## Grade 4 Unit 2 Mini Lesson 1

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Learning from Texts</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>Today I want to teach you that as you get older, you don't just read more nonfiction, you also read nonfiction differently. Grown-up nonfiction readers make a commitment to learning from a text, by making connection between what they already know and care about, and the text.</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Everything Weather by Kathy Furgang, a magazine of your choice, new nonfiction book baggies for students with an expository book or article you have selected (partners should have the same text)</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td><strong>Page #’s</strong></td>
<td>4-14</td>
</tr>
<tr>
<td><strong>Anchor Charts</strong></td>
<td>“To Read Nonfiction Well...”</td>
</tr>
</tbody>
</table>
**Grade 4 Unit 2 Mini Lesson 2**

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Learning from Texts</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to remind you that nonfiction readers preview texts. They survey the parts of the text, paying attention to heading and topic sentences, and they use what they already know about the topic to think, ‘This part seems to be about...and this other part seems to be about...’”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy quiero recordarles que los lectores de no ficción dan una vista previa a los textos. Ellos examinan las partes del texto, prestando atención al encabezado y a las frases temáticas, y utilizan lo que ya saben sobre el tema para pensar, 'Esta parte parece ser acerca de... y esta otra parte parece ser acerca de... &quot;</td>
</tr>
<tr>
<td>Text:</td>
<td>Everything Weather by Kathy Furgang</td>
</tr>
<tr>
<td>Standard:</td>
<td>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
<tr>
<td>Page #'s</td>
<td>15-25</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td>“To Read Nonfiction Well...”</td>
</tr>
</tbody>
</table>
# Grade 4 Unit 2 Mini Lesson 3

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Learning from Texts</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that once readers move beyond previewing expository texts to actually reading them, they often notice the way the text is organized. Expository texts have a few common structures: problem/solution, compare and contrast, cause and effect, and chronological.”</td>
</tr>
</tbody>
</table>

>Hoy quiero enseñarles que una vez que los lectores van más allá de la vista previa de los textos expositivos para realmente leerlos, a menudo ellos se dan cuenta de la forma en que el texto está organizado. Los textos expositivos tienen algunas estructuras comunes: problema/solución, comparar y contrastar, causa y efecto, y cronología."

<table>
<thead>
<tr>
<th>Text:</th>
<th>Everything Weather by Kathy Furgang</th>
</tr>
</thead>
</table>
| Standard:     | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
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.  
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.  
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. |
| Page #’s      | 27-36 |
| Anchor Charts | “Common Nonfiction Text Structures”  
“To Read Nonfiction Well...”  
“Researchers Take Notes that Follow the Structure of their Texts” (from Grade 3) |
| Additional Resources | “Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx” video |
## Grade 4 Unit 2 Mini Lesson 4

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Learning from Texts</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that there are a bunch of ways that nonfiction texts can be hard, and when you know some of these ways, you can get yourself ready to tackle the hard parts.”</td>
</tr>
<tr>
<td>Text:</td>
<td>&quot;A Sport&quot; (see link below) - copy chunks of this text for small groups of students (or another deliberately challenging nonfiction text)</td>
</tr>
</tbody>
</table>
| Standard:     | 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.  
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.  
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.  
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Page #’s      | 37-46                                  |
| Anchor Charts | “Common Nonfiction Text Structures”  
“To Read Nonfiction Well...”  
“What to Do if My Book Stops Making Sense (Tackle the Hard Parts)” |
| Additional Resources | “A Sport” text |
Grade 4 Unit 2 Mini Lesson 5

Unit of Study: Reading the Weather, Reading the World

Goal: Learning from Texts

Inquiry: “The question you’ll be exploring is this: ‘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?’

"La pregunta que ustedes van a explorar es la siguiente: ‘¿Qué señales dan los autores a los lectores para comunicarles cuándo una parte de un texto debe ser leída a través de la lente de la historia y cuándo una parte debe ser leída a través de la lente de la lectura para información?’"

Text: Several nonfiction texts (narrative & expository)
Print a number of hybrid texts from the online resources (See link below)

Standard:

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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.
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.
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.
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Page #'s 47-57

Anchor Charts
“Common Nonfiction Text Structures”
“Coding Nonfiction Texts: Signals Authors Use”
“To Read Nonfiction Well...”

