



Southern Lehigh School District

UbD Curriculum Template

Course: 4th grade ELA
Teacher Team: 4th grade teachers

Unit: Unit 1- Puzzles and Mysteries

Grades: 4
Date: June, 2016

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <i>Adaptation and flexibility</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> • ELA PA Core State Standards CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. -Read on-level text with purpose and understanding. -Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Effective readers utilize strategies to intentionally interact with the text in order to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.</i> 2. <i>Effective writers convey ideas, thoughts, and feelings, using various organizational patterns, language, and literary techniques, based on their audience and purpose for writing.</i> 3. <i>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</i> 4. <i>A common theme in mysteries is to expect the unexpected or that some things defy explanation in our world.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ol style="list-style-type: none"> 1. <i>Students will use the comprehension skills and strategies while reading for other classes and their personal selections.</i> 2. <i>Students will transfer their knowledge of the writing traits to each of the modes of writing and will produce writing that effectively addresses the intended task, purpose, and audience.</i> 3. <i>Students will interact with peers using appropriate speaking and listening skills in all academic areas.</i>
	<p style="text-align: center;">Essential Questions</p>
	<p>What thought-provoking questions will foster inquiry, meaning making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>R - How do strategic readers create meaning from informational and literary text? Is there an explanation for everything?</i></p> <p><i>W- How do we develop into effective narrative writers?</i></p> <p><i>G- How can the knowledge of language help us to communicate and understand?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g. chronology, Comparison, cause/effect, problem/solution.)</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.</p> <p>CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.4.L Read and comprehend literary</p>	<p>6. What facts should students know and be able to use to gain further knowledge? <i>Reading-Context clues can be used to determine the meaning of unknown words.</i> <i>-Greek and Latin roots and affixes, such as -ist, -ism, in-, im-, aqua, and dict, can be used to determine the meaning of unknown words.</i> <i>Writing-There are 6 writing traits in effective writing- ideas, organization, word choice, voice, sentence fluency, and conventions .</i> <i>There are 3 modes of writing- narrative, informational, and persuasive.</i> <i>-Indentations indicate the beginning of a new paragraph.</i> <i>-New paragraphs are started when there is a change of: setting, time period, speaker, topic or event; or to produce a dramatic effect.</i> <i>Grammar-Nouns are a person, place, thing or idea.</i> <i>-Verbs show actions or link the subject to a description of the subject.</i> <i>-Adjectives describe a noun.</i> <i>-A pronoun is a word that takes the place of a noun in a sentence.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Tier 2 Vocabulary- compare/contrast, visualize, clarify, summarize, analyze, evidence, investigate, essay, similar, inferences, determine, describe, interpret, recognize, explain, summarize, conclusion</i> <i>Tier 3 Vocabulary- beakers, test tubes, microscopes, bunsen burner, CO2 gas, aquarium, enchanted, surface, canopy, wet season, sonar, salamander, amphibians, reptiles, exhibit, alliteration, idiom, hyperbole, similes, metaphors, figurative language, onomatopoeia, main idea, text structure, text features, transitional words</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate? <i>E04.A-K.1.1.1 -Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text</i> <i>E04.A-K.1.1.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text</i> <i>E04.A-K.1.1.3 - Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g. a character's thoughts, words, or actions.)</i> <i>E04.A-C.2.1.1 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i> <i>E04.A-C.3.1.1 - Compare and contrast the treatment of similar themes and topics(e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures</i> <i>E04.A-V.4.1.1 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</i> <i>a. use context(e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature</i> <i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</i> <i>E04.A-V.4.1.2 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> <i>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</i> <i>c. Demonstrate understanding of words by relating</i></p>

<p>nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a</p>	<p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>-Some things are not easily explained in our world.</i></p> <p><i>-Students should read actively, using strategies to help comprehend the story.</i></p> <p><i>-The text's genre affects the reader's purpose for reading.</i></p> <p><i>-There are different modes of writing and purposes behind them.</i></p>	<p><i>them to their antonyms and synonyms.</i></p> <p><i>E04.B-K.1.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p><i>E04.B-K.1.1.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text</i></p> <p><i>E04.B-C.2.1.2 - Describe the overall structure(e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</i></p> <p><i>E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.</i></p> <p><i>E04.B-C.3.1.3 Interpret text features (e.g. headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</i></p> <p><i>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</i></p> <p><i>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</i></p> <p><i>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p><i>c. Demonstrate understanding of words by relating them to their antonyms and synonyms.</i></p> <p><i>E04.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds</i></p>
---	--	--

