


Topic: Reading Information	
Unit of Study: Digging Deeper Into Informational Text	
Grade 4	<p>Comprehension Strategies</p> <p> NCSU K-6 Progressions: Comprehension Strategies</p> <p>CCSS ELA:</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Essential Questions	
<ul style="list-style-type: none"> • How do authors support their particular points in text? • How do readers present information from two texts to demonstrate their understanding? 	
Knows: Vocabulary	
<ul style="list-style-type: none"> • How to explain (e.g., what and why) • Key ideas/concepts, events, steps in informational texts. • Specific details that explain key ideas, events, steps • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts. • Word choice • Context clues • Literal/ Denotative meaning • Connotative meaning • Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration) • Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) • Firsthand account (primary) of an event or topic • Secondhand (secondary) account of an event or topic • Author's viewpoint/focus/attitude 	

- Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
- Key/supporting details
- Purpose for gathering information
- Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)
- How to integrate information in a purposeful way

Understands

- Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.
- Readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.
- Authors make purposeful language choices to enhance the meaning of informational text(s).
- Readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
- Authors of informational text use various structures to share information.
- Readers use text features to locate relevant information.
- An author's focus/viewpoint affects the choices he/she makes (e.g., style, word choice, content) in shaping a text.
- Readers look at first and secondhand accounts of the same event or topic to obtain different information.
- Readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints.
- Authors of informational text provide information and key details on topics in different ways.
- Readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.

Writing About Reading

- Graphic organizers supporting genre study including examples of books, noticings from inquiry and working definitions of genres

Do: Outcome Assessment

 Fourth NCSU Outcome Assessment Digging Deeper into Informational Texts

Resources

Fountas and Pinnell

- The Reading Minilessons Book
- Interactive Read Alouds


Teachers College Reading Units of Study

[Oakland School Resource](#)

[Informational Reading Learning Progressions](#)

[Writing About Reading Ideas and Continuum](#)

 NCSU Speaking and Listening Continuum K-6.docx

 Fourth NCSU Alignment Document Digging into Informational Text