

Grade 4 Unit 3 ELA: Oo Oo Theme Weaver!

Unit #:	BPS-042860	Duration:		Date(s):	01-21-2018 - 01-21-2018
Team:					
	Grades: 4 Subjects: English Language Arts				
Unit Focus					
<p>In this unit, students identify and examine theme within texts and compare and contrast several texts using theme as a lens. Additionally, they consider craft moves employed by the author- use of figurative language, differing perspectives of characters, use of timelines- and how they deepen understanding of a text. Students write essays about these themes and craft moves, as well as structures and characters. Students also build their understanding by discussing these issues with their peers.</p>					
Prior Learnings / Connections					
<p>In the first fiction unit, students studied character development and the arc of a story in order to consider the theme of a text. In this unit, they build on that work by looking at story elements across multiple texts and developing ideas about themes in a more global sense.</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts: 4</i> <i>919188 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. • CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • CCSS.ELA-LITERACY.RL.4.9 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. <p><i>919212 Writing</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) • CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><i>919223 Speaking & Listening</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized 	<p>T1 (T003) I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it.</p> <p>T2 (T004) I can select and use important details to support my writing.</p> <p>T3 (T001) I can read and make meaning from text.</p> <p>T4 (T002) I can use the text to support my thinking about what I read.</p> <p>T5 (T005) I can share, listen, and respond to better understand a topic, point of view, or an idea.</p> <p>T6 (T006) I can collaborate with others to accomplish a goal.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 (U012) There is a deeper meaning that can be accessed from the text because of what the author says, how the author says it, and what the reader brings to the table.	Q1 (Q013) What strategies am I using to make meaning of a text?	
	U2 (U013) Readers examine how ideas/themes develop over the course of text through characterization, plot, and mood.	Q2 (Q016) How do I use multiple sources to build/deepen/revise my understanding of a topic/idea/theme?	
	U3 (U017) Readers analyze similar topics/themes/ideas across texts to understand varying approaches and/or to build knowledge.	Q3 (Q016) How do I use multiple sources to build/deepen/revise my understanding of a topic/idea/theme?	
	U4 (U003) Writers are deliberate and thoughtful as they develop and strengthen writing.	Q4 (Q007) What are my strengths as a writer? How can I continue to grow as a writer?	
	U5 (U004) Writers use their knowledge of audience and purpose to shape the structure, language, and style of their writing.	Q5 (Q004) How do I work (and rework) my writing to help my readers understand what I mean?	
	U6 (U005) Writers choose structures, techniques, and language to elicit an intended response from the reader.	Q6 (Q010) How do I put my information together for my readers to understand it?	
	U7 (U008) Writers carefully choose information from many sources to express a point of view, develop an explanation, form a conclusion, or accomplish a goal.	Q7 (Q022) How do we develop our ideas (e.g., change, build, confirm, clarify)? What am I learning from our collaboration/conversation/presentation?	
U8 (U020) Effective conversation and collaborations require the willingness and open-mindedness to explore diverse perspectives in order to build ideas/knowledge/plan.	Q8 (Q023) How do I design and share information? How do I know if it was/is understood?		
U9 (U022) Effective communicators choose structures, visual representations, techniques, and/or language to elicit an intended response from the audience.	Q9 (Q009) How do I find the information I'm looking for? (ADD Grade 5+) How do I know this source can be trusted?		
ACQUISITION OF KNOWLEDGE AND SKILL			
KNOWLEDGE	SKILLS		
K1 *use details to determine a theme and summarize by stating theme, naming the character and setting, and recapping major events in sequence (RL.4.2)			

<p>manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><i>919230 Language</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 	<p>K2 *use specific details from a text to describe story elements (RL.4.3)</p> <p>K3 *explain the similarities and differences in how similar themes, topics, and patterns of events are developed (RL.4.9)</p> <p>K4 *write a developed, organized piece that matches the task, purpose and audience (W.4.4)</p> <p>K5 *use the writing process to develop and strengthen writing (W.4.5)</p> <p>K6 *recall relevant experiences/gather relevant information from multiple sources, organize it and tell where it is from (W.4.8)</p> <p>K7 *support ideas about texts by connecting them with relevant text evidence (W.4.9)</p> <p>K8 *prepare for and be part of a collaborative, respectful conversation, asking and answering specific questions and growing new ideas when listening to the ideas of others (SL.4.1)</p> <p>K9 *organize and use appropriate details to support main ideas or themes when presenting ideas (SL.4.4)</p> <p>K10 *explain when to use formal and informal English (L.4.3)</p> <p>K11 explain (verbally or in written form) what the text is about (RL.4.1) provide specific details and examples from text when making inferences (RL.4.1)</p> <p>K12 explain the difference between poem, drama, and prose (RL.4.5) refer to the structural elements of poem and drama when speaking or writing (RL.4.5)</p> <p>K13 identify point of view of narration of different stories to compare and contrast (RL.4.6) determine if narration is first or third person and how that affects point of view (RL.4.6)</p> <p>K14 make connections between the written version of a story and an audio, visual, or live performance (RL.4.7) identify where descriptions or other information in one version shows up in the other (RL.4.7)</p> <p>K15</p>	
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recognize, identify, and read accurately grade-level written words (RF.4.3)
 apply knowledge of letter-sound correspondence, syllabication, prefixes, suffixes, and root words, both in and out of context (RF.4.3)