<p>narrator and/or characters.</p> <p>CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U With some guidance and support, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>		<p><i>naturally to support the writer's purpose.</i></p> <p><i>E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.</i></p> <p><i>E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.</i></p> <p><i>E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p><i>E04.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.</i></p> <p><i>E04.D.1.1.1 Use relative pronouns (e.g. who, whose, whom, which, that) and relative adverbs (e.g. where, when, why).</i></p> <p><i>E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag.)</i></p> <p><i>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><i>E04.D.1.1.7 Correctly use frequently confused words (e.g. to, too, two; there, their, they're).</i></p> <p><i>E04.D.1.2.1 Use correct capitalization.</i></p> <p><i>E04.D.1.2.4 Spelling grade-appropriate words correctly.</i></p> <p><i>E04.D.2.1.1 Choose words and phrase to convey ideas precisely.</i></p> <p><i>E04.D.2.1.2 Choose punctuation for effect.</i></p> <p><i>E04.D.2.1.3 Choose words and phrases for effect.</i></p> <p><i>Grammar skills addressed- Identifying nouns, verbs, and adjectives in sentences.</i></p> <p><i>-Identifying subjects and predicates in sentences.</i></p> <p><i>-Identifying if a group of words is a complete sentence, is a run-on or sentence fragment.</i></p> <p><i>-Use correct subject and relative pronouns when writing a sentence.</i></p>
---	--	--

<p>CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing and clear pronunciation.</p> <p>CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</p> <p>Math PA Core State Standards</p> <ul style="list-style-type: none"> • PA Content Standards 		<p><i>Writing Traits:</i></p> <p><i>Conventions: punctuation, spelling, commonly confused words, capitalization</i></p> <p><i>Ideas and Content:</i></p> <p><i>Organization:</i></p>
--	--	--

Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration</i></p> <p><i>Creative and Innovation</i></p>	<p><i>Examples include but are not limited to:</i></p> <p><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Book Reports- These will demonstrate students' application of the comprehension skills to their personal book selections.</i></p> <p><i>Personal Narratives- Students will apply the writing traits to their narrative writing.</i></p>
	<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p>

	List the assessments: <i>Vocabulary and Comprehension skills quizzes, including written responses, Grammar and Spelling quizzes</i>
--	--

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Class discussion, questioning, small group guided-reading, spot-checks of classwork, exit tickets, student self-assessment, teacher observation • What are potential rough spots and student misunderstandings? Reading- Confusion of synonyms and antonyms Background knowledge of the Amazon region, including the existence of pink dolphins, The differences between reptiles and amphibians Writing- Staying focused on a manageable topic, Incorporating only important details, Capitalizing the word I, using punctuation marks at the end of sentences Grammar- Mixing up the parts of speech, difficulties with irregular plural nouns and irregular verb tenses • How will students get the feedback they need? Small group and class discussion, Teacher feedback on classwork and from observations, Writing conferences,
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p>	<p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment,</i></p>

	<p>* Use Day 1 Text-based Comprehension Mini-Passage to introduce comprehension skill.</p> <p>* Teach active reading strategies for marking the text while reading</p> <p>* Teach the use of context clues to determine the meaning unknown words while reading. Review synonyms and antonyms. Explain that they serve as context clues in the sentence.</p> <p>*Introduce the selected vocabulary words</p> <p>*Introduce the word analysis skills- Suffixes= -ian, -ist, -ism; Prefixes= im-, in-; Latin Roots= - aqua, dict</p> <p>* Use graphic organizers to reinforce comprehension skills (ie. story map, plot diagram, Venn diagram)</p> <p>* Introduce literacy devices alliteration, idioms and hyperbole during the Gasping Garbage story; onomatopoeia during El Encantado</p> <p>*Teach 1st and 3rd person point of view, compare Seaman's point of view to</p>	<p><i>maps, translator, calculators)</i></p> <p>Pearson Reading Street- Book 4.2</p> <p>-Case of the Gasping Garbage,</p> <p>-Encantado: Pink Dolphin of the Amazon, Mysterious Animals</p> <p>- Encyclopedia Brown, Young Detectives of Potterville Middle School</p> <p>Guided Reading Books, Sleuth Books, Scholastic News</p> <p>Student Chromebooks, Doc cameras, Pearson SuccessNet, Spelling City.com</p>	<p>DIBELS, Beginning of the Year Benchmark Assessment in Reading and Writing, Scholastic Reading Inventory, Fresh Reads for Fluency and Comprehension (Running Records), Graphic Organizers, Exit Tickets, Scholastic News questions, Worksheets, Spelling Pre-tests</p>
--	--	--	--

	<p>that of the narrator in the historical side bars.</p> <ul style="list-style-type: none">* Small group work- Sleuth stories, guided reading stories*Mini-lessons for each writing trait, Students write in their Interactive journals focusing on each trait*Mini-lesson on when to start new paragraphs, Students edit a story to determine where the paragraph markers should be placed*Grammar mini lessons on common and proper nouns; mini lessons on singular and plural nouns*Grammar mini lessons on pronouns (relative and subject)*Grammar mini lessons on adjectives*Grammar mini lessons on fragments and run-ons*Grammar mini lessons on verbs (action and linking) and subject and predicate* Spelling- Introduce skill, Activities from Spelling		
--	---	--	--

	City.com, Differentiated activities such as whiteboard practice, worksheets, word sorts		
--	---	--	--



