

Grade 4- Unit 4 Reading- How Writers Engage Readers

Unit Focus

In this unit, readers and writers will engage in a variety of nonfiction texts. Students will explore various authors who use different structures, craft and styles to teach readers. Students will compare and contrast work thinking about the audience, purpose and message of the text – and utilize their critical thinking and reflection skills to help them think about their own learning. There is a focus on the perspective and position that authors take on a topic to make readers think or feel a certain way; students will notice that authors write with bias. Students will read closely to figure out if the author proves his or her position with facts and examples. Reading partners will be encouraged to talk about author’s positions and to ask if they agree or disagree and then prove why. Students will also practice note-taking and writing about reading in readers’ notebooks as they collect information, questions and thinking while reading and researching. These notes will help readers with their informational writing process.

Reading Skills: Synthesizing, Questioning

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> • Reading: Informational Text <ul style="list-style-type: none"> ○ Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <i>(CCSS.ELA-LITERACY.RI.4.4)</i> ○ 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. <i>(CCSS.ELA-LITERACY.RI.4.5)</i> ○ Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <i>(CCSS.ELA-LITERACY.RI.4.6)</i> ○ 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 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and interpret a variety of texts in order to become independent critical thinkers. (Synthesizing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)</p> <p>T3 Evaluate and critique the author's message -- and complementary and completing messages - and purposes citing text evidence to support conclusions. (Synthesizing)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers identify and use text structures and features to understand, question, and interpret text</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers notice how and why writers make them wonder and care about a topic.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does the author want me to think? Do I believe it? Do others?</p> <p>Q2 What statements or questions make me want to know more?</p> <p>Q3 How is my ongoing collaboration with other readers influencing my thinking?</p> <p>Q4 Theme: How do informational writers engage and motivate the reader to learn?</p>	

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>understanding of the text in which it appears. (CCSS.ELA-LITERACY.RI.4.7)</p> <ul style="list-style-type: none"> ○ Explain how an author uses reasons and evidence to support particular points in a text. (CCSS.ELA-LITERACY.RI.4.8) ○ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-LITERACY.RI.4.9) <ul style="list-style-type: none"> ● Speaking & Listening <ul style="list-style-type: none"> ○ Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-LITERACY.SL.4.2) ○ Identify the reasons and evidence a speaker provides to support particular points. (CCSS.ELA-LITERACY.SL.4.3) ○ Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS.ELA-LITERACY.SL.4.5) ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.4.1) <ul style="list-style-type: none"> ○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS.ELA-LITERACY.L.4.1.A) ○ Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS.ELA-LITERACY.L.4.1.B) ○ Form and use prepositional phrases. (CCSS.ELA-LITERACY.L.4.1.E) ○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (CCSS.ELA-LITERACY.L.4.1.F) ○ Correctly use frequently confused words (e.g., to, too, two; there, their).* (CCSS.ELA-LITERACY.L.4.1.G) ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 	<p><i>Students will know...</i></p> <p>K1 Readers read and question many books about a topic.</p> <p>K2 Vocabulary: Structure, Craft, Expertise, expository, narrative nonfiction, main idea, supporting details, glossary, hybrid, research, summary, conclusion, Compare/Contrast, Chronological, Cause and Effect, Table, Graph, Time Line, Map, Inset, Caption, Glossary, Index, Literary Nonfiction, Expository Nonfiction, Question/Answer Format, Heading, Main Idea, Thesis, Evidence, Opinion, Fact, Data</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying text features and structures in informational text.</p> <p>S2 Generating questions using text features and structures in informational text.</p> <p>S3 Synthesizing information from multiple sources.</p> <p>S4 Identifying similarities and differences between two author's ideas</p> <p>S5 Using text features to figure out the meaning of new vocabulary words.</p> <p>S6 Using context to figure out the meaning of new vocabulary words.</p> <p>S7 Taking notes while reading</p>

Stage 1: Desired Results - Key Understandings

writing. (CCSS.ELA-LITERACY.L.4.2)

- Use correct capitalization. (CCSS.ELA-LITERACY.L.4.2.A)
- Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS.ELA-LITERACY.L.4.2.B)
- Use a comma before a coordinating conjunction in a compound sentence. (CCSS.ELA-LITERACY.L.4.2.C)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-LITERACY.L.4.3)
 - Choose punctuation for effect.* (CCSS.ELA-LITERACY.L.4.3.B)

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*