Additional Resources

Videos:
- Science is For Everyone TED Talk link
- TED Talks to Watch With Kids link
- A Performance of "Mathemagic" TED Talk link

Hybrid Text Articles
Cross Text(s) Synthesis Learning Progression
## Grade 4 Unit 2 Mini Lesson 6

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading the Weather, Reading the World</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Learning from Texts</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that if readers look in and around new vocabulary words, you can figure them out.”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy quiero enseñarles que si los lectores ven dentro y alrededor de las palabras de vocabulario nuevas, ustedes pueden darles solución.&quot;</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Everything Weather by Kathy Furgang</td>
</tr>
</tbody>
</table>
| **Standard:**      | RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
  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.  
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  
  a. Read on-level text with purpose and understanding.  
  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
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.  
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **Page #’s**       | 58-67                                  |
| **Anchor Charts**  | “Figuring Out the Meaning of Unknown Words”  
  “To Read Nonfiction Well...” |
| **Additional Resources** | Word Solving, Building Vocabulary Learning Progression |
Grade 4 Unit 2 Mini Lesson 7

Unit of Study: Reading the Weather, Reading the World

Goal: Learning from Texts

Teaching point: “Today I want to teach you that when 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—all the while being careful to put this in your own words.”

"Hoy quiero enseñarles que cuando los lectores resumen textos de no ficción por escrito, ustedes organizan sus resúmenes para incluir lo que es más importante para el tema del escritor - la idea principal del escritor y los detalles de apoyo claves - al mismo tiempo teniendo cuidado de poner esto en sus propias palabras."

Text: Passage to display from Everything Weather by Kathy Furgang

Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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.
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.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Page #’s 68-78

Additional Resources Main Idea(s) and Supporting Details/Summary Learning Progression
Grade 4 Unit 2 Mini Lesson 8

Unit of Study: Reading the Weather, Reading the World

Goal: Launching a Whole-Class Research Project

Teaching point: “Today I want to teach you that when people are part of a team-and especially a team that has been given a problem to solve- the first challenge is to decide who will do what, when, and how. Although people think of rehearsal as something writers do to get ready for writing, rehearsal is actually something readers and team members do as well, as they figure out a plan for how to get a job done.”

“Hoy quiero enseñarles que cuando las personas son parte de un equipo - y especialmente un equipo al que se le ha dado un problema para resolver - el primer reto es decidir quién va a hacer qué, cuándo y cómo. Aunque la gente piensa en el ensayo como algo que hacen los escritores para estar listos para la escritura, el ensayo es en realidad algo que hacen los lectores y los miembros del equipo, además, configuran un plan de cómo lograr terminar el trabajo.”

Text: Sets of materials for each research team, including books, articles, links to videos, etc. on the team’s topic. Set of materials for the class topic (droughts).

Standard:
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- 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.
- 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.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Page #'s 80-91

Anchor Charts
- “To Research Well”
- “Researchers Take Notes that Follow the Structure their Texts” (from Grade 3)

Additional Resources Videos:
- Nat Geo “Hurricane Destruction” video link
- “Destructive Tornado” video link
- “9.0 Japanese Earthquake” video link
- “Tsunami Destroys Building” video link
Grade 4 Unit 2 Mini Lesson 9

Unit of Study: Reading the Weather, Reading the World

Goal: Launching a Whole-Class Research Project

Teaching point: “Today I want to remind you that when a researcher reads many texts about a subtopic, the researcher must read the second (and third) texts differently than the first. The researcher keeps notes and information from the first text in mind and reads the second text, asking, ‘Does this add to what I’ve already learned? Changed what I learned?’ The new text gets filed into mental files (or notes) from the first text.”

"Hoy quiero recordarles que cuando un investigador lee muchos textos sobre un tema secundario, el investigador debe leer el segundo (y tercero) de los textos de manera diferente al primero. El investigador mantiene notas e información del primer texto en mente y lee el segundo texto, preguntando, ¿Esto le añade a lo que ya he aprendido?, ¿Cambia lo que he aprendido? El nuevo texto se archiva en los archivos mentales (o notas) desde el primer texto."

