

**Unit Overview**

This unit engages students in the nonfiction reading work highlighted in every iteration of twenty-first-century standards. Students begin by reading far and wide in nonfiction texts, moving from easy texts to more challenging ones. You'll teach them that when expository texts are organized into text structures such as problem/solution or compare-and-contrast, they can use their knowledge of structures to figure out what is and isn't important, becoming readers who, by distilling the main ideas and important points, are able to summarize. Later, children form research teams to delve into topics about extreme weather and natural disasters. You'll help teams to research a topic, reading across source material to learn about causes and effects of hurricanes, tornadoes, floods, and other disasters. You'll teach them to alter their reading when tackling dense scientific texts. You'll teach cross-text synthesis, channeling kids to think about how new information can add to or challenge prior knowledge. Then at the end of the unit, students consolidate and apply all they've learned as they explore a related, but different, topic. Students study authorial tone and craft, and practice close reading, comparing and contrasting, and evaluating sources to determine credibility.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 4 Book 2.

Overarching Standards Aligning with Grade 4 Unit 2, *Reading the Weather, Reading the World*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.2	RI.4.10	SL.4.1	L.4.1, L.4.3, L.4.6
2	W.4.2	RI.4.1, RI.4.2, RI.4.3, RI.4.5, <b>RI.4.7, RI.4.10</b>	SL.4.1, SL.4.6	L.4.1, L.4.3, L.4.6
3	W.4.2, W.4.7, <b>W.4.8, W.4.9.b</b>	RI.4.1, <b>RI.4.2</b> , RI.4.3, <b>RI.4.5, RI.4.7</b> , RI.4.10	SL.4.1, <b>SL.4.2</b> , SL.4.3, <b>SL.4.4</b> , SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
4	W.4.2, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, RI.4.4, <b>RI.4.5</b> , RI.4.7, RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.4</b> , L.4.6
5	W.4.2, W.4.9.b	<b>RI.4.1, RI.4.2, RI.4.3, RI.4.5</b> , RI.4.3, RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
6	W.4.2, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, <b>RI.4.4</b> , RI.4.5, RI.4.7, RI.4.10, <b>RF.4.3</b> , RF.4.4	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.4</b> , <b>L.4.5</b> , L.4.6
7	W.4.2, W.4.9.b	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.5, RI.4.7, <b>RI.4.8</b> , RI.4.10	SL.4.1, <b>SL.4.2, SL.4.3, SL.4.4, SL.4.6</b>	L.4.1, L.4.3, L.4.6
8	W.4.2, W.4.6, <b>W.4.7, W.4.8, W.4.9.b</b>	<b>RI.4.1, RI.4.2, RI.4.3, RI.4.5</b> , RI.4.6, RI.4.7, <b>RI.4.8, RI.4.9</b> , RI.4.10	SL.4.1, SL.4.2, SL.4.3, SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
9	<b>W.4.2</b> , W.4.6, W.4.7, W.4.8, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7, RI.4.8, <b>RI.4.9</b> , RI.4.10	SL.4.1, <b>SL.4.4, SL.4.6</b>	L.4.1, L.4.2, L.4.3, L.4.6
10	W.4.2, W.4.4, <b>W.4.7, W.4.8, W.4.9.b</b>	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.4, RI.4.5, <b>RI.4.6</b> , RI.4.7, <b>RI.4.8, RI.4.9</b> , RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
11	<b>W.4.2, W.4.4</b> , W.4.7, W.4.8, <b>W.4.9.b</b> , W.4.10	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.5, RI.4.7, RI.4.8, <b>RI.4.9</b> , RI.4.10	SL.4.1, SL.4.3, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
12	W.4.2, W.4.7, W.4.8, <b>W.4.9.b</b>	RI.4.1, RI.4.2, RI.4.3, <b>RI.4.4, RI.4.5, RI.4.7</b> , RI.4.10	SL.4.1, SL.4.4, SL.4.5, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.4
13	W.4.2, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, RF.4.4,	<b>SL.4.1, SL.4.3, SL.4.4, SL.4.5, SL.4.6</b>	L.4.1, L.4.3, <b>L.4.6</b>
14	W.4.2, W.4.7, W.4.8, W.4.9.b	RI.4.1, RI.4.2, RI.4.3, RI.4.4, <b>RI.4.5</b> , RI.4.6, <b>RI.4.7, RI.4.8, RI.4.9</b>	SL.4.1, <b>SL.4.4</b> , SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
15	W.4.2, W.4.7, W.4.8, W.4.9.b	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.4, <b>RI.4.5</b> , RI.4.6, RI.4.7, <b>RI.4.8</b>	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
16	W.4.2, W.4.7, W.4.8, W.4.9.b	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.5, RI.4.6, RI.4.7, RI.4.8, <b>RI.4.9</b> , RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
17	W.4.2, W.4.7, W.4.8, W.4.9.b	<b>RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.7</b> , RI.4.8, RI.4.9, RI.4.10	SL.4.1, SL.4.4, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
18	W.4.2, <b>W.4.7, W.4.8</b> , W.4.9.b	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.5, <b>RI.4.6</b> , RI.4.7, <b>RI.4.8, RI.4.9</b> , RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
19	W.4.2, <b>W.4.9.b</b>	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.4, RI.4.5, <b>RI.4.6, RI.4.8, RI.4.9</b> , RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
20	W.4.2, <b>W.4.9.b</b>	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.4, <b>RI.4.5, RI.4.6</b> , RI.4.7, <b>RI.4.8</b> , RI.4.10	SL.4.1, SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
21	W.4.2, W.4.6, W.4.7, W.4.8, <b>W.4.9.b</b>	<b>RI.4.1, RI.4.2, RI.4.3</b> , RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9	<b>SL.4.1, SL.4.4, SL.4.5, SL.4.6</b>	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>

