

# Unit 2 Reading Grade 4 - Reading the Weather, Reading the World

Content Area: **Language Arts**  
 Course(s):  
 Time Period: **MP2-Week9**  
 Length: **2nd Marking Period**  
 Status: **Published**

## Unit 2 - Reader's Workshop- Reading the Weather, Reading the World

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### Unit 2 - Nonfiction: Reading the Weather, Reading the World

Bend/Session	Teaching Point	Mini Lesson	Independent Reading Time/ Share	Read Aloud
	<p><b>Start with Pre Assessment-</b></p> <p>See page 2 in Unit 1: Utilize online resources</p> <p><a href="http://www.heinemann.com">www.heinemann.com</a></p>			<p><b>Everything Weather</b> by <b>Kathy Furgang</b></p>
<p><b>Bend 1</b></p> <p><b>Learning from Texts</b></p> <p><b>Session 1: Read and Learning with Intensity</b></p>	<p>Today I want to teach you that:</p> <p>As you get older, you don't just</p>	<p><b>Connection:</b>Ask students to bring their backpacks to the meeting area. Then channel them do an archeological dig through their belongings to determine the kinds of nonfiction reading they do.</p> <p>With class, compile a list of the</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small</p>	<p><b>Everything Weather by Kathy Furgang</b></p>

	<p>read more nonfiction, you also read nonfiction differently. Grown up nonfiction readers make a commitment to learning from a text by making connections between what they already know and care about, and the text.</p>	<p>kinds of nonfiction texts students found, emphasizing the point that nonfiction is all around them.</p> <p><b>Teach:</b> Point out that readers have a choice to read nonfiction texts in a waiting-for-the-dentists way, or with read-to-become-smarter engagement.</p> <p><b>Active Engagement:</b> Set partners up to practice what you just taught. Give each reader a new book and ask them to make a connection to the topic of their text.</p> <p><b>Link:</b> Prepare students to go off to read, trying out today's strategy before picking new books to add to their nonfiction book baggies.</p>	<p>group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel students to self-assess how their first day of nonfiction reading went, noticing what their strengths were, as well as for improvement.</p>	
<p><b>Session 2: To Learn from Nonfiction, Readers get their Mental Arms Around the Text</b></p>	<p>Good nonfiction readers preview texts. They survey parts of the text, paying attention to headings and topic sentences, and they use what they already know about the topic to think, "This part seems to be about .....and this other</p>	<p><b>Connection:</b> Ask students to bring a new book they anticipate reading today to the meeting area. Channel them to look over the books, connecting with the topic and generating questions. After,</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small</p>	<p><b>Everything Weather by Kathy Furgang</b></p>

	<p>part seems to be about..."</p>	<p>debrief the replicable parts of what you have just asked students to do, and setting up today's teaching point as a second thing readers do before they read.</p> <p><b>Teach and Active Engagement:</b> Rally students to take seriously the suggestion that they orient themselves to a nonfiction text before reading it by highlighting relevant reading research.</p> <p>Preview a nonfiction text, using knowledge of the topic to imagine how the text is apt to go. Recruit kids to function as researchers, chronicling what you do.</p> <p>Invite students to name the replicable work you have done previewing the book thus far.</p> <p>Demonstrate the process of previewing a page. Notice aloud what the headings might reveal about the upcoming text content.</p> <p><b>Link:</b> Repeat the teaching point, stressing that by previewing, readers generate</p>	<p>group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Introduce research on reading volume. Coach readers to reflect on their volume of reading and be sure they are holding texts that are good fits.</p>	
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		<p>a sense of the whole text. Point out that as they read, readers pause to think about whether they learned what they had anticipated or they were surprised.</p>		
<p><b>Day to Assess: Return pre-assessments to students: Study rubrics and learning progressions. Students set goals.</b></p>				
<p><b>Session 3: Text Structures Help Accentuate What Matters</b></p>	<p>Once good nonfiction readers move beyond previewing a text, they notice the way the text is organized. Expository texts have a few common structures: problem/solution, compare/contrast, cause/effect, and chronological.</p>	<p><b>Connection:</b> Give students an opportunity to share with others the work they did the previous night, using the divider page in their reader's notebook to represent themselves as nonfiction readers.</p> <p><b>Teach and Active Engagement:</b> Play a brief video, asking students to take notes about the most important information.</p> <p>Invite students to share their notes with their partners.</p> <p>Quickly remind student of typical nonfiction text structures. Play the video again, this time asking students to consider text</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Remind students of what they learned in third grade about teaching others, and given them a minute to finalize their teaching plans.</p> <p>Channel students into foursomes and</p>	<p><b>Everything Weather by Kathy Furgang</b></p>