Southern Lehigh School District

UbD Curriculum Template

Course: **4th grade ELA**
 Teacher Team: **4th grade teachers**

Unit: **Unit 2 - Adventures West**

Grades: **4**

Date: **June, 2016**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> • ELA PA Core State Standards CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. -Read on-level text with purpose and understanding. -Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.3.4.A Determine a theme of a text from details in the text; summarize the 	<p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Effective readers utilize strategies to intentionally interact with the text in order to comprehend, interpret, and analyze fiction, nonfiction, drama, and poetry.</i> 2. <i>Effective writers convey ideas, thoughts and feelings, using various organizational patterns, language, and literary techniques, based on their audience and purpose for writing.</i> 3. <i>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</i> 4. <i>There are different environments and cultures within our country.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ol style="list-style-type: none"> 1. <i>Students will use the comprehension skills and strategies while reading for other classes and their personal selections.</i> 2. <i>Students will transfer their knowledge of the writing traits to informational writing and will produce writing that effectively addresses the intended task, purpose, and audience.</i> 3. <i>Students will interact with peers using appropriate speaking and listening skills in all academic areas.</i>
	Essential Questions
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>R- How do strategic readers create meaning from fictional stories?</i> <i>What can we learn from new people and new places?</i> <i>R/W - How do we develop into effective informational writers?</i> <i>G - How can the knowledge of language help us to communicate and understand?</i></p>
	Acquisition

<p>text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B Identify and introduce the</p>	<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge? <i>Reading - Figurative language enhances a story. Author's write for different purposes. Fictional writing follows a structure. The theme of a story is the underlying meaning of the text.</i> <i>Writing - There are 6 traits in effective writing - ideas/content, organization, word choice, voice, sentence fluency, conventions. There are 3 modes of writing - narrative, informational, persuasive. The purpose of informational writing is to increase the understanding of the reader.</i> <i>Grammar - Verbs show action or link a subject to a description of a subject. There are different verb tenses that must be used. Subjects and verbs must agree for a sentence to be grammatically correct. An adverb describes a verb. A prepositional phrase consists of a preposition and a noun, pronoun, gerund, or clause.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Tier 2 Vocabulary: summarize, clarify, analyze, evidence, essay, conclusion, refer, determine, describe, compare & contrast, demonstrate, recognize, explain, interpret, introduce, link, provide, form, ensure, choose</i> <i>Tier 3 Vocabulary: pioneer, settlers, territories, foreign, plot, frontier, mesa, plains, dialect, siesta, por favor, caballero, similes and metaphors, imagery</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>There are many cultures that influence people around the world.</i> <i>Students should read actively using strategies to help comprehend the story.</i></p>	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate? <i>E04.A-K.1.1.1 - Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text</i> <i>E04.A-K.1.1.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text</i> <i>E04.A-K.1.1.3 - Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g. character's thoughts, words, or actions.)</i> <i>E04.B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i> <i>E04.A-C.3.1.1 - Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures</i> <i>E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</i> <i>E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</i> <i>E04.A-V.4.1.1 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</i> <i>a. use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature</i> <i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</i></p>
--	---	--

<p>topic clearly.</p> <p>CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize</p>	<p><i>The text's genre affects the reader's purpose. Informational writing is written to provide new knowledge, explain a process, or develop a concept.</i></p>	<p><i>E04.A-.V.4.1.2 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>a. Explain the meaning of similes and metaphors in context.</i></p> <p><i>c .Demonstrate understanding of words by relating them to their antonyms and synonyms.</i></p> <p><i>E04.B-K.1.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</i></p> <p><i>E04.B-K.1.1.3 - Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</i></p> <p><i>E04.B-V.4.1.1 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</i></p> <p><i>E04.C.1.2.1 Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.</i></p> <p><i>E04.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p><i>E04.C.1.2.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</i></p> <p><i>E04.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E04.C.1.2.5 Provide a concluding statement or section related to the information or explanation presented.</i></p> <p><i>E04.D.1.1.1 Use relative pronouns (e.g., who, whose,</i></p>
--	--	--

information, and provide a list of sources.

CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.4.E Differentiate between contexts that require formal English versus informal situations.

CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.

[Math PA Core State Standards](#)

- [PA Content Standards](#)

whom, which, that) and relative adverbs (e.g., where, when, why).

E04.D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).

E04.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

E04.D.1.1.5 Form and use prepositional phrases.

*E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.**

E04.D.1.2.1 Use correct capitalization.

E04.D.1.2.4 Spell grade-appropriate words correctly.

*E04.D.2.1.1 Choose words and phrases to convey ideas precisely.**

*E04.D.2.1.2 Choose punctuation for effect.**

*E04.D.2.1.3 Choose words and phrases for effect.**

E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.

E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented.

Grammar skills that will be taught:

- using verbs properly (progressives, tenses, linking/helping, and modal auxiliaries.*
- use subject - verb agreement.*
- use modal auxiliaries*
- identifying adverbs and relative adverbs.*
- using prepositional phrases correctly.*

		<p><i>Writing Traits:</i> <i>Conventions: punctuation, spelling, commonly confused words, capitalization</i> <i>Ideas and Content: research and support topic with appropriate details</i> <i>organization: use an introduction, 3 body paragraphs, and a concluding paragraph</i> <i>Word Choice: use a variety of words correctly to enhance meaning</i></p>
--	--	--

