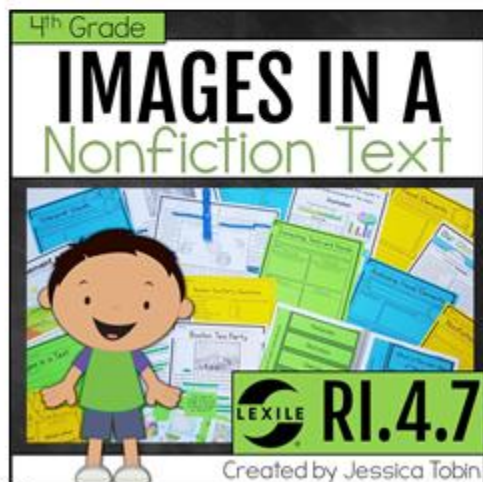


RI.4.7

This ELA unit provides resources to use while teaching the standard **RI.4.7**, which states that **students will be able to "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."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Lexiled™ Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Lexiled™ Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

The image displays a collection of educational cards and worksheets for 4th-grade students, focusing on visual literacy and multimedia interpretation. The cards are designed to be cut out and used as manipulatives or reference materials.

Visual Elements Cards:

- Visual Elements Cut & Paste:** A card with a scissors icon and the text "Cut and sort each label with its matching definition." It includes a section for "Visual Elements" and a section for "Interpret Visuals".
- Visual Element #1:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Visual Element #1" and a section for "Interpret Visuals".
- Visual Element #2:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Visual Element #2" and a section for "Interpret Visuals".
- Visual Element #3:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Visual Element #3" and a section for "Interpret Visuals".
- Visual Element #4:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Visual Element #4" and a section for "Interpret Visuals".

Other Cards:

- Timelines:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Timelines" and a section for "Interpret Visuals".
- Diagrams:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Diagrams" and a section for "Interpret Visuals".
- Photograph:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Photograph" and a section for "Interpret Visuals".
- Maps:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Maps" and a section for "Interpret Visuals".
- Charts & Graphs:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Charts & Graphs" and a section for "Interpret Visuals".
- Illustration:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Illustration" and a section for "Interpret Visuals".
- Interpret Visuals:** A card with a magnifying glass icon and the text "As a group, identify and interpret examples of this visual element. Think about what this visual element contributes to a text." It includes a section for "Interpret Visuals" and a section for "Interpret Visuals".
- Multimedia:** A card with a magnifying glass icon and the text "Good readers interpret animation." It includes a section for "Multimedia" and a section for "Interpret Visuals".
- Our Changing Earth:** A card with a magnifying glass icon and the text "Earth is a giant puzzle." It includes a section for "Our Changing Earth" and a section for "Interpret Visuals".
- Our Changing Earth (Interactive):** A card with a magnifying glass icon and the text "Earth is a giant puzzle." It includes a section for "Our Changing Earth" and a section for "Interpret Visuals".

The cards are designed to be cut out and used as manipulatives or reference materials. They include various icons, text, and images to help students understand and interpret visual information.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Task Cards for Any Text

Instructional Passages

Card 1
Explain:
What are 6 types of visual elements you may find in a nonfiction text?

Card 2
What are 6 types of visual elements you may find in a nonfiction text?

Card 3
How does the author use visual elements in the text?

Card 4
What is the visual communicating?

Card 5
Interpret the information from the visual. What is the visual communicating?

Card 6
Interpret the information from the visual. What is the visual communicating?

Card 7
Interpret the information from the visual. What is the visual communicating?

Card 8
Why did the author choose the visual elements they used?

Card 9
Which other visual elements could contribute to the text?

Card 10
Which other visual elements could contribute to the text?

Card 11
Which other visual elements could contribute to the text?

Card 12
Which other visual elements could contribute to the text?

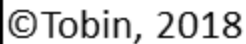
Passages:
A Balanced Diet
Seasons
Boston Tea Party Questions
Heat Through Solids
Heat Through Space
Heat Through Fluids

Graphic Organizers:
A Balanced Diet
Seasons
Boston Tea Party Questions
Heat Through Solids
Heat Through Space
Heat Through Fluids

Notebook Templates:
A Balanced Diet
Seasons
Boston Tea Party Questions
Heat Through Solids
Heat Through Space
Heat Through Fluids

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You're also provided with **passages** that will help guide instruction, as well as **graphic organizers, task cards, and interactive notebook templates** to use with any read-aloud or independent practice text.



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

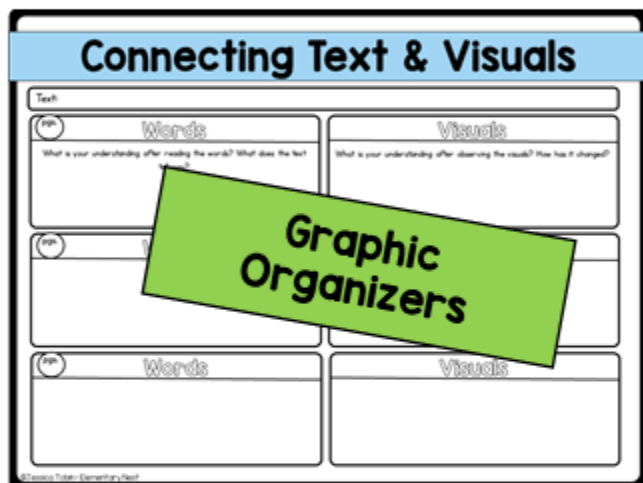
- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.