		<p>structure while taking notes.</p> <p>Debrief in ways that make the work transferable. Support that transfer by reading aloud from the model text and asking students to listen for clues to the text structure.</p> <p><b>Link:</b> Send readers off with a charge to think about how nonfiction texts are structured, and also with a charge of self-assign their own goals for the workshop.</p>	<p>set them up so that one member of the foursome teaches, while the others listen carefully to learn.</p> <p>Ask readers to prepare for tomorrow's workshop by selecting a challenging text they want to work on reading over upcoming days.</p>	
<p><b>Session 4: Embracing the Challenge of Nonfiction Reading</b></p>	<p>There are a bunch of ways that nonfiction texts can be hard. Good readers know some of these ways and get themselves ready to tackle the hard parts.</p>	<p><b>Connection:</b> Tell readers that in many endeavors, there are signals that note when things become more challenging. Point out that sometimes nonfiction books are deceptive, looking easier than they are. Connect this to the work students will do with their challenging texts.</p> <p><b>Teach and Active Engagement:</b> Recruit kids to join in a study of what makes nonfiction texts challenging. Distribute passages that</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel readers to share the work they did today. Ask them to tell their partner what</p>	<p><b>Everything Weather by Kathy Furgang</b></p>

		<p>illustrate common challenges and rally small groups to analyze for sources of difficulty. After, gather ideas from students about what makes complex nonfiction hard. Add students' contributions to chart.</p> <p><b>Link:</b> Send kids off to read, encouraging them to not shy away from the challenges that nonfiction offers, but to notice and embrace those challenges.</p>	<p>work they did to tackle their challenge book and what strategies they used most.</p>	
<p><b>Session 5: The Challenges Posed by Texts that are Structured as Hybrids</b></p>	<p>Inquiry: What signals do authors give to readers to let you know when a part of a text should be read through the lens of story and when a part should be read through the lens of reading for information?</p>	<p><b>Connection:</b> Set children up for today's minilesson by reminding them of the text structure they've already done. After, ask partners to read famous quotes and figure out the structure each quote takes. Highlight that some nonfiction contains both expository and narrative parts. Explain that readers read both parts with a different lenses. The challenge is knowing which lense to use. Point out that authors usually signal a change in structure. Name the question that will guide your</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel readers to self assess how they synthesize nonfiction texts.</p>	<p><b>Several nonfiction texts that contain both narrative and expository parts.</b></p>

		<p>inquiry.</p> <p><b>Teach and Active Engagement:</b> Provide a brief explanation of how the inquiry will go before getting students started. Then convene students and highlight what you heard or have students share out their observations and construct a chart.</p> <p><b>Link:</b> Congratulate readers on beginning the challenging work of choosing the appropriate lenses to read through. Send them off to read, reminding them to draw on all they have learned.</p>		
<p><b>Session 6: Tackling Tricky Vocabulary through Reading, Notetaking, and Conversation</b></p>	<p>If Good readers look in and around new vocabulary words, they can often figure them out.</p>	<p><b>Connection:</b> Engage the students by sharing an example of the way another student reached to develop his or her vocabulary.</p> <p><b>Teach:</b> Provide students with an explanation of the broad mental work readers do to figure out the meaning of unknown words. Demonstrate your own reading work for the students, thinking aloud as</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Gather readers back to the</p>	<p><b>During: Everything Weather - passage "Here Comes the Sun" page 13</b></p>

		<p>you apply the strategy. Recap the work you've just demonstrated.</p> <p><b>Active Engagement:</b> Set students up to practice the strategy with you in the next sentence.</p> <p><b>Link:</b> Wrap up the lesson, reminding students that figuring out the meaning of unknown words is another one of the jobs they have as informational readers.</p>	<p>meeting area. Teach readers not to skip over the numbers, but to take the time to understand and appreciate the relevance of this information.</p>	
<p><b>Session 7: Summary Boot Camp</b></p>	<p>When good readers summarize nonfiction writing, you organize your summaries to include what is most important to the writer's topic--the writer's main idea and the key supporting details--while putting in your own words.</p>	<p><b>Connection:</b> Celebrate the word banks the students created for homework last night, and invite them to talk with their partner using the new words they are learning. Remind readers of the importance of summarizing and let them know that today will be a kind of boot camp to summarize nonfiction texts. Establish the justification for today's lesson: readers need the chance to practice complicated thinking work that, initially may seem rather rote.</p> <p><b>Teach and Active</b></p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Teach students to self-assess their work against a learning progression.</p>	<p><b>During: Everything Weather - passage "Here Comes the Sun" page 13</b></p>

**Engagement:** Remind readers what they have already learned about determining importance and then read a text that the class will summarize together, asking them to listen for what is most important. Make sure students can see the text, and channel them to reread to find the author's point, the most important main idea. Coach with lean prompts. Then convene the class, calling for suggestions as to the next part of the shared summary. Then channel partners to identify the text's structure, and then to reread to find supporting details the author provides for the main idea. Share answers.