Stage 2 – Evidence									
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning								
<p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Research and Information Fluency</i> <i>Digital Citizenship</i> <i>Communication and Collaboration</i> <i>Creative and Innovation</i></p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Features of the Southwest - Students will present to the class about a feature of the Southwest TM p. 136 - 137 (The Horned Toad Prince) Students will be expected to use appropriate volume and intonation while presenting. The students will also be required to actively listen to their peers. - These presentations will demonstrate students understanding of the physical features and will connect to the importance of a story's setting.</i></p> <p><i>Newspaper Article - Students will write newspaper articles in which they inform readers about a current event. Students will be expected to apply the 6 traits of writing and grammar skills taught. - This writing piece will demonstrate students' understanding of the 6 writing traits and the informational mode of writing.</i></p> <p><i>Pennsylvania Book Page - Students will select a letter and topic to write an informational ABC book page to use for Social Studies class. This page will teach others new facts or information about Pennsylvania. Students will be expected to use the computer to research and publish a final copy. - This writing piece will demonstrate students understanding of topic selection, research, the writing process, and publishing their work using the computer.</i></p> <tr> <th colspan="2" data-bbox="537 1317 2018 1354">OTHER SUMMATIVE ASSESSMENTS—can include factual recall</th> </tr> <tr> <td colspan="2" data-bbox="537 1354 2018 1393"> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> </td> </tr> <tr> <td colspan="2" data-bbox="537 1393 2018 1432"> <p>List the assessments:</p> </td> </tr> <tr> <td colspan="2" data-bbox="537 1432 2018 1495"> <p><i>-Vocabulary and comprehension quizzes, including written responses, grammar & spelling quizzes</i></p> </td> </tr>	OTHER SUMMATIVE ASSESSMENTS—can include factual recall		<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p>		<p>List the assessments:</p>		<p><i>-Vocabulary and comprehension quizzes, including written responses, grammar & spelling quizzes</i></p>	
OTHER SUMMATIVE ASSESSMENTS—can include factual recall									
<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p>									
<p>List the assessments:</p>									
<p><i>-Vocabulary and comprehension quizzes, including written responses, grammar & spelling quizzes</i></p>									

Stage 3 – Learning Plan			
NETS for Students	Learning Activities		Progress Monitoring/Formative Assessment
<p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Research and Information Fluency</i> <i>Digital Citizenship</i> <i>Communication and Collaboration</i> <i>Creative and Innovation</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 		<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Class discussion, questioning, small group guided reading, spot-checks of classwork, exit tickets, student self-assessment, teacher observation • What are potential rough spots and student misunderstandings? Reading - Background knowledge of American History in Lewis and Clark and Me, Spanish vocabulary in Horned Toad Prince & Coyote School News. Writing - Selecting a reasonable topic, only using important details, capitalizing proper nouns and at the beginning of a sentence, using appropriate paragraphing, using punctuation at the end of sentences. Grammar - Using correct helping verb, identifying modal auxiliaries, and using correct subject-verb agreement understanding the use of prepositional phrases. • How will students get the feedback they need? Small group & class discussion, teacher feedback on classwork & observations, check ins and conferencing (writing)
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>*Use Day 1 Text Based Comprehension Mini-Passage to introduce comprehension skill</p>	<p>List resources required <i>(examples include but are not limited to laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i> Reading Street textbooks 4.1 - 4.2</p>	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Spelling Pretests, Fresh reads for Fluency & Comprehension, Graphic Organizers, Exit Tickets,</p>

	<p>*Use active reading strategies for marking the text while reading</p> <p>*Introduce thick and thin questions in order for students to ask questions before, during, & after reading</p> <p>*Introduce the selected vocabulary words</p> <p>*Introduce the word analysis skill (suffixes -or/-er, compound words, word origins, related words)</p> <p>*Use graphic organizers to reinforce comprehension skills (story map, web, t-chart)</p> <p>*Introduce literary device (personification during Lewis and Clark and Me)</p> <p>*Introduce literary devices (simile & metaphors in Coyote School News)</p> <p>*Compare & Contrast The Horned Toad Prince and The Princess & the Frog (movie) using a Venn diagram</p> <p>*Compare & Contrast The Horned Toad Prince and The Fox & the Tiger</p>	<p>Main Selection - Lewis and Clark and Me Guided Reading books</p> <p>Main Selection - The Horned Toad Prince Paired Selection - The Fox and the Tiger Movie - The Princess & the Frog</p> <p>Main Selection - Coyote School News Sleuth : Metro City News</p> <p>Main Selection - Cliffhanger Guided Reading books</p> <p>Reader's Theater Anthology Unit 5 - To Go with the Flow</p> <p>Scholastic News, Guided Reading books, SpellingCity.com, PearsonSuccessNet.com, Interactive writing notebooks, SpartanDocs, and student Chromebooks</p>	<p>Scholastic News questions, worksheets</p>
--	--	--	--

	<ul style="list-style-type: none">*Small group work (Sleuth books, guided reading books *Introduce the mode of informational writing. *Complete informational mini lessons on ideas and content, word choice, and organization & have students write in their ELA notebooks *Peer edit/revise writing *Write a newspaper article *Write an ABC book page for a topic on Pennsylvania (Social Studies) *Grammar mini lesson fragments and run-ons. *Grammar mini lesson on progressive verb tense, helping verbs, and modal auxiliaries. *Grammar mini lesson on subject-verb agreement and pronoun-antecedent agreement *Grammar mini lesson on adverbs and relative adverbs *Grammar mini lesson on prepositional phrases *Introduce the spelling skill,		
--	--	--	--

	activities from SpellingCity.com, differentiated spelling activities (white boards, worksheets, word sorts)		
--	---	--	--