K16
 know grade-level components of opinion writing (W.4.1)
 write opinion pieces (W.4.1)

K17
 use technology to produce and publish writing with guidance and support from adults (W.4.6)
 produce a minimum of one page of keyboarding in a single setting (W.4.6)

K18
 paraphrase information delivered in different ways (including read aloud) (SL.4.2)

K19
 after listening to a speaker, students report back the reasons and evidence a speaker provides to support their points (SL.4.3)

K20
 design and deliver presentations that include audio recordings and visual displays to enhance the main idea and details (SL.4.5)

K21
 know the conventions of standard English grammar and usage (L.4.1)
 apply the conventions of standard English grammar and usage in writing and speaking (L.4.1)

K22
 when writing, students show their knowledge of conventions of capitalization, punctuation, spelling (L.4.2)

K23
 apply strategies to clarify the meaning of new words when reading or listening (context clues, affixes and roots, reference materials) (L.4.4)

K24
 understand figures of speech, relationships between words, and antonyms and synonyms by applying their knowledge about word relationships and nuances (L.4.5)

K25
 Key Vocabulary

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
Curriculum CCSS.ELA-LITERACY.RL.4.2 CCSS.ELA-LITERACY.RL.4.3 CCSS.ELA-LITERACY.RL.4.9 CCSS.ELA-LITERACY.W.4.4 CCSS.ELA-LITERACY.W.4.9 T/U/Q/K/S Q1 U1 K1 T1 T2 Q2 K2 U2 U3 T3 K3 K4 U4 T4 K5 U5 Q5 U6 K7	PT1		<p>Assessment Evidence:</p> <p>Goal: Students will be able to demonstrate understandings and transfer goals particular to the unit & apply it to authentic situations. This sets the vision for the learning.</p> <p>Goal: Students will be able to demonstrate understanding of theme, description of story elements, writing appropriately to match task, purpose and audience and using relevant text evidence to support ideas about text through the creation of a letter to an adult of their choosing. The letter will indicate why students are writing to the person they chose, as well as indicate what action they're hoping to see.</p> <p>Product (Suggested): Throughout this unit, you've read many texts with rich characters. You've studied those characters deeply and analyzed themes to help you understand the author's message. Based on the texts we've read, you need to choose a theme that felt powerful or important to you. You'll be working with that theme over the course of the next several workshop blocks.</p> <p>Once you've decided which theme you'll be working with, you need to think about an action that your theme might prompt others to take. You'll be writing a letter to a person of your choosing, telling them what you hope they'll do. Make sure you reference the text that your theme came from so they know what sparked your ideas. Additionally, in order to help your reader understand your point more clearly, you should recommend another book that will help convey your ideas. You can use your reader's notebook to help you remember the texts we've read in this unit.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Gr 4 Unit 3 ELA Scoring Criteria - - Scoring Criteria.pdf (file)

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Reading:

- Unit 1 pre-assessment

Writing:

- on-demand writing piece

Coding	Code	Description of Learning Activity	Extension / Modification
T/U/Q/K/S U1 U8 T3 T4 T5 T6 Q1 U2 U3 Q7	LE1	<p>Activity: Reading Bend: Tackling Complex Texts</p> <ul style="list-style-type: none"> • readers monitor their understanding in order to make meaning of a text • book clubs have a common goal and each participant needs to contribute • readers comprehend complex literature by noticing and paying attention to these aspects of a text • people need to be active listeners in order to communicate effectively <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC S1, - • RES2 - S1 Share - • RES3 - LC S2 - • RES4 - Serravallo 5.15 - • RES5 - S2 Share - • RES6 - LC S3, S4 - • RES7 - S4 Mid-Work and Share - 	
T/U/Q/K/S U1 U8 T3 T4 T5 T6 Q1 U2	LE2	<p>Activity: Reading Bend: Developing Deeper Ideas about Literature</p> <ul style="list-style-type: none"> • readers ask questions, determine importance and summarize in order to comprehend text • readers comprehend complex literature by noticing details, determining themes, studying characters and their perspectives, and discussing their ideas with others to inform their writing make their message meaningful and clear to their readers. 	