Direct the class to take the shared main idea and supporting details to "write in the air" their own iteration of a summary.

**Link:** Send kids off to independent reading, reminding them to push themselves to fully understand a text every time they read. Ask them to try at least one

		written summary today.		
<p><b>Bend II: Lauching a Whole Class Research Project</b></p> <p><b>Session 8:</b></p>	<p>When people are part of a team-especially a team that has been given a problem to solve-the first challenge is to decide who will do what, when, and how. Good readers and researchers figure out a plan for how to get the job done.</p>	<p><b>Connection:</b> Channel readers to share the reflections they wrote last night for homework. Rally students to care about the topic you suggest they research for the upcoming bend by showing video clips that introduce the topic. Explain that students will work in teams. The teams goal is to learn a subtopic so as to teach it to others in a week's time.</p> <p><b>Teach:</b> Ask students to work with you, imagining the ways you might acquire knowledge about a new topic and make an action plan. Model getting familiar with your topic. Familiarize yourself with your resources and imagining the role of each team member.</p> <p><b>Active Engagement:</b> Channel students to function as researchers, naming what they saw you do as to generate a list of steps for getting started on a research project.</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel research teams to reread their notes through the lens of text structure.</p>	<p><b>Gather materials for research topics (books, articles, links to videos, etc.)</b></p>

		<p><b>Link:</b> Give students an opportunity to begin the same process with their basket of resources and research teams.</p>		
<p><b>Session 9:</b> <b>Synthesis</b></p>	<p>Good researchers read many texts about a subtopic. The researcher must read the second and third texts differently than the first. They keep notes and information from the first text in mind and then reads the second asking, "Does this add to what I've already learned?" Change what I learned?</p>	<p><b>Connection:</b> Invite students to share the resources they brought from home and to begin thinking about which team member will read which of those resources today. Remind readers of the synthesizing work they did last year, and explain to them they will be doing it again with a new layer of complexity.</p> <p><b>Teach and active Engagement:</b> Show how to synthesize two texts on the same topic. For the first text, show a snippet of video, asking students to cull out the portions relevant to the topic of causes of drought. Do this twice. Ask students to watch a snippet of video through the lens of cause of drought. Play the clip twice, the second time alongside a transcript, channeling kids to jot notes while you jot as well. Read an</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Channel kids to teach their research to team members. After one person teaches, encourage team members to talk more about the topic, adding on, connecting to what they've learned.</p>	<p><b>The Big Thirst by Charles Fishman</b></p>

		<p>excerpt from a second text on the same subtopic. Pause to summarize with the students what you just read. Channel partnerships to discuss how the information in this text adds to or changes what they already learned. Revise notes based on new information.</p> <p><b>Link:</b> Recap the work you've done together, providing concrete examples of synthesis. Set students up to continue their team research.</p>		
<p><b>Session 10:</b> <b>Reading Various Types of Texts</b></p>	<p>Readers, the nonfiction texts you are reading now are in different types. Good readers are wise to take a moment to think about the kind of text they are reading, so they can figure out how to read the text they are holding.</p> <p>Inquiry: In what ways do authors write nonfiction articles differently from nonfiction books? How do you read them differently?</p>	<p><b>Connection:</b> Remind students that one of the challenges when reading nonfiction texts is that many of them are structured in different ways.</p> <p><b>Teach and active Engagement:</b> <b>Distribute articles on drought. Partners will study the articles and answer inquiry question. Jot what you're hearing on a chart.</b></p> <p><b>Link:</b> Remind readers that they are going to encounter different texts while researching and ask themselves how they are</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Teams will share the work they did reorgazizing their work. Research teams will lay their notebooks on desks</p>	<p><b>None</b></p>