Southern Lehigh School District

UbD Curriculum Template

Course: **ELA**
Teacher Team: **4th grade**

Unit: **Unit 3 - Patterns in Nature**

Grades: **4**
Date: **June, 2016**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> • ELA PA Core State Standards CC.1.1.4.D - Know and apply grade-level phonics and word analysis skills in decoding words: <ul style="list-style-type: none"> - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multi-syllabic words CC.1.1.4.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> - Read on-level text with purpose and understanding. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary CC.1.2.4.B - Refer to details and 	<p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Effective readers utilize strategies to intentionally interact with the text in order to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.</i> 2. <i>Effective writers convey ideas, thoughts, and feelings, using various organizational patterns, language, and literary techniques, based on their audience and purpose for writing.</i> 3. <i>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</i> 4. <i>It is important to understand patterns effectively in reading and writing.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ol style="list-style-type: none"> 1. <i>Students will use the comprehension skills and strategies while reading for other classes and their personal selections.</i> 2. <i>Students will transfer their knowledge of the writing traits to each of the modes of writing and will produce writing that effectively addresses the intended task, purpose, and audience.</i> 3. <i>Students will interact with peers using appropriate speaking and listening skills in all academic areas.</i>
	Essential Questions
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>R - How do strategic readers create meaning from informational and literary text?</i> <i>What is the importance of understanding patterns?</i></p> <p><i>W- How do we develop into effective persuasive writers?</i></p> <p><i>G- How can the knowledge of language help us to communicate and understand?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>examples in text to support what the text says explicitly and make inferences</p> <p>CC.1.2.4.C - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text</p> <p>CC.1.2.4.E - Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution)</p> <p>CC.1.2.4.F - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language</p> <p>CC.1.2.4.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.2.4.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A - Determine a theme of a text from details in the text; summarize</p> <p>CC.1.3.4.B - Cite relevant details from text to support what the text says explicitly and make inferences</p> <p>CC.1.3.4.F - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language</p>	<p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Reading-Context clues can be used to determine the meaning of unknown words.</i></p> <p><i>-Greek and Latin roots and affixes, such as bio, phon, graph, struct, script, and scribe can be used to determine the meaning of unknown words.</i></p> <p><i>Writing-There are 6 writing traits in effective writing- ideas, organization, word choice, voice, sentence fluency, and conventions .</i></p> <p><i>There are 3 modes of writing- narrative, informational, and persuasive.</i></p> <p><i>-Indentations indicate the beginning of a new paragraph.</i></p> <p><i>-New paragraphs are started when there is a new idea introduced.</i></p> <p><i>Grammar-Commas are used in a series of three or more nouns and verbs. Compound sentences use conjunctions. Dependent and independent clauses are used in complex sentences.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier 2 Vocabulary - visualize, generalize, draw conclusions, analyze, evidence, determine, inference, describe, interpret, explain, summarize, predict, conclude, compare/contrast, define.</i></p> <p><i>Tier 3 Vocabulary - hyperbole, personification, equinox, chemicals, scales, pressure, atmosphere, thermometer, barometer, cumulus, stratus, cirrus</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>-Some things follow patterns.</i></p> <p><i>-Students should read actively, using strategies to help comprehend the story.</i></p> <p><i>-The text's genre affects the reader's purpose for</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>E04.A-K.1.1.1 -Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text</i></p> <p><i>E04.A-K.1.1.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text</i></p> <p><i>E04.C.1.1.1 - Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i></p> <p><i>E04.C.1.1.2 - Provide reasons that are supported by facts and details.</i></p> <p><i>E04.C.1.1.3 - Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i></p> <p><i>E04.C.1.1.4 - Provide a concluding statement or section related to the opinion presented.</i></p> <p><i>E04.D.1.2.3 - Use a comma before a coordinating conjunction in a compound sentence.</i></p> <p><i>E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.</i></p> <p><i>E04.A-C.3.1.1 - Compare and contrast the treatment of similar themes and topics(e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures</i></p> <p><i>E04.B-C.3.1.2 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i></p> <p><i>E04.A-V.4.1.1 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</i></p> <p><i>a. use context(e.g. definitions, examples, or</i></p>