Text: The Big Thirst by Charles Fishman - or another 2nd resource for information on your subtopic
Transcript of "Droughts 101" - each team will need a copy
"In the Grip of Epic Drought" (article link below)
"A Summer Scorcher" (article link below)

Standard: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
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.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Page #'s 92-104

Anchor Charts “To Research Well”
“Transitions: From Main Ideas to Citing a Text” (see text pg. 103)

Additional Resources Video:
"Droughts 101"
Articles:
Transcript of “Droughts 101”
“In the Grip of Epic Drought”
“A Summer Scorcher”
# Grade 4 Unit 2 Mini Lesson 10

**Unit of Study:** Reading the Weather, Reading the World  
**Goal:** Launching a Whole-Class Research Project  
**Teaching point:**

"Readers, the nonfiction texts you are reading now are coming in a huge variety of shapes and sizes, genres and structures. 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."

"Lectores, los textos de no ficción que están leyendo ahora vienen en una gran variedad de formas y tamaños, géneros y estructuras. Los lectores son prudentes al tomar un momento para pensar en el tipo de texto que están leyendo, para que puedan encontrar la manera de leer el texto que están sosteniendo."

**Text:**

Everything Weather by Kathy Furgang  
"In the Grip of Epic Drought" article link below  
"A Summer Scorcher" article link below

**Standard:**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
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.  
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.  
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.  
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.  
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Page #’s**  
105-109

**Anchor Charts**

“What Ways Do Authors Write Nonfiction Articles Differently from Nonfiction Books?” (see text pg. 107)
## Grade 4 Unit 2 Mini Lesson 11

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Launching a Whole-Class Research Project</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that writing is a good way to get yourself thinking about what you are reading and learning. It helps to think about parts of the topic, to ask, ‘What seems important about this?’ ‘How does this connect to what I know?’ And to write to explain things to yourself and others.”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>The Big Thirst by Charles Fishman</td>
</tr>
</tbody>
</table>
| **Standard:**      | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
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.  
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.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **Page #’s**       | 110-121 |
| **Anchor Charts**  | “Writing to Grow Ideas: Dos and Don’ts” (see text pg. 114-115)  
“Ways to Push Your Thinking” |
### Grade 4 Unit 2 Mini Lesson 12

**Unit of Study:** Reading the Weather, Reading the World

**Goal:** Launching a Whole-Class Research Project

**Teaching point:**

"Today I want to teach you that when researchers encounter complex, technical parts of their text, they tackle them head-on. They read (and sometimes reread) everything on the page closely, pausing after a chunk to think about what it’s teaching. Then, they talk or write to develop their ideas."

"Hoy quiero enseñarles que cuando los investigadores se encuentran con piezas complejas, técnicas de su texto, ellos las abordan de frente. Ellos leen (y a veces vuelven a leer) todo lo de la página cercana, haciendo una pausa después de una parte para pensar acerca de lo que se está enseñando. Luego, ellos hablan o escriben para desarrollar sus ideas."

**Text:** Maps and Graphs to add into each research team’s book bins

**Standard:**

- **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - 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.

- **RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- **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.

- **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.

- **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.

- **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.

**Page #'s** 122-132

**Anchor Charts**

- “To Read Nonfiction Well…”
- “When Preparing for a Group Presentation, Think About…”
# Grade 4 Unit 2 Mini Lesson 13

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading the Weather, Reading the World</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Launching a Whole-Class Research Project</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that experts live in the world differently. They don’t keep their expert knowledge to themselves. Instead, they share this knowledge by teaching the people in their communities.”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy quiero enseñarles que los expertos viven en el mundo de manera diferente. Ellos no mantienen su conocimiento experto para ellos mismos. En vez de eso, comparten este conocimiento enseñando a la gente en sus comunidades.&quot;</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>No text</td>
</tr>
</tbody>
</table>
| **Standard:**      | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
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.  
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.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Page #’s**       | 133-136 |
| **Anchor Charts**  | “When Preparing for a Group Presentation, Think About...” |
# Grade 4 Unit 2 Mini Lesson 14

**Unit of Study:** Reading the Weather, Reading the World  

**Goal:** Tackling a Second Research Project with More Agency and Power  

**Teaching point:** "Today I want to teach you that researchers often shift from studying one example of something to studying a second example of that same thing. It is powerful to learn about the second example through the lens of thinking, ‘How is this similar to what I already know? How is this different?’"

