Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 6
4th Grade

Unit of Study: Reading - Using Language Structure and Access Features in Informational Text; Writing – Researching and Presenting Ideas
Pacing: Instruction – 25 days; Reteaching – 5 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.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 8: Explain how an author uses reasons and evidence to support particular points in a text.**
- 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.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.**
- **CC.4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.**
- **CC.4.W.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.**

Overarching CT Standards/Grade Level Expectations:
- **CT.4.R.2: Word Study—Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.**
- CT.4.R.19: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- 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.32: After Reading—Determine an author's purpose for including or omitting details to create meaning.

Priority 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.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 8: Explain how an author uses reasons and evidence to support particular points in a text.**
- **CT.4.R.2: Word Study—Know sounds and meanings for a wide range of suffixes and prefixes, including those relevant to specific content areas.**
- **CC.4.W.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.**
- **CC.4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.**

- **CC.4.W.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.**

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
Explicit textual references vs. inferences	Refer to text when explaining	Understanding/analyzing
Events, ideas, concepts or information in a text	Describe	Understanding
Author's use of reasons and evidence	Explain	Analyzing
Suffixes and prefixes	Know	Remembering
Write, interact and collaborate with others	Use technology	Creating
Investigation of a topic	Conduct research	Analyzing, Evaluating
Take notes, categorize, provide a list of sources	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
Why do authors of informational text use specific language and text features?	Language structures and features of informational text help the reader to identify and understand the information being shared.