

## UNIT OF STUDY

Title: Summarizing	Subject/Course: Reading Unit 7	Length:
Topic:	Grade: 4	Designer: Dollinger, Tanner, Reed
UNIT GOALS AND EXPECTATIONS		
IMPORTANT CONCEPTS: Summarizing helps students take the main idea and supporting details to determine relevant information.  Summarizing helps students remember key pieces of information in non fiction texts.	ESSENTIAL QUESTIONS: How can I take only the relevant information out of a passage? How does relevant information help me understand the passage?	
STUDENT LEARNING EXPECTATIONS: R.9.4.10 – Sort relevant and irrelevant information based on the purpose of reading R.9.4.12 – Summarize content of selection, identifying important ideas and providing details for each important idea R.10.4.8 – Read a variety of informational texts, including comparative formats		
SPECIFIC DECLARATIVE KNOWLEDGE  Summarize reading selections Identify relevant information from a variety of text Identify irrelevant information when reading and writing Infer the main idea from a variety of text	SPECIFIC PROCEDURAL KNOWLEDGE  Students will summarize passages using main idea and supporting detail and eliminate irrelevant information in both fiction and non fiction passages.	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)		
Open response prompt requiring students to summarize a passage, main idea and supporting detail. Fiction and non Fiction passages Create a book jacket		

Traditional Assessments:  TLI	Other Evidence of Learning: Graphic organizers-Bridge with Support
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p><b>Before Reading</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to the bridge with supports graphic organizer</li> <li>2. Teacher will model the graphic organizer using both fiction and non fiction passages</li> <li>3. Students will practice eliminating irrelevant information</li> </ol> <p><b>During Reading</b></p> <ol style="list-style-type: none"> <li>1. Teacher will continue to model graphic organizer slowly releasing students to complete them.</li> <li>2. Students will practice turning graphic organizers into paragraphs</li> <li>3. Students will continue to eliminate irrelevant information from passages</li> </ol> <p><b>After Reading</b></p> <ol style="list-style-type: none"> <li>1. Students will use knowledge attained to correctly identify Main Idea in TLI and Benchmark Assessments</li> <li>2. Students will use knowledge attained to correctly identify the correct summary in assessments</li> <li>3. Students will create a book jacket emphasizing the summary portion of the book</li> <li>4. Open Responses (Benchmark Style) will be given emphasizing both multiple choice and Open Response with both fiction and non fiction passages.</li> </ol>	<p>Graphic Organizer (Bridge)</p> <p>Internet: Edhelper Focus Books</p>
<b>Career Connections</b>	
Reporter	