

## CVUSD's Unit 2 Planning Organizer

<b>Subject Grade</b>	ELA 4
<b>Unit Title</b>	Unit 2: Adaptations
<b>Length of Unit (Include days and minutes per day)</b>	20 days (plus 5 days buffer); 120-130 minutes
<b>Overview of Unit</b>	Students will analyze the main idea of adaptations and CA regions through selected literature and informational reading. Students will use informational writing to convey ideas and share information. The final product will be creating a new animal and explaining the adaptations within its region that support survival.

<b>Priority Common Core State Standards</b> <i>*Priority Standards are the standards around which supporting standards are organized</i>	<b>Reading Foundations Standard</b> <i>(For Grades K-5 only)</i>
<p><b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.9</b> Integrate information from tow texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><b>W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p><b>RF.4.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.3a:</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.4.4a:</b> Read on-level text with purpose and understanding.</p> <p><b>RF.4.4b:</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.4.4c:</b> Use context to confirm or self-correct word recognition.</p>

<p style="text-align: center;"><b>Supporting Standards</b></p> <p style="text-align: center;"><b>*Supporting Standards are intricately woven through each of the performance tasks of the unit</b></p>	<p style="text-align: center;"><b>ELD Standards</b></p>
<p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W.4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.)</p> <p><b>L.4.1.g:</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3.a:</b> Choose words and phrases to convey ideas precisely.*</p> <p><b>L.4.4.b:</b> Choose punctuation for effect.*</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p><b>W.4.9.b:</b> Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p><b>I.B.6-7</b> <b>I.C.10</b> <b>II.A.1-2</b> <b>II.C.6-7</b></p> <p>I.A.1-4 I.B.5-8 I.C.9-12 II.A.1-2 II.B.3-7 II.C.6-7</p>

<b>“Unwrapped” Concepts (Students need to know)</b>	<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>Bloom’s Taxonomy Levels of Cognitive Rigor</b>	<b>Webb’s Depth of Knowledge</b>
RI.4.1 <ul style="list-style-type: none"> <li>• Details and examples</li> <li>• What the texts says explicitly</li> <li>• Inferences</li> </ul>	Refer to  Explain  Draw	Level 4: Analyze	Level 3: Strategic Thinking
RI.4.2 <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Key ideas and supporting details</li> <li>• Text</li> </ul>	Determine  Explain  Summarize	Level 4: Analyze	Level 3: Strategic Thinking
RI.4.9 <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Key ideas and supporting details</li> <li>• Combine information</li> </ul>	Integrate  Explain/Compose  Synthesize	Level 4: Analyze	Level 3: Strategic Thinking
W.4 2 <ul style="list-style-type: none"> <li>• informative/explanatory text</li> <li>• topic</li> <li>• ideas and information</li> </ul>	Write  Examine  Convey	Level 6: Create	Level 4: Extended Thinking

Essential Questions	Corresponding Big Ideas
<p>Why is it important to refer to details and examples when discussing a text? (RI 4.1)</p> <p>How do I distinguish between the main idea and details to summarize the text? (RI 4.2)</p> <p>Why should more than one text be used when gathering information on a single topic? (RI 4.9)</p> <p>How do good writers convey information clearly? (W.4.2)</p>	<p>To show understanding, a good reader must refer back to the text. (RI 4.1)</p> <p>In order to summarize a text, good readers need to understand the main idea and details of a text. (RI 4.2)</p> <p>Integrating information from more than one text, on a single topic, allows the person to write or speak more knowledgeably about the topic. (RI 4.9)</p> <p>A well-organized essay has an introduction, a body, and a conclusion. (W.4.2)</p>
Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> <li>• refer</li> <li>• explicit details</li> <li>• inference</li> <li>• main idea</li> <li>• key details</li> <li>• summarize</li> <li>• chronology</li> <li>• comparison</li> <li>• cause</li> <li>• effect</li> <li>• problem</li> <li>• solution</li> <li>• interpret</li> <li>• chart</li> <li>• graph</li> <li>• diagram</li> <li>• time line</li> <li>• synthesize</li> <li>• integrate</li> </ul>	<ul style="list-style-type: none"> <li>• informative/explanatory writing</li> <li>• writing topic</li> <li>• convey</li> <li>• concrete details</li> <li>• quotations</li> <li>• precise language</li> <li>• concluding statement</li> <li>• writing process</li> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• progressive verb tense</li> <li>• frequently confused words</li> <li>• conventions</li> <li>• capitalization</li> <li>• punctuation</li> </ul>

