**Performance Task Target Standard:**

* **Writing 4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* **Science Standard 5, Objective 4b:** Describe how the behavior and adaptations of Utah mammals help them survive winter (e.g., obtaining food, building homes, hibernation, migration)

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| **Text #1: *Animal Adaptations***<http://www.nps.gov/cany/learn/education/upload/FourthGrade_Animals.pdf> (page 1-2) |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What are examples of animals that adapt? R.I. 4.1
* Using the information in the text, where might the mule deer live? R.I. 4.1
* How do powerful jaws help the mountain lion survive? R.I. 4.1
* How do mule deer escape their predators? R.I. 4.1

**Key Ideas and Details**

* Why do animals adapt? R.I. 4.1
* What are the main ideas of the text? R.1. 4.2
* What details support the main idea? R.I. 4.2

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What does “herbivores” mean? R.I. 4.4
* What does “forage” mean? R.I.4.4

**Structure**

* What text structure is used? R.I.4.5
* How does this organization help the reader? R.I. 4.5

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* How does the image of the mule deer support the author’s description of the mule deer’s adaptations? R.I.4.7
* How does the text support the author’s idea about adaptations “make an organism more suited to its environment”? Use evidence from the text to support your examples. R.I.4.7

**Intertextual Connections Integration of Knowledge and Ideas**

* What other animals can you think of that adapt?

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| **Learning Task #1:** Choose one animal from the table and summarize how it adapts to the environment. (DOK 2) |

*Scaffolding to accomplish learning task #1:* As students read the text, they will fill in the graphic organizer (below) to represent the different adaptations that animals use.

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| **Animal** | **Adaptation 1** | **Adaptation 2** | **Adaptation 3** |
| Beaver |  |  |  |
| Mule Deer |  |  |  |
| Mountain Lion |  |  |  |
| Eagle |  |  |  |
| Canada Geese |  |  |  |

**Instructional Sequence**

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| **I Do:** After the class reads the text and discusses it using the text-dependent questions (like those above), the teacher will model how to gather information to fill in the graphic organizer with students for the beaver. **We Do:** On the mule deer, the teacher will ask students to find examples of adaptations that could be added to the graphic organizer. Teacher will helps students to evaluate their examples and select appropriate ones to add to their organizers. **Ya’ll Do:** As students become more capable with the process, they can work in partners to complete the other animals with teacher prompting and support. For example, after reading the mountain lion paragraph, partner one will explain two adaptations of the mountain lion to partner 2. Then, Partner 2 will underline those two examples in the text and find at least one more example and share it with partner 1. Then partner 1 and 2 will work together to paraphrase the information and fill in the graphic organizer. Repeat process with other animals. **You Do:** Students will do the eagle/Canada geese and fill in the graphic organizer. **Summary Writing:** Students will then respond in writing to the following prompt: Using your graphic organizer, choose one animal and write a 3-5 sentence summary paragraph describing the animal and the adaptations it uses to adapt to its environment.  |

**Standards Addressed**

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| **R.I. 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **R.I. 4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| **R.I. 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*. |
| **R.I. 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. |
| **R.I. 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. |
| **R.I. 4.8:** Explain how an author uses reasons and evidence to support particular points in a text. |
| **R.I. 4.10:** By the end of 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. |
| **W 4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| **W 4.8** 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. |
| **S.L. 4.1A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| **S.L. 4.1B:** Follow agreed-upon rules for discussions and carry out assigned roles. |
| **S.L. 4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **S.L. 4.3** Identify the reasons and evidence a speaker provides to support particular points. |

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| **Text #2: *Wonderful Wetland***<http://www.schools.utah.gov/CURR/science/OER/Grade4RS.aspx> (pgs. 79-83) |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* Where would wetlands found? R.I.4.1
* What are the benefits of wetlands? R.I.4.2
* How do different animals adapt to the wetland environment? R.I.4.1
* Describe how a beaver builds a dam and the effect it has on the environment. R.I.4.1
* What makes the Great Salt Lake a challenging environment for most animals to survive? R.I.4.2

**Key Ideas and Details**

* Describe the main physical characteristics of wetlands. R.I.4.2
* How do wetlands support the survival of animals such as muskrats, moose, tiger salamanders? R.I.4.1
* Which animals survive the cold by hiding? migrating? R.I.4.3
* How do the animals of the Great Salt Lake adapt to the environment? R.I.4.2

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What does “webbed” mean? R.I.4.4
* Explain “marsh”. R.I.4.4

**Structure**

* What is the overall structure of this text? R.I.4.5
* How do the subheadings help the reader understand the text?

**Author’s Craft**

* What effect does the author’s use of vivid language in the opening paragraph have on the reader?

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* How do the images support the text? R.I.4.7
* How does the author provide evidence to support that the wetland environment of the Great Salt Lake is a harsh environment? R.I.4.8

**Intertextual Connections Integration of Knowledge and Ideas**

* Compare the adaptations of the great blue heron and that of the Canadian geese (in the Animal Adaptation). R.I.4.9

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| **Learning Task #2:** (DOK 2) Students will use the summary paragraph from the previous lesson to extend upon by incorporating headings and images to support their text.  |

**Instructional Sequence**

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| **I Do:** The teacher will model how to use headings, subheadings, and images help us to better understand the text. **We Do:** The teacher will ask students to explain how the heading “Wonderful Wetlands” helped them understand what the text was about. Next, the teacher will model with the following summary paragraph how he/she would incorporate headings, subheadings, and images to support the text and the reader.**Example Summary Paragraph**Living on sea ice, the polar bear has some very special adaptations. It has a dense, white coat to keep it warm. The polar bear has sharp, carnivorous teeth for eating its prey and fur that covers almost its entire body to protect it from the cold. Surprisingly, the polar bear has black skin under its white fur. The black skin helps it to stay warm. All of these adaptations make the polar bear well-adapted for life in the arctic.**Ya’ll Do:** In partners, students will use the following summary paragraph to create headings, subheadings, and images they would use to enhance the text to support the reader.**Example Summary Paragraph**The mule deer has certain adaptations to help survive from its predators. For example, the position of the mule deer’s eyes allows it to see in every direction. If a predator is near, they can halt their movement and freeze. Their zigzag running technique assists them in escaping danger when a predator is chasing them. The speed and agility of the mule deer is a helpful adaptation for its survival. **You Do:** Students will use their previous written summary and add appropriate headings, subheadings, and images to support their text and the reader.  |

**Standards Addressed**

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| **R.I. 4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.**R.I.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. |
| **R.I. 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*. |
| **R.I. 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. |
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| **Performance Task** (DOK 4) |

After reading “Animal Adaptations”, “Winter is Coming” and “Wonderful Wetlands” describe how animals adapt to their environment. Cite evidence from the text to support your descriptions.