<p>CC.1.3.4.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.3.4.J - Acquire and use accurately grade-appropriate conversational , general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</p> <p>CC.1.3.4.K - Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.4E - Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>CC.1.4.4.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.G - Write opinion pieces on topics or texts</p> <p>CC.1.4.4.H - Introduce the topic and state an opinion on the topic</p> <p>CC.1.4.4.I - Provide reasons that are supported by facts and details</p> <p>CC.1.4.4.J - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion</p> <p>CC.1.4.4.K - Choose words and phrases to convey ideas precisely</p> <p>CC.1.4.4.L - Demonstrate a grade-appropriate command of the</p>	<p><i>reading.</i></p> <p><i>-There are different modes of writing and purposes behind them</i></p>	<p><i>restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</i></p> <p><i>E04.B-K.1.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</i></p> <p><i>E04.B-K.1.1.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text</i></p> <p><i>E04.B-K.1.1.3 - Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</i></p> <p><i>E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</i></p> <p><i>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p><i>E04.D.1.2.1 Use correct capitalization.</i></p> <p><i>E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.</i></p> <p><i>E04.D.1.2.4 Spell grade-appropriate words correctly.</i></p> <p><i>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</i></p> <p><i>E04.D.2.1.2 Choose punctuation for effect.</i></p> <p><i>E04.D.2.1.3 Choose words and phrases for effect.</i></p> <p><i>E04.B-C.2.1.2 - Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text</i></p> <p><i>Grammar skills to be taught:</i></p> <ul style="list-style-type: none"> <i>-use conjunctions with a comma</i> <i>-use commas in a series</i> <i>-identify and use compound sentences</i> <i>-identify and use dependent and independent clauses in complex sentences</i> <i>-identify and use interjections and tag questions</i>
--	---	--

<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.4.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts</p> <p>CC.1.4.4.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>CC.1.4.4.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.4.A - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly</p> <p>CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points.</p> <p>CC.1.5.4.G - Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content</p> <p>Math PA Core State Standards</p> <ul style="list-style-type: none"> • PA Content Standards 		<p><i>-identify commas in dialogue</i></p> <p><i>Writing Traits:</i></p> <p><i>Conventions: punctuation, spelling, commonly confused words, capitalization</i></p> <p><i>Ideas and Content: focus on 3 reasons and support for each using research and background knowledge</i></p> <p><i>Organization: include an introduction, 3 body paragraphs, and a conclusion</i></p> <p><i>Sentence Fluency - begin to include compound and complex sentences in writing</i></p> <p><i>Word Choice: use more descriptive words correctly, and use transition words related to opinion writing</i></p> <p><i>Voice: use convincing language to persuade the reader</i></p>
---	--	---

Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
NETS—National Educational Technology Standards; i.e., the	<i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits,</i>

<p>standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration Creative and Innovation</i></p>	<p><i>dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Students will give a Book Talk to the class -The purpose of a book talk is to “sell” the book you just read. Think of it as a commercial or movie trailer for the book. You will create a 2-3 minute talk about a book that includes just enough plot, character, setting, and conflict information to interest other students in the classroom. The main purpose of a book talk is to grab an audience’s attention and make them want to read the book.</i></p>
	<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p>
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <p><i>Vocabulary and Comprehension skills quizzes, including written responses, Grammar and Spelling quizzes</i></p>

Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Class discussion, questioning, small group guided-reading, spot-checks of classwork, exit tickets, student self-assessment, teacher observation • What are potential rough spots and student misunderstandings? Reading- Confusion of Latin and Greek word parts, understanding the use of exaggeration Writing- Selecting a manageable topic for a persuasive piece, using convincing details, using paragraphing correctly. Grammar- Understanding the difference between a dependent and independent clause, using commas correctly in a series, using conjunctions with correct punctuation • How will students get the feedback they need? Small group and class discussion, Teacher feedback on classwork and from observations, Writing

	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ul style="list-style-type: none"> * Use Day 1 Text-based Comprehension Mini-Passage to introduce comprehension skill. * Teach active reading strategies for marking the text while reading * Teach the use of context clues to determine the meaning unknown words while reading. Review synonyms and antonyms. Explain that they serve as context clues in the sentence. *Introduce the selected vocabulary words *Introduce the word analysis skills- bio, phon, graph, struct, srib, script * Use graphic organizers to reinforce comprehension skills (ie. story map, plot diagram, fact & opinion chart) * Introduce literacy devicessimile in How the 	<p>List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Pearson Reading Street- Book 4.1</p> <p>Main Selection -The Man Who Named the Clouds</p> <p>Main Selection - How the Night Came from the Sea</p> <p>Paired Selection - Sleuth: The Story of the Seasons or The Ant and the Bear</p> <p>-Eye of the Storm</p> <p>-Paul Bunyon</p> <p>Guided Reading Books, Sleuth Books, Scholastic News</p> <p>Student Chromebooks, Doc cameras, Pearson SuccessNet, Spelling City.com</p>	<p>conferences</p> <p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>DIBELS, Scholastic Reading Inventory, Fresh Reads for Fluency and Comprehension (Running Records), Graphic Organizers, Exit Tickets, Scholastic News questions, Worksheets, Spelling Pre-tests, ELA notebook</p>
--	---	---	---

Night Came to the Sea, and hyperbole in Paul Bunyon

*Teach 1st and 3rd person point of view - How the Night Came from the Sea

* Small group work- Sleuth stories, guided reading stories

*Mini-lessons for ideas and content and organization of persuasive writing and features

*Mini-lesson on Voice and point of view in persuasive writing

*Continuing reinforcing conventions skills

*Peer edit/revise writing

*Grammar mini lesson on commas used in a series

*Grammar mini lesson on compound sentences and conjunctions

*Grammar mini lesson on commas in dialogue

*Grammar mini lesson on introductory elements, tag questions, and interjections

*Grammar mini lesson on

	<p>complex sentences (dependent and independent clauses)</p> <p>* Spelling- Introduce skill, Activities from Spelling City.com, Differentiated activities such as whiteboard practice, worksheets, word sorts</p>		
--	---	--	--