**Resources for Vocabulary Development (Include at least one resource for English Learner)**

[Word Study Worksheet](#)

[Vocabulary Graphic Organizer Building Word](#)

[Vocabulary Graphic Organizer](#)

**Unit Formative Assessments of Priority Standards (Embed Documents)**

Pre-Assessment	Post-Assessment
<a href="#">Unit 2 Pre Test: Student Version</a>	<a href="#">Post Test: Student Version</a>
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
<a href="#">Unit 2 Pre Test: Teacher Version</a>	<a href="#">Unit 2 Post Test: Teacher Version</a>

**Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)**

<p><b>Describe the Culminating Learning Experience for this unit of study:</b></p> <p>You are a biologist researching the animal life in the four regions of California, during your research you have discovered a new animal that has not been documented in any scientific journal. You are excited about sharing this information with the world. You observe the animal in its natural environment, documenting the adaptations that allowed it to survive in its region. You will name your animal and share your discovery during a presentation to your peers.</p>	<p><b>Suggested Length of Time</b> (Include days and minutes per day)</p> <p>1 Day, 120-130 each day</p>
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**Synopsis of Performance Tasks**


Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)

<b>Task 1:</b> Graphic Organizer/ Matrix	Use resources to find information on the four regions of California (science/social studies textbooks). Complete the matrix (graphic organizer) summarizing the information found.	3 days, 120-130 minutes each day
<b>Task 2:</b> PowerPoint	Conduct research using multiple sources to understand the difference between physical and behavioral adaptations in animals. Using the information gathered complete the matrix and/ or create a slide show for an animal that lives in one of the four CA regions.	4 days, 120-130 minutes each day
<b>Task 3:</b> Creativity	Using research from task 1 and 2 write an informational essay about an animal that lives in California and explain its adaptations.	8 days, 120-130 minutes each day
<b>Task 4:</b> Creativity	Create a new animal that will live in one of the four regions of CA. Complete the graphic organizer documenting the adaptations that help your animal to survive in its region. Name the new discovery and create a picture or model of the animal. Create an animal description placard with the important information about the animal. Create a list of questions to ask about animals for the other regions.	4 days, 120-130 minutes each day

### PERFORMANCE TASK 1

<b>Title of Authentic Performance Task 1</b>	<b>Researching the Regions</b>	<b>Length:</b> 3 days, 120-130 min/day
<b>Standards Addressed in Authentic Performance Task 1</b>	<p><b>Priority Standards for Task 1:</b></p> <p><b>RI. 4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI. 4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>R.I.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Supporting Standards for Task 1:</b></p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,</p>	

	animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
<b>Detailed Description of Authentic Performance Task 1</b>	<b>Performance Task:</b> Using multiple sources to find information on the four regions of California, students will complete a matrix (graphic organizer) summarizing the information found.		<b>Bloom's Taxonomy Levels</b>	
	<b>Suggested Teaching and Learning Sequence:</b> <ul style="list-style-type: none"> <li>Teacher will show the PowerPoint on California Regions</li> <li>Teacher will model how to gather and record information about one of the regions on the matrix with student feedback and participation using academic and domain specific words and phrases</li> <li>Jigsaw the remaining regions for students to collaboratively, complete the matrix.</li> <li>Students can utilize Reflections Social Studies, Science, Time for Kids: California Coast, or World Book Encyclopedia website (see link below in student resources) *Students should interpret information in charts, graphs, diagrams, time lines, etc.</li> <li>Peers teach the remaining information to one another (presented in small group or whole class)</li> <li>Students are to fill in the matrix, adding information, based on peer teaching/presentation</li> <li>As a class, or in small group, students have the opportunity to add or change the information on the matrix</li> </ul>		<b>Webb's DOK</b>  Level 4: Analyze Level 3: Strategic Thinking	
	<b>Rubric for Authentic Performance Task 1 (Embed Document)</b>			
	<a href="#">Unit 2: Task 1 Rubric</a>			
<b>Response to Instruction and Intervention</b>				
<b>Instructional Strategies</b>	<b>Differentiated Strategies for Intervention</b>	<b>Differentiation Strategies for Enrichment</b>	<b>Interdisciplinary Connections</b>	
<ul style="list-style-type: none"> <li>Modeling/teacher demonstration</li> <li>Graphic organizer (see region matrix unit 2 resources): a thinking tool that allows to organize information and see their thinking. A visual representation of facts and/or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>CFU</li> <li>Immediate feedback</li> <li>Flexible grouping (students work with partners)</li> <li>Increased scaffolding with note taking</li> <li>Bookmark websites</li> <li>Pre-teaching the organization of the</li> </ul>	<ul style="list-style-type: none"> <li>Find the longitude and latitude for each CA region</li> <li>Use appositives in your description</li> <li>Add an additional column to your region matrix</li> </ul>	<ul style="list-style-type: none"> <li>Science: Land Ecosystems</li> <li>Social Studies: California Regions</li> </ul>	

<ul style="list-style-type: none"> <li>• Realia</li> <li>• Cooperative learning: students share knowledge with other students through a variety of structures.</li> <li>• Oral sharing on a related topic.</li> </ul>	<p>text/graphic organizer</p> <ul style="list-style-type: none"> <li>• Visual list representing multiple-steps for students to complete independently</li> <li>• Audio versions of the HM stories Grandfather's Journey, Salmon Summer, and Marven of the Great North Woods</li> </ul>		
<b>Teacher Resources and Materials</b> <b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>		<b>Student Resources and Materials</b>	
<p><b>Anchor Text:</b> Island of the Blue Dolphins by Scott O'dell</p> <p><b>Text Set:</b></p> <ul style="list-style-type: none"> <li>• Houghton Mifflin: Grandfather's Journey</li> <li>• Houghton Mifflin: Salmon Summer</li> <li>• Houghton Mifflin: Marven and the Great North Woods</li> <li>• <a href="#">NewsELA: Karana story</a></li> <li>• <a href="#">NewsELA: Kingsnake-Canary Islands</a></li> <li>• Reflections Social Studies <ul style="list-style-type: none"> <li>○ Main Idea Graphic Resource: Social Studies in Action p. 140</li> <li>○ Biography of Father Serra: Voyage of Faith <ul style="list-style-type: none"> <li>▪ Explicit details and inference, main idea</li> </ul> </li> </ul> </li> <li>• HM California Science</li> <li>• Reflections Social Studies Supplemental Materials: <ul style="list-style-type: none"> <li>○ Time for Kids: Exploring California's Coast</li> <li>○ Time for Kids: Yosemite</li> <li>○ Time for Kids: Ishi</li> <li>○ Time for Kids: Mission Santa Barbara</li> </ul> </li> <li>• Houghton Mifflin Extra Support Ancillary <ul style="list-style-type: none"> <li>○ Extra Support Mini Lessons: Main Idea Article pgs. 216-217</li> </ul> </li> <li>• <a href="#">NewsELA: Yosemite Fires Article</a></li> </ul> <p><b>Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Island of the Blue Dolphins - Text Dependent questions</a></li> </ul>		<p><a href="#">Island of the Blue Dolphins: Online Book</a></p> <p><a href="#">Island of the Blue Dolphins: pdf version of the novel</a></p> <p><a href="#">Region Matrix</a></p> <p>  <a href="#">World Book: CA Regions</a></p>	