<p>U3 Q2 Q7</p>		<ul style="list-style-type: none"> • people communicate effectively by using thought prompts. <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC S5 - • RES2 - S5 Mid-Work - • RES3 - LC S6, S7 - • RES4 - S7 Mid-Work - • RES5 - LC S8 - • RES6 - S8 Share - • RES7 - LC S9 - • RES8 - S9 Share - • RES9 - LC S10 - 	
<p>T/U/Q/K/S U1 U8 T3 T4 T5 T6 Q1 U2 U3 Q2 Q7</p>	<p>LE3</p>	<p>Activity: Reading Bend: Extending Understanding of Historical Fiction</p> <ul style="list-style-type: none"> • readers synthesize to make meaning of text • readers grow by applying themes to better understand the world around them • readers comprehend complex literature by using primary resources, researching, thinking about perspective and considering the text as a whole <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC S11 - • RES2 - S11 Share - • RES3 - LC S12 - • RES4 - S12 Share - • RES5 - LC S 15 - • RES6 - Serravallo 7.18 - • RES7 - S15 Mid-Work. - • RES8 - LC S16 - • RES9 - S16 Share - 	

		<ul style="list-style-type: none"> • RES10 - S16 HW - • RES11 - LC S17 - 	
T/U/Q/K/S U4 T1 T2 T4 Q5	LE4	Activity: Writing Bend: Getting Started <ul style="list-style-type: none"> • readers need to ask questions and pay close attention to details to comprehend literature. • writers study characters and other aspects of a text closely in order to inform their writing make their message meaningful and clear to their readers. • people communicate effectively by using thought prompts . Resources <ul style="list-style-type: none"> • RES1 - LC S1 - • RES2 - S1 Share - • RES3 - LC S2 - • RES4 - S2 Share - • RES5 - If....Then G3 - • RES6 - S2 Share - • RES7 - LC S3, S4 - 	
T/U/Q/K/S U4 T1 T2 Q5 U5 U6	LE5	Activity: Writing Bend: Elaborating on Ideas <ul style="list-style-type: none"> • writers help their readers understand by organizing their ideas and elaborating in different ways • people communicate effectively by organizing and elaborating on their ideas Resources <ul style="list-style-type: none"> • RES1 - S4 Mid-Work - • RES2 - S5 Share - • RES3 - LC S6 - • RES4 - S6 Share - • RES5 - LC S7 - 	

<p>T/U/Q/K/S U4 T1 T2 Q5 U5 U6 Q4</p>	<p>LE6</p>	<p>Activity: Writing 3 - Drafting</p> <ul style="list-style-type: none"> • writers use checklists to reflect on their writing and they study other writers in order to improve • writers look for patterns in literature, compare and contrast texts and consider different sides of a story to help them comprehend • writers imagine how their writing will go, use strong evidence and other literary devices in order to develop pieces that readers can understand • people communicate effectively by using prompts to jump-start their thinking <p>Resources</p> <ul style="list-style-type: none"> • RES1 - LC S8 - • RES2 - S8 Share - • RES3 - LC S9 - • RES4 - S9 Share - • RES5 - LC S10, S11 - • RES6 - If...Then G3 - • RES7 - LC S12 - • RES8 - S12 Share - • RES9 - LC S13, S15, S16 - 	
<p>T/U/Q/K/S U4 T1 T2 Q5 U5 U6</p>	<p>LE7</p>	<p>Activity: Writing Bend: Revising and Editing</p> <ul style="list-style-type: none"> • writers revise and edit in order to help their readers understand their message more clearly • people communicate effectively in writing by using transitional phrases, making deliberate word choices and using what they know about spelling and punctuation <p>Resources</p> <ul style="list-style-type: none"> • RES1 - G4 Opinion Checklist - • RES2 - LC S19 - 	

ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	-	G4rubricsdocument-Unit3.pdf (file)
RES1	G4 Opinion Checklist -	
RES1	LC S8 -	
RES1	S4 Mid-Work -	
RES1	LC S1 -	
RES1	LC S11 -	
RES1	LC S5 -	
RES1	LC S1, -	
RES1	-	G4rubricsdocument-Unit3.pdf (file)
RES1	Gr 4 Unit 3 ELA Scoring Criteria -	Scoring Criteria.pdf (file)
RES2	S1 Share -	
RES2	LC S19 -	
RES2	S8 Share -	
RES2	S5 Share -	
RES2	S11 Share -	
RES2	S1 Share -	
RES2	S5 Mid-Work -	
RES3	LC S2 -	
RES3	LC S2 -	
RES3	LC S9 -	
RES3	LC S6 -	
RES3	LC S6, S7 -	
RES3	LC S12 -	
RES4	S7 Mid-Work -	
RES4	S9 Share -	
RES4	Serravallo 5.15 -	
RES4	S6 Share -	
RES4	S2 Share -	
RES4	S12 Share -	

RES5	LC S10, S11 -
RES5	LC S8 -
RES5	If....Then G3 -
RES5	LC S 15 -
RES5	S2 Share -
RES5	LC S7 -
RES6	LC S3, S4 -
RES6	Serravallo 7.18 -
RES6	If...Then G3 -
RES6	S2 Share -
RES6	S8 Share -
RES7	LC S12 -
RES7	LC S9 -
RES7	S15 Mid-Work. -
RES7	S4 Mid-Work and Share -
RES7	LC S3, S4 -
RES8	S9 Share -
RES8	S12 Share -
RES8	LC S16 -
RES9	LC S10 -
RES9	LC S13, S15, S16 -
RES9	S16 Share -
RES10	S16 HW -
RES11	LC S17 -

COMMENTS / NOTES

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