Unit 4: Reading and Writing Nonfiction

Content Area: **English Language Arts**
Course(s): **Language Arts 4**
Time Period: **January**
Length: **6 Weeks**
Status: **Published**

Unit Summary

During this unit, students will learn that reading nonfiction is about jumping wholeheartedly into the depth of a text; reading the book cover to cover and uncovering the bigger ideas. Readers see more than just random details and know that there are multiple ideas within any one text and those ideas are often interconnected; and that there are key details that support those ideas. Readers hold onto what they learn and carry it with them to new experiences. Readers can share what they learn and teach information to others. As they are learning about the nuance of information writing, students will brainstorm ideas and begin researching for their own non-fiction picture books. Students will learn that writers of nonfiction don't just rely on text features to organize their facts and information. They also organize their words: they use compare/contrast, pro/con, and cause and effect structures to help the reader really understand the content. Writers of nonfiction engage their readers by knowing what age group will be reading their book.

Standards

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.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.
LA.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.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.3.A	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.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other

	information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.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.)
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Student Learning Objectives

Reading:

Students will learn to:

- determine the difference between details and main ideas and how details support the main idea
- compare and contrast the structure of different texts on the same topic
- read a variety of types of reference and literary nonfiction.
- use textual evidence to support thinking about nonfiction reading in both conversation and writing.
- summarize and synthesize information to determine important ideas.

Writing:

Students will learn to:

- introduce new information from outside sources into existing writing
- use text features to support and enhance meaning of ideas
- select and focus on a nonfiction topic to examine and develp
- pubish a nonfiction piece of writing in which the development and organization are appropriate to the writer's purpose and audiennce.

Essential Questions

Reading:

- How does a reader's job change when reading informational text?
- How do authors of nonfiction engage a reader?
- How do authors organize their information for a reader?
- What do readers do with information they learn from nonfiction books?

Writing:

- Why do authors choose to write nonfiction books?
- How do authors decide what information to include and what to withhold?
- How do authors organize facts and information?
- How do authors engage their readers?
- How does audience play a role in the way an author creates a book?

Enduring Understandings

Reading:

Students understand that:

- readers use different lenses when reading informational text.
- authors organize their information for a reader in a specific way.
- author's purpose for writing the informational book.

Writing:

Students understand that:

- writers strenthen their writing as needed by planning, revising, and editing.
- writers use specific techniques and structure to better inform the reader and make their writing accurate and interesting.
- writers include formatting and illustrations that organize and relate to the their topic.

Application

Reading:

Students will be able to independently use their learning to:

- quote accurately from a text.
- determine the main idea of a text.
- paraphrase an article and nonfiction text.
- determine the difference between details and main ideas and how details support the main idea.
- compare and contrast the structure of different texts on the same topic.
- research on a specific topic and use the research to publish an original book.

Writing:

Students will be able to independently use their learning to:

- publish a book of a specific topic in which the development and organization are appropriate to the writer's purpose and audience.
- group related information logically under larger topics and smaller headings.
- strengthen their writing as needed by planning, revising and editing.

Skills

Reading:

Students will be skilled at …

- gathering information and sharing their knowledge with others.
- reading informational texts.

Writing:

Students will be skilled at …

- elaborating ideas or information by adding facts and examples.
- developing original picture books about a specific topic.