

Preston English/Language Arts Curriculum

Unit Planning Organizer

4th Grade – Unit 2

Unit of Study: Reading - Using Structure to Link Ideas with Information in Text; Writing – Supporting Ideas with Information

Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:

- CC.4.R.I.1: Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.
- CC.4.R.I.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CC.4.R.I.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.**
- **CC.4.R.I.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.**
- CC.4.R.I.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.
- CC.4.R.I.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- CC.4.R.I.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CC.4.W.2: Write informative/explanatory text to examine a topic and convey ideas and information clearly.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

Overarching CT Standards/Grade Level Expectations:

- CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.
- CT.4.R.22: After Reading—Explain steps in a process.
- CT.4.R.21: Before and During Reading—Use appropriate resources to locate information.
- **CT.4.R.29: After Reading—Recognize organizational patterns of text.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- CT.4.R.40: After Reading—Make generalizations about a topic after reading more than one text.

Priority Standards:

- **CC.4.R.I.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.**
- **CC.4.R.I.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.**
- **CT.4.R.29: After Reading—Recognize organizational patterns of text.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.4.W.2: Write informative/explanatory text to examine a topic and convey ideas and information clearly.**

- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Events, procedures, ideas or concepts in text based on specific information	Explain	Understanding
Overall structure of events, ideas, concepts or information in a text	Describe	Understanding
Organizational patterns of text	Recognize	Remembering
Characters, settings, plots, themes, conflicts and points of view across multiple texts	Compare and contrast	Analyzing
Convey ideas and information clearly	Write informative/explanatory text	Creating
Appropriate to task, purpose and audience.	Produce writing	Creating
Support analysis, reflections and research	Draw evidence	Analysis

Essential Questions	Big Ideas
Why do authors use structure?	Authors use structure to organize and explain ideas in a text.
Why is it important to understand the structure of a text?	Text structure enables a reader to locate information, make connections between ideas and understand concepts or themes.