Overarching Standards Aligning with Grade 4 Unit 2, <i>Reading the Weather, Reading the World</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1				
2		<p>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.</p> <p>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.</p>		
3	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
4		<p>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.</p>		<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>
5		<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,</p>		

		<p>based on specific information in the text.</p> <p>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.</p>		
6		<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RF.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.</p>		<p><b>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p><b>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>
7		<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	
8	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a	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.		L.4.6 Acquire and use accurately grade-appropriate general

	<p>topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
9	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	
10	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9.b Draw evidence from literary or informational texts to support analysis,</p>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p>		

	reflection, and research.	<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
11	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
12	<p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RI.4.4</p> <p>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.</p> <p>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.</p>		
13			<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate</p>	<p>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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when</p>

			<p>facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	discussing animal preservation).
14		<p>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.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
15		<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,</p>		

		<p>concepts, or information in a text or part of a text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
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18	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital</p>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,</p>		

	sources; take notes and categorize information, and provide a list of sources.	<p>based on specific information in the text.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
19	<p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
20	<p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p>		

		<p>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.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>		
21	<p>W.4.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</b></p>	<p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

\*Bold indicates Priority Standards that are a major emphasis.

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>• Readers determine importance in Expository Non-Fiction by paying attention to text features such as the table of contents, diagrams, charts, graphic organizers, photos, and captions.</li> <li>• Readers figure out the text's structure and use it to determine importance.</li> <li>• Readers synthesize Expository Non-Fiction by being alert to the visual features of expository texts and to anticipate particular content.</li> <li>• Readers synthesize what they are learning across texts when they research</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers determine importance and synthesize information in expository Non-Fiction?</li> <li>• How do students pay attention to the structure of each particular text and the way the text is written, in order to figure out what is important in the text and to help them organize and hold onto their thoughts about the subject?</li> </ul>	<ul style="list-style-type: none"> <li>• Discern the differences between narrative and expository nonfiction and ascertain the different ways to approach texts.</li> <li>• Read informational texts and maintain just right chapter books, maintaining their stamina and skill level.</li> <li>• Recognize and utilize text features in order to glean what matters most from a text.</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>• Create and refer to anchor charts.</li> <li>• Study pages from exemplar reader's notebooks.</li> <li>• Provide and present mentor texts as models.</li> <li>• Teach the Work of Readers Charts.</li> <li>• Teach children strategies for holding onto text, for example by using Post-its and graphic organizers.</li> <li>• Model (Talk Aloud) the strategies good readers use.</li> <li>• Model, provide, and use a reader's notebook.</li> </ul>	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>• Provide leveled books appropriate for all reading levels</li> <li>• Provide support as needed through conferencing</li> <li>• Provide support as needed through strategy groups</li> <li>• Provide support as needed through guided reading groups</li> </ul>	<p><b>Mentor Text &amp; Read-Aloud</b></p> <ul style="list-style-type: none"> <li>• See Reading Units Grade 4 Book 2.</li> </ul>

<ul style="list-style-type: none"><li>● Tap, sketch, or jot across a story as a way of retaining information and details.</li><li>● Study book introductions and endings.</li><li>● Practice creating mental movies as you read.</li><li>● Investigate figurative language and descriptive vocabulary and how authors use them.</li><li>● Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li><li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li><li>● Provide checklists and reading progressions to assess and develop on-going reading goals.</li><li>● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.</li><li>● Write long about reading.</li><li>● Practice alternating the speed a text is read to reflect tone and mood.</li><li>● Plan to celebrate the conclusion of classroom reading projects.</li></ul>	<ul style="list-style-type: none"><li>● Provide individualized copies of teaching charts</li><li>● Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li><li>● Scaffold or stretch learning through the use of various strategies</li><li>● Provide appropriate reading partners</li></ul>	
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| <ul style="list-style-type: none"><li>• Use technology in the reading classroom; for example digital journals.</li></ul> |  |  |
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 4 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.