

Unit 3: Reading History (Grade 4)

Content Area: **Reading**
Course(s): **Reading 4**
Time Period: **Marking Period 3**
Length: **4-5 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

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| 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.4.3 | 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. |
| 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.4.5 | 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. |
| 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.4.7 | 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. |
| LA.RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| 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.RI.4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| 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. |
| SEL.PK-12.1.1 | Recognize one's feelings and thoughts |
| SEL.PK-12.3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| SEL.PK-12.3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| SEL.PK-12.3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |

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| SEL.PK-12.3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| SEL.PK-12.4.2 | Identify the consequences associated with one's actions in order to make constructive choices |
| SEL.PK-12.4.3 | Evaluate personal, ethical, safety, and civic impact of decisions |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can researchers find and angle evidence to support their claim?
- How do researchers identify which information is really important?
- How does identifying text structure make us better readers?
- How does reading multiple points of view help us to gain a more complete understanding?
- What can we learn from debate?
- What do details tell us about tone and point of view of a text?
- What strategies can nonfiction readers use to figure out meanings of unknown words?
- Which reading strategies are helpful when reading history?
- Why is it important to read multiple texts and synthesize information?
- Why is planning important before starting research?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Gaining knowledge about multiple points of view helps develop a more complete understanding.
- Identifying text structure can help readers to understand a text.
- In a debate, researchers must be well versed in both sides of an argument.
- Nonfiction readers pay close attention to introductions, conclusions, and text features.
- Researchers learn about a topic by locating resources to build background knowledge.
- Researchers pay careful attention to details that reveal tone and point of view.
- Researchers pay particular attention to people, geography, and chronology when reading history.
- Researchers synthesize information about a subtopic by reading across several sources.

Content

Students will be able to:

- make pictures in their minds while reading history
- research a topic and synthesize information from multiple sources
- recognize the significance of introductions, conclusions, and text features

- recognize various nonfiction text structures
- pay attention to *who*, *where*, and *when*
- work cooperatively to conduct research
- participate in a debate
- read grade level nonfiction text and take notes on what they have read

Resources

Texts:

- Number the Stars by Lois Lowry
- King George: What was his problem? by Steve Sheinkin
- The American Revolutionaries by Milton Meltzer
- The Revolutionary War by Josh Gregory
- The Split History of the American Revolution by Michael Burgan
- Liberty! by Lucille Recht Penner
- various online articles and videos

Reading Strategy Anchor Charts

Assessment:

- research notes
- homework
- debate