Southern Lehigh School District

UbD Curriculum Template

Course: **4th grade ELA**
Teacher Team: **4th grade teachers**

Unit: **Unit 4- Reaching for Goals**

Grades: **4**
Date: **June, 2016**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> • ELA PA Core State Standards CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. -Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.4.E Read with accuracy and fluency to support comprehension. -Read on-level text with purpose and understanding. -Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Effective readers utilize strategies to intentionally interact with the text in order to comprehend, interpret, and analyze fiction, non-fiction, drama, and poetry.</i> 2. <i>Effective writers convey ideas, thoughts, and feelings, using various organizational patterns, language, and literary techniques, based on their audience and purpose for writing.</i> 3. <i>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</i> 4. <i>Setting and working toward goals is a valuable life skill.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ol style="list-style-type: none"> 1. <i>Students will use the comprehension skills and strategies while reading for other classes and their personal selections.</i> 2. <i>Students will transfer their knowledge of the writing traits to each of the modes of writing and will produce writing that effectively addresses the intended task, purpose, and audience.</i> 3. <i>Students will interact with peers using appropriate speaking and listening skills in all academic areas.</i>
	Essential Questions
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>R - How do strategic readers create meaning from informational and literary text? What does it take to achieve our goals?</i></p> <p><i>W- How do we develop into effective narrative writers?</i></p> <p><i>G- How can the knowledge of language help us to communicate and understand?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C Explains events, procedures, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause/effect, problem/solution.)</p> <p>CC.1.2.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level readign and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.4.A Determine a theme of a text from details in the text; summarize the</p>	<p>6. What facts should students know and be able to use to gain further knowledge? <i>Reading-Context clues can be used to determine the meaning of unknown words.</i> <i>-Latin roots, such as "dur" and "ject" can be used to determine the meaning of unknown words.</i> <i>Writing-There are 6 writing traits in effective writing- ideas, organization, word choice, voice, sentence fluency, and conventions.</i> <i>Writers use dialogue to enhance narrative writing.</i> <i>Grammar- Quotation marks indicate a character is speaking when writing dialogue.</i> <i>Complete sentences contain a subject and predicate.</i> <i>Writers need to maintain consistent verb tense in a paragraph.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Tier 2- summarize, clarify, analyze, resolve, patience, leadership, cooperation, endurance, evidence, essay, generalize, conclusion, explicitly, inferences,</i> <i>Tier 3- hurdle, rival, confident, barrier, athletic, artistic, boarding school dormitory, reservation, society, manual, character, setting, event, drama, main idea, figurative language, similes and metaphors, idioms, text structure, chronology, cause/effect, compare/contrast, problem/solution, text features, dialogue</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>-Setting goals and striving to reach them is valuable in our world.</i> <i>-Students should read actively, using strategies to help comprehend the story.</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate? <i>E04.A-K.1.1.1 - Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text</i> <i>E04.A-K.1.1.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</i> <i>E04.A-K.1.1.3 - Describe in depth a character, setting, or event in a story, drama or poem, drawing on specific details in the text (e.g. a character's thoughts, words, or actions.)</i> <i>E04.A-V.4.1.1 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies</i> <i>a. use context(e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature</i> <i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</i> <i>E04.A-V.4.1.2 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> <i>a. Explain the meaning of similes and metaphors in context.</i> <i>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</i> <i>E04.B-K.1.1.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</i> <i>E04.B-K.1.1.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text</i> <i>E04.B-K.1.1.3 - Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or</i></p>

<p>text.</p> <p>CC.1.3.4.B Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p>CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.4.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.</p>	<p><i>-The text's genre affects the reader's purpose for reading.</i></p> <p><i>-The purpose and audience for narrative writing affects the author's word choice and voice.</i></p>	<p><i>technical text, including what happened and why, based on specific information in the text.</i></p> <p><i>E04.B-C.2.1.2 - Describe the overall structure(e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</i></p> <p><i>E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</i></p> <p><i>c. Determine the meaning of general academic and domain-specific words or phrases used in a text.</i></p> <p><i>E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>a. Explain the meaning of similes and metaphors in context.</i></p> <p><i>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</i></p> <p><i>E04.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</i></p> <p><i>E04.C.1.3.2 Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.</i></p> <p><i>E04.C.1.3.3 Use a variety of transitional words and phrases to manage the sequence of events.</i></p> <p><i>E04.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></p> <p><i>E04.C.1.3.5 Provide a conclusion that follows from</i></p>
---	---	---

