



Grade 4 - Unit 5 Reading - How Writers Engage Readers

Unit Focus

Readers will engage in a variety of nonfiction texts to explore different structures, craft moves and styles that authors use to teach readers. Students will identify text features and text structures and learn how they help the reader determine important information. Readers will practice note-taking in the structure of the text that they're reading. The focus will be on the main idea and detail structure. Students will also compare and contrast work thinking about the audience, purpose and message of the text.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 4</i> <ul style="list-style-type: none"> ▪ Reading: Informational Text ▪ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.4.1) ▪ Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS.ELA-LITERACY.RI.4.2) ▪ 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. (CCSS.ELA-LITERACY.RI.4.3) ▪ Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS.ELA-LITERACY.RI.4.4) ▪ 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. (CCSS.ELA-LITERACY.RI.4.5) ▪ 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. (CCSS.ELA-LITERACY.RI.4.7) ▪ 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) ▪ 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. (CCSS.ELA-LITERACY.RI.4.10) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.</p> <p>T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers use appropriate strategies to construct meaning from texts.</p> <p>U2 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.</p> <p>U3 Texts have structures and follow a predictable sequence.</p> <p>U4 Determining an author's point of view and craft moves helps the reader better interpret and explain the text.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What's my strategy for reading this text? How do I know if it is working?</p> <p>Q2 How do the techniques/craft moves authors use impact the meaning of the text?</p> <p>Q3 How do I use text structures and features to better comprehend the text?</p> <p>Q4 What's the author's point of view? How does it influence the author's message and reader's interpretation?</p>
	Acquisition of Knowledge and Skill	
Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Text features help a reader make sense of a text.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying text features and the purpose of author's using those features.</p>	

Stage 1: Desired Results - Key Understandings

- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.4.3)*
- 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. *(CCSS.ELA-LITERACY.RF.4.3.A)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.4.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.4.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.4.4.C)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.4.9)*
- 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"). *(CCSS.ELA-LITERACY.W.4.9.B)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.4.4)*
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.4.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). *(CCSS.ELA-LITERACY.L.4.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.4.4.C)*

Madison Public Schools Profile of a Graduate

Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*

- K2** Text structures are the way an author organizes the text.
- K3** An author's purpose is the reason he or she wrote the passage.
- K4** The author's point of view is how the author feels about the topic and the events in the writing.
- K5** Authors use intentional word choice to sway a reader's thinking.
- K6** Morphemes: Latin Prefix inter- = "between, among", Latin Prefix per- = "through, thorough(ly)"

- S2** Identifying and describing text structures.
- S3** Determining the main idea of a text and explaining how it is supported by key details.
- S4** Determining author's point of view by identifying word choice to determine the message of a text.
- S5** Recognizing morphemes hold their own individual meaning.