



Unit Planner: Unit 3: Informational Text English Language Arts 4

Sunday, August 1, 2020

*Archdiocesan Essential Curriculum > 2020-2021 > Grade 4 > English Language Arts > English Language Arts 4 (BP) > Week 10 - Week 16

Unit 3: Informational Text

Stage 1: Desired Results

General Information

Students will explore informational text and discover how it differs from narrative text. They will learn various strategies to comprehend informational text and new words encountered in these texts. This unit provides an introduction to the later research unit by teaching the process of writing to inform about topics which the students are more familiar with or interested in.

Essential Question(s)

- What text features guide readers to understand content in an informational text?
- How do we show an understanding of key ideas and details in non-fiction texts?
- How do I write informative texts to examine a topic and convey ideas, concepts, and information clearly?

Enduring Understandings and Knowledge

Students will understand:

Reading

- What elements to look for in informational texts
- How informational texts are organized differently from fiction texts.
- How to use text features to support understanding of informational texts.
- Strategies to determine the meanings of unknown words.

Writing

- How to write an informational text using multiple sources.
- How to maintain a formal tone while writing.

Speaking and Listening

- Proper volume and pacing help others comprehend information.

Language

- Proper use of nouns and pronouns allow for effective communication.
- That proper nouns begin with capital letters.
- That possessive nouns require correct punctuation.

Skills

Students will be able to:

Reading

- Identify the main idea and supporting details.
- Assess prior knowledge of a topic.
- Set a purpose for reading.
- Summarize the text or parts of the text.
- Make inferences while reading.
- Review the differences between fiction and nonfiction texts.
- Connect key ideas and information.
- Compare and contrast informational texts of the same topic.
- Evaluate how text features are used in different types of informational texts.
- Use relevant and appropriate text evidence when answering questions.
- Apply knowledge of new vocabulary (academic and/or domain specific).
- Define new vocabulary using a variety of strategies (context, Greek and Latin affixes and roots, use of reference materials, etc.).

Writing

- Brainstorm a topic.
- Gather and organize information about the topic.
- Evaluate quality resources (reliability and validity of sources).
- Use a graphic organizer or outline to put together ideas.
- Paraphrase when taking notes from sources.
- Maintain a formal tone in writing.
- Balance researched information with personal explanation of the material.
- Paragraph structure (introduction (include topic sentence), body, and conclusion).

	<ul style="list-style-type: none"> • Word choice (domain specific vocabulary). • Use transition words. • Use the writing process. • Cite sources appropriately. • Compose an informative writing piece using the writing process. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Share facts and details with others coherently. • Present findings to an audience. <p>Language</p> <ul style="list-style-type: none"> • Use nouns and identify them as common and proper and concrete and abstract. • Use correct capitalization for proper nouns. • Identify the antecedents for relative pronouns (who, whose, whom, which, that). • Identify relative pronouns in text presented in a variety of formats. • Form and use irregular plural and possessive (singular and plural)nouns correctly.
<p>Connections to Catholic Identity / Other Subjects</p> <p>Social Studies/Science</p> <ul style="list-style-type: none"> • Utilize informational texts to learn about current Social Studies and Science topics. Create informational writing based on previously learned topics. Identify the difference between firsthand and secondhand accounts. Differentiate between primary and secondary sources. <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Review autobiographical texts of historical figures and how those texts have an impact on our understanding of history. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • abstract nouns • analyze • annotate • antecedent possessive nouns • common nouns • compare • concrete nouns • contrast • details • fiction • inference • key ideas • nonfiction pronouns • proper nouns • relative pronouns • text features

Standards & Frameworks Addressed

MD: College & Career Ready: Reading/ELA Frameworks PreK-5

MD: Grade 4

Reading: Informational Text

Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the

text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10. 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.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

Language

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a. Use correct capitalization.

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Teaching Ideas/Resources

- [Content Area Expert Resources](#)