Boston Tea Party

In 1773, a group of colonists dressed as Native Americans boarded three British ships that were docked in Boston Harbor. The men lifted the 342 chests of tea and threw them overboard into the water, destroying the entire shipment. *But why?* you ask. Read on to discover the events that led to this protest which has become known as "The Boston Tea Party". To start at the beginning, Colonial America was founded and colonized by the people of Britain. When it came to ruling Colonial America, Britain was still in charge. The colonists were supposed to obey the laws imposed on them by the British. But the colonists didn't like the laws. There were representatives from each colony in the British Parliament. But the colonists weren't allowed to elect their own representatives. They wanted to elect their own representatives.

For over a decade, the British had imposed a series of taxes on the colonists for everyday items. In 1763, the British called for a tax on all goods imported into the colonies. This was quickly called the Stamp Act in 1766, a tax on printed papers, and the Townsend Acts in 1767, which taxed glass, lead, paints, and tea.

People started boycotting British tea and

The illustration shows a large crowd of people on a ship, throwing chests of tea overboard. The scene is set in a harbor with other ships in the background.

Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

The collage features several overlapping documents. On the left, a worksheet titled 'Visual Elements in a Text' lists four questions about visual elements. In the center, a worksheet titled 'How to Make an Origami Dog' provides instructions for creating an origami dog. To the right, a worksheet titled 'Birds of Prey' discusses the characteristics of raptors. A large green key titled 'Key Provided for Assessment' is prominently displayed in the foreground. In the background, a diagram of a bird's head is visible, showing its beak and eyes.

Visual Elements in a Text

1. How can a visual element help a text?

a) by giving the reader more information
b) by giving the reader more context
c) to show a different opinion
d) to confuse the reader

2. Which is not an example of a visual element?

a) map
b) caption
c) illustration
d) diagram

3. What information could a visual element provide?

a) a visual element could provide information about the text.
b) a visual element could provide information about the author.
c) a visual element could provide information about the topic.
d) a visual element could provide information about the genre.

4. What is the purpose of a visual element?

a) to provide information about the text.
b) to provide information about the author.
c) to provide information about the topic.
d) to provide information about the genre.

How to Make an Origami Dog

Making origami can be lots of fun! If you want to begin the process with you have a regular piece of 85X11 paper (Make a Square Sheet). I like to start facing upward, so that it is simpler to fold. Step 1: Fold the paper in half by bringing the bottom corner, creating a triangle. Step 2: Fold the triangle in half by bringing the top corner down to the bottom corner. Step 3: Unfold your last step, so that the triangle has a crease down the middle. Step 4: It's time to give our pup a triangle down so that a portion of the triangle is visible. Step 5: Bring up the nose! Take the bottom point of your original triangle and fold it upward. Step 6: Give your origami dog a face. Draw eyes and a nose. Your origami dog and you are finished!

5. Define the word appearing: Support

6. Explain how the diagram contributes to your understanding of the text.

7. Which of the following attributes is not a characteristic of a raptor?

a) Keen eyesight b) Strong talons
c) Sharp beak d) Long wings

8. Describe how keen eyesight may be beneficial to a raptor. Support with evidence from the text and visuals.

9. Explain how the image of the eagle contributes to your understanding of the text. Support with evidence from the text and visuals.

10. A. What type of visual element is this? B. Interpret the information. Explain how this visual element is trying to communicate a message.

Birds of Prey

There are more than 10,000 species of birds on the earth. Some of these birds belong to a category called raptors. Although these animals are called "birds of prey", they are actually predators. So, what makes a raptor?

Keen Eyesight

Birds are vital to a bird's survival. Some birds have keen eyesight that can reach into a flower for nectar. Raptors have keen eyesight that can reach into a flower for nectar. Raptors have keen eyesight that can reach into a flower for nectar. Raptors have keen eyesight that can reach into a flower for nectar.

Talons

Most birds of prey have three talons that extend from the base of the foot. This creates a foot that can grip prey. The bird's leg and toe muscles are incredibly strong. They also have incredibly accurate depth perception.

Eyesight

As predators, birds of prey need excellent eyesight. The size of a raptor's eye is proportional to the size of its body. Raptors have two concentrations of cones, which are responsible for capturing moving objects.

Raptors, eagles, falcons, buzzards, and owls are all birds of prey. They have keen eyesight that can reach into a flower for nectar. They have keen eyesight that can reach into a flower for nectar. They have keen eyesight that can reach into a flower for nectar. They have keen eyesight that can reach into a flower for nectar.


Key Provided for Assessment

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Informational Domain

4th Grade Reading Informational
RI BUNDLE



4th Grade
INFERENCES & Details in Nonfiction

4th Grade
MAIN IDEA & Key Details

4th Grade
CONNECTIONS in Nonfiction Texts

4th Grade
UNKNOWN WORDS & Context Clues

4th Grade
STRUCTURES in Nonfiction Texts

4th Grade
FIRST & SECOND ACCOUNTS in Nonfiction

4th Grade
IMAGES in Nonfiction

4th Grade
AUTHOR'S REASON & Supporting Information

4th Grade
INTEGRATING Information

Created by Jessica Tobin

All 6 ELA Domains

ALL-YEAR ELA 4th Grade

-or-

4th Grade Language **BUNDLE**

4th Grade RL Literature **BUNDLE**

4th Grade RI Informational **BUNDLE**

4th Grade **SPEAKING & Listening**

4th Grade RF Foundational Skills **BUNDLE**

4th Grade Common Core **WRITING BUNDLE**

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