		different. Send students off to read, reminding to switch to a new subtopic.	and do a gallery walk in order to get ideas for their own work.	
<b>Session 11: Writing to Grow Research- Based Ideas</b>	Writing is a good way to get yourself thinking about what you are reading and learning.	<p><b>Connection:</b> Channel readers to grow a few ideas off their current nonfiction topics using some predictable thought prompts. Tell them that today they'll be growing more ideas in their nonfiction reading.</p> <p><b>Teach:</b> Tell kids that you will be giving "Dos and Don'ts of writing about reading then proceed to demonstrate a "don't" (writing in ungrounded generalizations) and a contrasting "do".</p> <p><b>Active Engagement:</b> Channel kids to assess the writing they did earlier in the mini-lesson based on their list of "Do's and Don'ts and to imagine how they'd revise it to improve it.</p> <p><b>Link:</b> Urge readers to try today's strategy anytime they research nonfiction texts, and also urge research teams to draw upon a repertoire of</p>	<p>Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Coach research teams to have collaborative conversations by guiding them to talk off of each other's ideas, using thought prompts as a scaffold.</p>	<b>None</b>

		strategies they have learned in the unit thus far.		
<b>Session 12: Don't Skip the Hard Stuff</b>	When researchers encounter complex, technical parts of their text, good readers tackle them head-on.	<p><b>Connection:</b> Share an anecdote about struggling to set up something complicated, and use it to illustrate that the difficulty came from trying to tackle dense, technical text.</p> <p><b>Teach:</b> Demonstrate for readers how you tackle hard, technical parts of a text by reading and pausing often to say what the text is teaching. Model how you use writing to better understand what a hard chunk of text is teaching. Debrief. Name the process you just went through in a transferable way.</p> <p><b>Active Engagement:</b> Channel readers to read another part of a technical text, and then pause, talking and writing to determine what that part of the text is teaching. Offer a tip: When reading difficult texts, readers study text features as closely as they study the text, working to determine what the features are teaching.</p>	<p>Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p><b>Share:</b> Alert readers that they will soon be teaching other research teams what they have learned, and to do so, teams need to prepare.</p>	<b>Everything Weather, pages 18 and 19</b>

		<p><b>Link:</b> Debrief what kids did so that they might try it with other texts on other days, and urge them to tackle the hard parts today and every day they read.</p>		
<p><b>Session 13: Celebration: Teaching one Another</b></p>	<p>Experts don't keep their expert knowledge to themselves. Instead they share this knowledge by teaching the people around them.</p>	<p><b>Connection:</b> Remind students of the ways they have taught one another. Now we will show off and share all they have learned in the research teams.</p> <p><b>Teach: Refer to the "To Teach Well" chart to help prepare for presentations. As you plan your teaching, refer to the "When Preparing for a Group Presentation, Think About..." chart.</b></p> <p><b>Active Engagement: Guide students to take a few minutes to practice. Prompt them to rehearse.</b></p> <p><b>Link:</b> Set up students up to go off to continue their preparations. They should make quick plans with their team. They will have 15 minutes to put their presentations together.</p>	<p>Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Presentation Practice</p> <p><b>Share:</b> Organize teams in ways that they can teach one another.</p>	<p><b>None</b></p>

LA.4.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
LA.4.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
LA.4.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.4.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.4.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
TECH.8.1.5.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.E	Students apply digital tools to gather, evaluate, and use information.
LA.4.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.4.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.4.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.4.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.4.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.4.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SCI.3-4.5.4.4.F

Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.

LA.4.SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

LA.4.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

LA.4.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

LA.4.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LA.4.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

LA.4.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

LA.4.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LA.4.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LA.4.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Fluency

Research to Build and Present Knowledge

Presentation of Knowledge and Ideas

- LA.4.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.4.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LA.4.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.4.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.4.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.4.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.4.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.4.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- LA.4.RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

## **Assessment**

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- Pre-assessment
- F and P Testing

- Map Scores
- Notebook Checks
- Reading Logs
- Post it Notes
- Write about Reading
- Student Learning Progression Rubrics
- Reading Goal Sheets
- Self Monitoring Reading Data Charts
- Post Assessment

## **Modifications**

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- If..Then Curriculum
- Modified rubrics
- Oral and written directions
- leveled reading groups
- Intervention groups
- Graphic organizers
- Anchor charts/ note pages

- Leveled text
- Extended time/ length of assessment

## **Resources**

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Content Area Leveled Libraries

Fiction Leveled Libraries

Non Fiction Leveled Libraries

Unit of Study Trade Pack: Unit 2: Grade 4 Read Alouds

- ***Hurricane and Tornado*** by Jack Challoner
- ***Weather*** by Kathy Furgang