

English Language Arts

Unit 3: Informational Text

Essential Understandings	<ul style="list-style-type: none"> By reading texts from multiple sources, in history/social studies, science and other disciplines, students build a foundation of knowledge and varied perspectives within content areas.
Essential Questions	<ul style="list-style-type: none"> What are the types, features, structures, characteristics, and purposes of informational texts? How do readers construct meaning from informational texts? What does a reader gain by consulting more than one author or source on a given topic?
Essential Knowledge	<ul style="list-style-type: none"> Informational texts have different forms, features, characteristics and purposes. Informational texts provide the resources needed to make connections among real world past and present events, ideas or concepts. Building content-specific vocabulary is an important part of understanding informational text. Collaborative discussions deepen the understanding of informational text. Authors and readers use evidence from multiple sources to support their points of view. Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
Vocabulary/Content	<ul style="list-style-type: none"> nonfiction, informational, biography, autobiography, memoir, historical fiction, fact, opinion, main idea, supporting details, , perspective, navigate, text features, index, glossary, table of contents, chart, graph, heading, subheading, subtitle, boldface, note fact, source, hyperlink, sidebars, key words, Venn diagram
Essential Skills	<ul style="list-style-type: none"> Refer to specific details and examples in a text when summarizing informational text. Determine the main idea of a text and give key details that support that thesis. 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. Determine if the source of information is reliable. Compare and contrast a firsthand and secondhand account of the same event/topic. Integrate information from two or more sources on the same topic in order to write or speak about the subject knowledgeably. Interpret information presented visually, orally or symbolically (charts, animations) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text.

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	<ul style="list-style-type: none"> ▪ Describe the overall structure of an informational text. ▪ Read and comprehend grade-level texts independently and proficiently. ▪ Effectively engage in discussions using the vocabulary of informational text and norms for collaborative discussions. ▪ Determine the meaning of unknown and multi-meaning words and nuances and demonstrate understanding of word relationships based on grade level reading and content.
Related Maine Learning Results	<p><u>Reading for Information- Grade 4</u></p> <ul style="list-style-type: none"> • 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. • 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 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • 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 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. • RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently with scaffolding as needed at the high end of the range. <p><u>Foundation Skills – Grade 4</u></p> <ul style="list-style-type: none"> • RF.4.4 Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy,

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	<p>appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Language—Grade 4</u></p> <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> 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., telegraph, photograph, autograph). 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 or phrases. ▪ 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., wildlife, conservation, and endangered when discussing animal preservation).
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Model targeted skill during Read aloud. Students practice as they read independently. ▪ Lessons on informational text structure features ▪ Survey a text before reading. ▪ Graphic Organizers ▪ Teach lessons about note-taking from different sources. ▪ Scaffold to different levels of research, building levels of independence ▪ Book discussions ▪
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Common Writing Prompt and Rubric Grade 4 ▪ Informal checklists ▪ Writing conferences to edit and revise
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <i>Time for Kids</i> to teach text features and skills for summarizing.

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	<ul style="list-style-type: none">▪ <u>Scholastic News</u>▪ <u>Story Works</u>▪ <u>National Geo Explorer</u>▪ <u>Trade books</u>
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