<p>CC.1.4.4.O Use dialogue and descriptions to develop experiences or events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.Q Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.4.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.U With some guidance and support, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific</p>		<p><i>the narrated experiences or events.</i></p> <p><i>E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.</i></p> <p><i>E04.D.1.2.4 Spell grade appropriate words correctly</i></p> <p><i>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</i></p> <p><i>E04.D.2.1.2 Choose punctuation for effect.</i></p> <p><i>E04.D.2.1.3 Choose words and phrases for effect.</i></p> <p><i>E05.D.1.1.2 Form and use the perfect verb tenses (e.g. I had walked, I have walked, I will have walked).</i></p> <p><i>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions. E05.D.1.1.4 - Recognize and correct inappropriate shifts in verb tense.</i></p> <p><i>E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><i>E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</i></p> <p><i>E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p><i>E04.D.1.2.1 Use correct capitalization.</i></p> <p><i>E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.</i></p> <p><i>E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.</i></p> <p><i>E04.D.1.2.4 Spell grade-appropriate words correctly.</i></p> <p><i>E04.D.2.1.1 Choose words and phrases to convey ideas precisely.</i></p> <p><i>E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i></p> <p><i>E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works</i></p> <p><i>E05.D.1.1.2 Form and use the perfect verb tenses (e.g. I had walked, I have walked, I will have walked).</i></p> <p><i>Grammar skills that will be taught:</i></p> <p><i>-Dialogue: Indentation and quotation marks</i></p>
---	--	---

<p>tasks, purposes, and audiences. CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing and clear pronunciation. CC.1.5.4.G Demonstrate command of the conventions of standard English when speaking, based on Grade 4 level and content.</p> <p>Math PA Core State Standards</p> <ul style="list-style-type: none"> • PA Content Standards 		<p><i>-correct and address fragments & run-ons</i> <i>-use verbs- Perfect tense, Maintaining consistent verb tense, maintaining consistent use of pronouns for established point of view</i></p> <p><i>Writing Traits:</i> <i>Conventions: punctuation, spelling, commonly confused words, capitalization</i> <i>Ideas and Content: adding dialogue to narrative writing</i> <i>Word Choice: adding transition words for effect</i> <i>Organization: using paragraphs appropriately</i> <i>Sentence Fluency: including compound and complex sentences</i></p>
--	--	---

Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4): <i>"If You Lived" Book Projects- These will demonstrate students' application of the comprehension skills to books related to history.</i> <i>Personal Narratives- Students will apply the writing traits to their narrative writing.</i></p>

<i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Critical Thinking</i>	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	<i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i> List the assessments: <i>Vocabulary and Comprehension skills quizzes, including written responses, Grammar and Spelling quizzes</i>

Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. <i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Critical Thinking</i>	Questions to consider while planning: <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Class discussion, questioning, small group guided-reading, spot-checks of classwork, exit tickets, student self-assessment, teacher observation • What are potential rough spots and student misunderstandings? Reading- Background knowledge- treatment of Native Americans in the late 1800s, living conditions in the 1800s, generalizations- many of the "clue words" are similar to those used in fact and opinion Writing- Correct use of quotations marks and indentation for dialogue Grammar- Changing verb tense while writing without changing the time of the setting • How will students get the feedback they need? Small group and class discussion, Teacher feedback on classwork and from observations, Writing conferences
	List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i>	List resources required <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-</i>

	<p>* Use Day 1 Text-based Comprehension Mini-Passage to introduce comprehension skill.</p> <p>* Teach the use of context clues to determine the meaning unknown words while reading.</p> <p>*Introduce the selected vocabulary words</p> <p>*Introduce the word analysis skills- French word origins, Latin Roots= - dur, ject,</p> <p>*Review summarizing by marking important details in the story and using them to paraphrase what is read, Use "10 Important Sentences" from the Teacher resources to summarize what is read.</p> <p>Use graphic organizers to reinforce comprehension skills (ie. main idea/details, Inference Chart- WB p. 34, Venn diagram)</p> <p>* Review literacy devices similes (Jim Thorpe's Bright Path); similes, metaphors, idioms, and hyperbole (How Tia Lola Came to Stay); symbolism (A Gift from the Heart)</p> <p>*Review characteristics of</p>	<p><i>fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Pearson Reading Street- Book 4.2</p> <p>Main Selection - Jim Thorpe's Bright Path</p> <p>Main Selection - How Tia Lola Came to Stay</p> <p>Main Selection - A Gift from the Heart</p> <p>-Poetry- p. 477- "First Men on the Moon"</p> <p>Guided Reading Books, Sleuth Books, Scholastic News</p> <p>Student Chromebooks, Doc cameras, Pearson SuccessNet, Spelling City.com</p>	<p><i>DIBELS, Aimsweb</i></p> <p>DIBELS, Scholastic Reading Inventory, Fresh Reads for Fluency and Comprehension (Running Records), Graphic Organizers, Exit Tickets, Scholastic News questions, Worksheets, Spelling Pre-tests</p>
--	---	--	---

	<p>drama while reading A gift from the Heart</p> <ul style="list-style-type: none">* Small group work- Sleuth stories, guided reading stories*Mini-lessons to refine students' application of each writing trait, Students write narratives to apply the use of the traits in their writing*Mini-lesson on when to start new paragraphs in relationship to dialogue*Peer edit/revise writing* Spelling- Introduce skill, Activities from Spelling City.com, Differentiated activities such as whiteboard practice, worksheets, word sorts*Grammar- Choose punctuation for effect- Discuss use of dash and ellipsis on p. 409.		
--	--	--	--