

UNIT OF STUDY

Title: Main Idea		Subject/Course: Reading Unit 6		Length: 4 weeks	
Topic: Main Idea		Grade: 4		Designer: Dollinger, Tanner, Reed	
UNIT GOALS AND EXPECTATIONS					
IMPORTANT CONCEPTS: <ul style="list-style-type: none">Identifying the main idea helps a reader understand the main concepts of a passage.The main idea of a non fiction passages helps a reader locate information easily			ESSENTIAL QUESTIONS: <ul style="list-style-type: none">How can identifying the main idea help the reader understand the passage?How can inferring the Main idea help the reader understand the passage?		
STUDENT LEARNING EXPECTATIONS: R.9.4.12 – Summarize content of selection, identifying important ideas and providing details for each important idea R.10.4.6 – Use graphic organizers, including main idea/detail maps and outlines to make meaning of reading selection R.10.4.14 – Identify language and literary devices, including tone IR.12.4.1 – Formulate questions about a specific topic IR.12.4.5 – Use text formats and organizing tools as an aid in constructing meaning IR.12.4.6 – Make generalizations and draw conclusions bases on the research of a topic			IR.12.4.7 – Develop notes W.4.4.1 – Organize writing to convey a central idea W.4.4.2 – Focus on one aspect of a topic W.4.4.5 – Develop drafts by categorizing ideas, organizing them into paragraphs into larger units of texts W.4.4.7 – Write several related paragraphs on the same topic		
SPECIFIC DECLARATIVE KNOWLEDGE Identify the plot Infer the theme Identify the topic Infer the tone Infer character traits Be able to draw conclusions Identify supporting details			SPECIFIC PROCEDURAL KNOWLEDGE <ul style="list-style-type: none">Identify main idea for fiction/non fictionConstruct a topic sentenceIdentify supporting detailsUse character traits to identify main idea		

UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<ul style="list-style-type: none"> • Writing a paragraph with topic sentences and support • Open response identifying main ideas and supporting details • RAFT 	
Traditional Assessments: TLI	Other Evidence of Learning: Graphic Organizers Everyday writing

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Before Reading <ol style="list-style-type: none"> 1. Teacher will show sub heading in social studies text to identify main idea and support 2. Introduce anchor pieces of non fiction text 3. Teacher will introduce a graphic organizer that resembles a bridge 4. Teacher will introduce vocabulary words: plot, theme, topic, tone During Reading <ol style="list-style-type: none"> 1. Students will use Social Studies trade books to identify Main Idea and supports using the bridge graphic organizers 2. Students will identify the plot, and tone of fiction anchor pieces 3. Students will begin drawing conclusions after identifying Main Idea and supports 4. Students will construct an expository piece After Reading <ol style="list-style-type: none"> 1. Students will continue the writing process using their expository piece 2. Students will continue to draw conclusions on their individual books and record in response journal 	www.librarything.com Eve Bunting-Fly Away Home www.readinglady.com Focus Books Peter Golbach-Teammates Patricia Polocco-Pink N Say
Career Connections	
judge	