

Reading: Informational Text Grade 4

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- **Students will demonstrate the ability to read, interpret and analyze increasingly complex informational print and non-print texts for pleasure, enrichment, and information in order to provide meaningful details.**

Content Standards:

Phonics and Word Recognition

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

Fluency

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

- 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 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.

Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words and 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 Compare and contrast a firsthand and secondhand account of the same event or describe the differences in focus and information provided.

Integration of Knowledge and Ideas

- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,

Transfer

*Students will be able to independently use their learning to **gain information from their reading and communicate it effectively.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- effective readers use a variety of strategies to make sense of key ideas and details presented in a text.
- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- word analysis and decoding skills are foundational for success as a reader.
- fluent readers accurately process print with expression at an appropriate rate.
- students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

ESSENTIAL QUESTIONS

- **Does it matter how information is organized?**

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that informational text includes domain specific words or phrases.
- that illustrations outside the text deepen the understanding of a topic or answer a question relevant to the text.
- that text features are used to display information and give an overview of an informational text's content.

Students will be skilled at...

- reading unfamiliar grade-appropriate multisyllabic words in context and isolation using knowledge of all letter-sound correspondences.
- reading unfamiliar multisyllabic words in context and isolation using knowledge of syllabication patterns.
- reading unfamiliar grade-appropriate multisyllabic words in context and isolation using knowledge of word morphology (roots and affixes).

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 authors use reasons and evidence to support particular points in a text. ● RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <u>Range of Reading and Level of Text Complexity</u> ● 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. <u>Vocabulary Acquisition and Use</u> ● L.4.4 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. ● L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● 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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	● the function of relative pronouns, relative adverbs, progressive verb tenses, modal auxiliary, adjectives, prepositional phrases, Greek and Latin affixes and roots in general, but also their functions in particular sentences.	● reading grade-level text, prose, and poetry with accuracy, appropriate rate, and expression with purpose and understanding. ● using sentence-level context to confirm or self-correct word recognition and understanding, rereading as necessary. ● reading closely complex grade level text (narrative and informational) using reading strategies to help understand text. ● asking and answering questions explicitly and inferentially in a text using details and examples for support. ● identifying and explaining the main idea of an informational text and explain how key details support it. ● summarizing a text including the main idea and key details. ● explaining sequential relationships in an informational text using time and sequence words. ● explaining basic multiple-step procedures, ideas or concepts described in scientific or technical texts. ● explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● explaining cause-and-effect relationships in a historical, scientific, or technical text. ● using a range of strategies to determine the meanings of academic and content-area words and phrases in grade-appropriate informational texts, including figures of speech. ● describing the organizational structure of an informational text or passage. ● identifying the differences between a firsthand account and a secondhand account of the same event or topic.
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		• comparing and contrasting firsthand and secondhand accounts of the same event or topic. • explaining how a firsthand or secondhand focus affects the information provided. • using headings, table of contents, and illustrations to gain an overview of an informational text's content. • interpreting information presented visually, orally or quantitatively and explaining how the information contributes to a deeper understanding of the topic. • explaining how authors use reasons and evidence to support a particular point in a text and adjusting reading lenses based on the author's perspective. • integrating information from two texts on the same topic in order to write or speak knowledgeably about a topic. • using reading strategies to comprehend a variety of increasingly difficult informational complex texts. • using context as a clue to the meaning of a word or phrase. • using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • consulting reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases. • explaining the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • recognizing and explaining the meaning of common idioms, adages, and proverbs. • demonstrating understanding of words by relating them to their synonyms and antonyms. • using new words and phrases when speaking and writing.
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		• using grade-appropriate words that signal precise actions, emotions, or states of being. • using domain-specific words of a topic being read.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>make judgements and decisions</i> • <i>collaborate with others</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	Mathematics Integration
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	District Materials
• 1.OA.1 Use	

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