"Hoy quiero enseñarles que los investigadores a menudo pasan de estudiar un ejemplo de algo al estudio de un segundo ejemplo de esa misma cosa. Es de gran importancia aprender sobre el segundo ejemplo a través de la lente de pensar, ‘¿Cómo es esto similar a lo que ya sé?, ¿Cómo es diferente?’"

**Text:** Book bins of books for research teams: earthquakes, tsunamis, hurricanes, tornadoes, drought, floods (can be the same collections of books used earlier in this unit)

**Standard:** RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
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.  
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.  
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.  
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Page #’s** 138-148  

**Anchor Charts**  
"Researching a Second Example"  
"Phrases We Can Use When Comparing and Contrasting Information"
Grade 4 Unit 2 Mini Lesson 15

**Unit of Study:**  
Reading the Weather, Reading the World

**Goal:**  
Tackling a Second Research Project with More Agency and Power

**Teaching point:**  
“Today I want to teach you that to develop expertise on a topic, nonfiction readers go from learning about specific related topic (such as tornadoes or floods) to learning about their bigger field of knowledge (extreme weather). As a researcher’s focus gets bigger, the researcher thinks more about patterns and relationships.”

"Hoy quiero enseñarles que para desarrollar conocimientos sobre un tema, los lectores de no ficción van desde el aprendizaje sobre temas específicos relacionados (como tornados o inundaciones) al aprendizaje acerca de su más amplio campo de conocimiento (clima extremo). A medida que el enfoque de un investigador se hace más grande, el investigador piensa más en los patrones y relaciones." 

**Text:**  
Everything Weather by Kathy Furgang - project “What is a Tornado?”  
Hurricane & Tornado by Jack Challoner - project “Tsunami” section  
"Katrina Strikes" article (Link below)  
"Fast-Moving Water" article (Link below)

**Standard:**  
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
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.  
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.  
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.  
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.  
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Page #’s**  
149-158

**Anchor Charts**  
“Phrases We Can Use When Comparing and Contrasting Information”  
“Researching a Second Example”
<table>
<thead>
<tr>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Katrina Strikes&quot; article</td>
</tr>
<tr>
<td>&quot;Fast-Moving Water&quot; article</td>
</tr>
</tbody>
</table>
Grade 4 Unit 2 Mini Lesson 16

**Unit of Study:** Reading the Weather, Reading the World

**Goal:** Tackling a Second Research Project with More Agency and Power

**Teaching point:** “Today I want to teach you that when you move from one subtopic to another, it is like taking two sticks and rubbing them together. When you take your two topics and research further, it ‘sparks’ new questions. As you move from topic to topic, you can think, ‘What questions does this spark for me?’”

"Hoy quiero enseñarles que cuando ustedes pasan de un sub-tema a otro, es como tomar dos palos y frotarlos. Cuando ustedes toman sus dos temas e investigan más allá, nuevas preguntas 'destellan'. Al pasar de un tema a otro, ustedes pueden pensar, '¿Qué preguntas destella esto para mí? "

**Text:**

- *Hurricane & Tornado* by Jack Challoner - “Deadly Droughts” section, p. 47
- Bins of research books

**Standard:**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Page #’s** 159-171

**Anchor Charts**

- "Researching a Second Example"
- "Ways to Push Your Thinking"
- "Techniques for Writing to Grow Ideas"

**Additional Resources**
- "Making Fire With Sticks" video link
- Read Aloud “What Do You Do with an Idea?”
Grade 4 Unit 2 Mini Lesson 17

