		
Bend in Road: Researchers launch into the research process with purpose		Resources	Materials/Notes:
13	Launch into research process by developing purpose & end goal*. Re-introduce 3 bigger essential questions of unit. Teacher will assign plant or animal that students do not have much background knowledge about and that matches student interest. • Envision possible final projects. • Give an outline of calendar with deadlines throughout unit (note taking, report, project)	Calendar with due dates for: -note taking -report (completed during writing) -project	*Purpose/end goal: To write a report and create a project about a plant or animal in the rainforest to share with younger students (grade 3).
14	Explore the resources students will have for their research. Start a reading frenzy.	Library link: http://www.ricat.net/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home	links to worldbook online national geographic kids online kid friendly search engines books

15	Researchers set a clear purpose before getting started on their research. Here are the key questions we're studying about _____: • What is the environment/habitat of _____? • What are the life cycles of _____? • What are some adaptations that _____ has in order to survive in a rainforest environment?		Two column note taking graphic organizer- need three sheets- one for each question (each a subheading of report) Explain note-taking rubric
16-22	Researchers take organized notes as they read. • Readers read with a pencil. We use a pencil to help us pay attention to the main ideas, to note the way those ideas are developed and to make those thoughts and ideas visible. Read a chunk of text and ask yourself, "What did I just read?" Then write a summary of what you read. • Model this: Use boxes and bullets, box the main idea and bullet the details. Page 37 in Lucy. Fingers Full of information. • Co-create or introduce a rubric for scoring note taking • Students read to answer question about each subheading. • We always cite our resources by recording the title, author, and pg. number of the text our notes come from (each column is a different source- two sources per subheading) • Researchers paraphrase effectively: we don't copy notes directly from the text, we use our own words • Researchers are specific when they record facts by using keywords from the text		Students can do research in library class during this time. Jen will assist with resources and with creating the bibliography.
23	Researchers synthesize information they have learned. Readers use prompts to write long about what they learned. Possible prompts;	Harvey Daniels: silent conversation, talk long, write long	This is not report writing, but journal writing to show depth of understanding about topic and to help show gaps in information.

	• <i>As I've studied _____, I've noticed/learned _____</i> • <i>Before I thought _____, now I think _____</i>		
24	Researchers notice gaps in their research and set a purpose for what they need to research and set a purpose for what they need to research next. Content check! Have I answered the questions we set out to answer in this unit?		
Bend in Road: Researchers use all they have learned to prepare for their presentation		Resources	Materials/Notes
25	Researchers decide on a big idea that they want to convey through their projects. • Looking back at all of my research and reflection so far, what part of it am I most excited to share with other people? • In the talking and writing long that I've done, what ideas do I keep coming back to? (This lets me know that I am interested in this part of my topic.) • What big ideas do I want to emphasize about my topic?		<u>Materials:</u>
26	Introduce / Brainstorm possibilities and expectations for our final projects. Possible project choices: • Mural • Model • Waterfall book • Brochures • Powerpoint • poem • picture book • news report		

	Share/develop rubric or list of expectations for final project		
27	Students determine final project idea and submit a proposal		Proposal: I'd like to make _____ about _____ because _____
28-32	Project Work Days Possible teaching point (as needed) • Time management • Checking back with my proposal to keep my published work focused on my topic • If I think I've finished my project, how can I make my project even stronger • Reintroduce rubric: how are you meeting these expectations? •		Set date for sharing with third grade classes.
33	Researchers share what they learned! Museum/Exhibition day!		