

Sherman School

Unit Overview

Subject: Reading/Language Arts
Unit: Purposeful Reading of Nonfiction

Grade: 4
Pacing: 6 weeks

Essential Question(s):

- How do readers use text structure to help them understand a nonfiction text?
- What strategies do readers use to develop vocabulary related to a specific topic (domain-specific vocabulary)?
- What is included in a good summary of a text?
- How do readers build their knowledge of a topic?
- Why do readers compare and contrast subtopics of a larger topic?

Big Idea(s):

- Readers use text structures such as cause/effect and/or compare/contrast to determine important information in a text.
- Readers develop domain-specific vocabulary by using terms related to a topic in their speaking and writing.
- Good summaries include the author's main points, restated in a reader's own words, as well as important details that support the main idea.
- Readers build knowledge of a topic by reading a variety of different texts on the same topic, synthesizing what they learn.
- Comparing and contrasting subtopics helps readers deepen their knowledge of a larger topic.

Overarching Standards
RI.4.10: By the end of the 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.
RF.4.4: Read with sufficient accuracy and fluency to support comprehension.
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.
L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS Priority and Supporting Standards

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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*.

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.

RI.4.6: Distinguish their own point of view from that of the author of a text.

RI.4.7: 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.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.

a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9: Draw evidence from literature, informational texts to support analysis, reflection, and research.

b: Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.
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.
SL.4.6: 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.
L.4.3a: Choose words and phrases to convey ideas precisely.
L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c: Consult reference materials, (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g. <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

Unwrapped Standards & Instructional Planning:

Skills (What Students Need to Be Able To Do)
<ul style="list-style-type: none"> ● Set a purpose for reading. ● Identify the topic/subject of the text or visual presentation. ● Identify their background knowledge about the topic. ● Identify important specific details.

- Identify the setting, both time and place.
- Identify evidence or examples that support their understanding of the text.
- Make inferences about the text and/or topic.
- Identify specific details used to make inferences.
- Identify the main idea of a text.
- Identify the key ideas, specific details, and events that help them determine the main idea.
- Summarize the text, including important details and facts.
- Explain how a text is organized.
- Use text features such as the index, chapter titles, glossary, illustrations and/or photographs, bolded words, headings to understand a text.
- Explain what happens in a text.
- Identify key ideas that explain why an event happened.
- Identify key details that support the main ideas on each page of a text.
- Use background knowledge to help determine meaning of a sentence/section.
- Use photos and captions to determine the meaning of a word or phrase.
- Use text features (title, glossary, bolded words, headings, captions) or illustrations to understand what is being explained.
- Locate synonyms or repeated words that define topic-specific words.
- Identify how the main sections of the text are organized.
- Identify the organizational structure (e.g., chronology, cause/effect, problem/solution) used by the author.
- Explain how this organizational structure helps readers understand the meaning of the text.
- Identify key words the author uses to signal the organization of the text.
- Explain if an account of an event is firsthand or secondhand, and explain how they know this.
- Explain how points of view differ between firsthand and secondhand accounts of an event.
- Identify similarities between firsthand and secondhand accounts of an event.
- Explain the differences in information provided in a firsthand and secondhand account of an event.
- Explain how animations and/or interactive elements on webpages help them understand a topic.
- Explain how the oral format of recordings or performances help them understand a topic.
- Explain how the introduction and conclusion of a text helps them understand the text.
- Identify the subject of two texts on the same topic.
- Identify the important points in each text.
- Explain where they can look to confirm their ideas about what's important in a text (e.g., headings, first sentences of paragraphs, table of contents).
- Explain how they can combine--or integrate--the information from both texts into one written piece or speech.
- Use context clues to determine the meaning of unknown words.
- Use word analysis skills, including sounding out or breaking word into syllables to decode unfamiliar words.
- Identify prefixes and their meanings.

- Identify suffixes and their meanings.
- Identify root words.
- Use knowledge of affixes and root words to determine the meaning of unknown words.
- Identify a research topic.
- Identify what they already know about a topic.
- Identify what they want to learn about a topic.
- Generate questions that will help them get the information they need.
- Identify different sources they can consult for this information.
- Identify different aspects of a topic.
- Identify the type of project they are working on.
- Identify relevant information about topic to include in their notes.
- Determine a logical way to organize and/or categorize this information.
- Establish a method of keeping track of their research sources, both print and digital.
- Identify in writing the topic of a text.
- Write about their analysis, reflections, and/or findings about a text.
- Include evidence from the text to support their ideas in writing.
- Discuss the topic, main idea and important details of a text.
- Restate information from the text in their own words.
- Identify the topic of oral presentations.
- Identify main ideas and details to include in oral presentations.
- Adjust the pace of oral presentations to increase listeners' understanding.
- Identify their audience when speaking, adjust speaking tone to match audience.
- Identify words and/or phrases in their writing that could be changed for greater precision.
- Use punctuation for effect.
- Use reference materials to determine the precise meaning of unknown words as needed.
- Identify similes and metaphors.
- Use context clues to determine the meaning of similes and metaphors.
- Use antonyms and synonyms to help determine the meaning of unknown words.
- Use precise and/or academic words when discussing or writing about a particular topic.

Research Based Effective Teaching Strategies:

- **Identifying Similarities & Differences**
- **Summarizing and Note Taking**
- **Reinforcing Effort & Providing Recognition**
- **Homework and practice**
- **Non-linguistic Representations**
- **Cooperative Learning**
- **Setting Objectives and Providing Feedback**
- **Questions, Cues, and Advance Organizers**

Assessments:

- Pre-Assessment--“Dangerous Weather: Hurricanes and Tornadoes” and “Tornado Alley” summary and comparison
- Common Assessments/Progress Monitoring Checks-written work, journal entries
- Post-Assessment-- “Extreme Insects!” and “Amazing Fire Ant Rafts” summary and comparison
- Rubrics

Instructional Resources:

- *Reading the Weather, Reading the World: Purposeful Reading of Nonfiction*, by Lucy Calkins, Emily Butler Smith, & Mike Ochs
- *Reading Nonfiction: Notice & Note Stances, Signposts, & Strategies*, by Kyleen Beers and Robert Probst
- *National Geographic Kids Everything Weather*, by Kathy Furgang
- *DK Eyewitness: Hurricane & Tornado*, by Jack Challoner
- *Hurricanes*, by Seymour Simon
- www.newsela.com
- <http://www.readworks.org/>
- Reading A-Z Comprehension Skill Packs
- Wide range of informational books and articles
- <https://www.readworks.org/article/Immigration-Immigrant-Housing-Lower-East-Side-Manhattan-Tenements/a6398072-f147-4669-9a5a-73295291ee43#!questionsetsSection:1681/articleTab:content/>

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