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Tackling a Second Research Project with More Agency and Power</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that readers can come to texts with their own agendas. At times readers’ agendas may match how the text is organized and intended to be read, but sometimes readers’ agendas run counter to how text are organized. In those time, readers organize the information they learn in the way that best fits with their own agenda.”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy quiero enseñarles que los lectores pueden venir a los textos con sus propias agendas. A veces las agendas de los lectores pueden coincidir en cómo se organiza el texto y el propósito de leer, pero a veces las agendas de los lectores difieren en cómo se organiza el texto. En esas ocasiones, los lectores organizan la información que aprenden en la forma que mejor se ajusta a su propia agenda.&quot;</td>
</tr>
<tr>
<td>Text:</td>
<td>Enlarge pages 18 and 19 from <em>Everything Weather</em> by Kathy Furgang</td>
</tr>
<tr>
<td></td>
<td>Texts related to students’ research topics</td>
</tr>
<tr>
<td>Standard:</td>
<td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td></td>
<td>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<tr>
<td></td>
<td>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>Page #’s</td>
<td>172-182</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td>“Researching a Second Example”</td>
</tr>
<tr>
<td></td>
<td>“Common Nonfiction Text Structures”</td>
</tr>
</tbody>
</table>
## Grade 4 Unit 2 Mini Lesson 18

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Tackling a Second Research Project with More Agency and Power</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that researchers become experts by evaluating the credibility and trustworthiness of their sources.”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy quiero enseñarles que los investigadores se convierten en expertos mediante la evaluación de la credibilidad y la confiabilidad de sus fuentes.&quot;</td>
</tr>
<tr>
<td>Text:</td>
<td><em>Everything Weather</em> by Kathy Furgang</td>
</tr>
<tr>
<td></td>
<td>Research book bins</td>
</tr>
<tr>
<td>Standard:</td>
<td>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td></td>
<td>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<td></td>
<td>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>Page #'s</td>
<td>183-193</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td>“Questions Researchers Ask About Their Sources”</td>
</tr>
<tr>
<td></td>
<td>“Researching a Second Example”</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>&quot;U.S. Drought Monitor&quot; link</td>
</tr>
</tbody>
</table>
Grade 4 Unit 2 Mini Lesson 19

Unit of Study: Reading the Weather, Reading the World

Goal: Tackling a Second Research Project with More Agency and Power

Teaching point: “Today I want to teach you that nonfiction readers think about the decisions nonfiction writers make—the way those authors seem to want us to think or feel about a topic. This is especially important when reading several texts about the same, or similar topics.”

"Hoy quiero enseñarles que los lectores de no ficción piensan acerca de las decisiones que los escritores de no ficción hacen—la manera en que estos autores parecen querer que pensemos o sintamos acerca de un tema. Esto es especialmente importante en la lectura de varios textos acerca los mismos temas, o de temas similares."

Text: Hurricane & Tornado, p. 47 - “Deadly Droughts”
"Drought Rearranges Kingdoms" article (see link below)
2 texts from each research team’s research bins marked with Post-it notes

Standard:
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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Page #'s 194-203

Anchor Charts Three column chart (see text pg. 198-199)
“Phrases We Can Use When Comparing and Contrasting Information”

Additional Resources "Drought Rearranges Kingdoms" article
## Grade 4 Unit 2 Mini Lesson 20

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Tackling a Second Research Project with More Agency and Power</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today, I want to teach you that readers study texts to find out what techniques or craft moves an author uses to achieve his or her goals.”</td>
</tr>
<tr>
<td></td>
<td>&quot;Hoy, quiero enseñarles que los lectores estudian textos para averiguar qué técnicas o trabajos usa un autor para lograr sus objetivos.&quot;</td>
</tr>
<tr>
<td>Text:</td>
<td>Hurricane &amp; Tornado, p. 47 - “Deadly Droughts” - enlarged, copied for each group, or projected so students can see it</td>
</tr>
</tbody>
</table>
| Standard:     | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
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| Page #’s      | 204-208 |
**Grade 4 Unit 2 Mini Lesson 21**

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Reading the Weather, Reading the World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Tackling a Second Research Project with More Agency and Power</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today we will celebrate the teaching and learning that has happened across the unit.” “Hoy vamos a celebrar la enseñanza y el aprendizaje que ha pasado a lo largo de la unidad.”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>No text</td>
</tr>
</tbody>
</table>
| **Standard:**      | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
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| **Page #’s**       | 209-213 |