

Grade Level/Subject: 4th Grade Reading

Unit: Unit 2-Reading Nonfiction & Information Writing

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core or National Standards:</p> <p style="background-color: yellow;">(Eligible Content)</p> <p>E04. B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E03.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Develop the life-long habit of reading across genres for enjoyment and knowledge/learning. • Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience. • Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity. • Read closely and analytically to comprehend a range of increasing complex literary and informational text. 	
	Meaning-Making	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • Effective research requires the use of varied resources to gain or expand knowledge. • An expanded vocabulary enhances one’s ability to express ideas and information. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do strategic readers create meaning from informational and literary text?</p> <p>How does a reader’s purpose influence how text should be read?</p> <p>How does one organize and synthesize information from various sources?</p> <p>What strategies and resources does the learner use to figure out unknown vocabulary?</p>

Knowledge and Skills Acquisition		
<p>features in a text or part of a text.</p> <p>E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p>E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p> <p>E04.B-V.4.1.1 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.</p> <p>E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.</p> <p>E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented</p> <p>E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Previewing nonfiction texts allows readers to evaluate resources. • Nonfiction text structures help determine the information that is important. • Nonfiction text features allows readers to learn more about a topic. • Nonfiction readers create summaries of their reading that include the main ideas and key details of the topic, stated in the reader's own words. • Nonfiction texts present common challenges. • Text can be written as narrative, expository, or hybrid nonfiction. • Readers look across their text, finding patterns and making connections. • Research synthesizes information when studying a topic. • Various strategies can be used to comprehend unfamiliar words. • Writers develop a focus for their writing by developing a thesis statement. • When writing about a topic, writers use an essay structure to clearly communicate their ideas. • Various types of evidence can be used to support a main idea or thesis (lists, mini-stories, quotes). • Writers use their introductions and conclusions to get their reader invested in their writing. • Writers revise their writing by rereading with a purpose. • Writers edit using lenses by rereading their writing several times making edits as they go. • Writers use punctuation to make sentences easier to understand, as well as have an effect on how their readers engage with the text. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Students will be able to recognize the text structure. -They will determine the main ideas and supporting details, based on how the author organized the text and delivered the important information. -Able to determine what information applies to the main ideas and what is just interesting or irrelevant. -Gather information from other features that are not part of the text. -Gather and combine information, in their own words about the same

<p>information and examples related to the topic.</p> <p>E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>E04.D.2.1.2 Choose punctuation for effect.</p> <p>E04.D.2.1.3 Choose words and phrases for effect.</p> <p>E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</p> <p>E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p>	<p>VOCABULARY:</p> <p>Author's purpose, chronology, illustration, topic, main idea, supporting details, events, procedures, ideas, cause and effect, text structure, sequence, solution, evidence, support, graphic/heading/chart (text features), heading, narrative, expository.</p>	<p>topic across multiple texts.</p> <p>-Define and apply words that are new or unfamiliar and/or related to understanding the text using context clues.</p>
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Students will complete a multiple-choice test based on identifying text structure. They will read different short passages and choose the structure developed within each passage. -Caulkins UOS Post Assessment question 1 to assess students’ ability to summarize a text. -Caulkins UOS Post Assessment question 4 to assess students’ ability to synthesize focused on important information and eliminating irrelevant information from text. -Caulkins UOS Post Assessment question 3 to assess students' ability to understand non-fiction text according to how the author has written it (author’s craft) Caulkins UOS Post Assessment question 2 given as multiple choice, evidence based selected response to assess understanding of parts to the whole text. -Student will look at a sample passage including multiple examples of text features and they will label the text features. -Students will complete a short, written response assessment for vocabulary. The teacher will give the students the taught and practiced vocabulary words. Each word will be used in a sentence (in context) and the students will answer a question to show they understand the meaning of the word. Example: Amanda was <u>coping</u> with the loss of her cat. <i>What might she have done to show that?</i> -Writing Pieces 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Text can be read to student. -They can record their responses orally. -Give the students an illustrated list of text structures with examples that students can use as reference. -Eliminate one or more multiple choices according to student. -Give specific students Main idea/details chart with assessment. -Sentence Starters for students to formulate their responses to UOS

	<p>-Students will use their group's research to write an information piece.</p> <p>Grade appropriate rubric being created</p>	<p>Post Assessment Questions.</p>
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> -Students will conduct an oral presentation based on their research presentation. -Dramatic reenactment of a favorite part of a text they read. -Students will give a weather report using text features as their visual representation, to guide their oral presentation. 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Choose the text features for some students to use in the forecast and/or limit the features they use. -Some students work independently, and some may work in pairs.