<p>Audio/Visual Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Main Idea Worksheets</a></li> <li>• <a href="#">Timeline of John Muir (RI 4.7)</a></li> <li>• <a href="#">Biographies about John Muir (RI 4.1 &amp; RI 4.2)</a></li> <li>• </li> <li>• <a href="#">California's Amazing 4 Regions PowerPoint</a></li> <li>• Audio versions of the HM stories Grandfather's Journey, Salmon Summer, and Marven of the Great North Woods</li> </ul> <p>Other Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Expository Text Structure: Florida Center for Reading Research</a> <ul style="list-style-type: none"> <li>○ Scroll down to the bottom of the page, click on expository text structure under Part 2.</li> </ul> </li> <li>• <a href="#">Text Structure: E Reading Worksheets (RI 4.5)</a></li> <li>• <a href="#">Island of the Blue Dolphins: Reading Guide 1</a></li> <li>• <a href="#">Island of the Blue Dolphins: Reading Guide 2</a></li> <li>• <a href="#">Island of the Blue Dolphins: Mini Guide &amp; Chapter Summaries</a></li> <li>• <a href="#">Island of the Blue Dolphins: Chapter Study Guides</a></li> </ul>	
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## PERFORMANCE TASK 2

<b>Title of Authentic Performance Task 2</b>	<b>How and Why Animals Adapt</b>	<b>Length:</b> 4 days, 120-130 minutes
<b>Standards Addressed in Authentic Performance Task 2</b>	<p><b>Priority Standards for Task 2:</b></p> <p><b>RI. 4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI. 4.2-</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	
	<p><b>Supporting Standards for Task 2:</b></p> <p><b>RI4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI 4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	

<b>Detailed Description of Authentic Performance Task 2</b>	<b>Performance Task:</b> Conduct research using multiple sources to understand the difference between physical and behavioral adaptations in animals. Using the information gathered complete the matrix and/ or create a slide show for an animal that lives in one of the four CA regions.		<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
	<b>Suggested Teaching and Learning Sequence:</b> <ul style="list-style-type: none"> <li>Teacher will model how to gather information about an animal from a CA region.</li> <li>Teacher will model how and where to record information by completing all sections of the matrix for one animal.</li> <li>Students are provided resources that are available to them for use. (Science textbook, websites, etc.)</li> <li>Students will gather information about an animal from a region (minimum of 4 animals) and record data on the matrix.</li> </ul> Students can create a slide show to document the information.		Level 6: Create	Level 4:Extended Thinking
			<b>Rubric for Authentic Performance Task 2 (Embed Document)</b>	
			<a href="#">Unit 2 Task 2 Rubric</a>	
<b>Response to Instruction and Intervention</b>				
<b>Instructional Strategies</b>	<b>Differentiated Strategies for Intervention</b>	<b>Differentiation Strategies for Enrichment</b>	<b>Interdisciplinary Connections</b>	
<ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Concept formation</li> <li>Flexible grouping</li> <li>Graphic organizer</li> <li>Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with partially filled in animal adaptations matrix (i.e. teacher fill in regions section of the matrix)</li> <li>In a small group setting support students in completing animal adaptations matrix using the modeled animal</li> <li>Graphic organizer</li> <li>Audio versions of the HM stories Grandfather's Journey, Salmon Summer, and Marven of the Great North Woods</li> </ul>	<ul style="list-style-type: none"> <li>Students make a slide show using something other than Power Point. (Windows Movie Maker, iMovie, etc...)</li> <li>Students will do research on an extinct animal.</li> <li>Students will do their own research to find information on the animal.</li> </ul>	<ul style="list-style-type: none"> <li>Science: Interactions of Living Things</li> <li>Social Studies: California Regions</li> </ul>	
<b>Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>		<b>Student Resources and Materials</b>		

<p><b>Text Set:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Animal Adaptations Article</a></li> <li>• <a href="#">Animal Adaptations Article: pdf version</a></li> <li>• <a href="#">Animal Adaptations: Guided Tours</a></li> <li>• <a href="#">Animal Adaptations: Guided Tours (pdf version)</a></li> </ul> <p><b>Audio/Visual Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LA Zoo site on animals</a></li> <li>• <a href="#">Adaptation Terms</a></li> <li>• <a href="#">Native American Interactive Map (RI 4.5)</a></li> <li>• <a href="#">Animal Adaptations Information with Links</a></li> <li>• <a href="#">Animal Adaptations Website: Top 10 Adaptations</a></li> <li>• <a href="#">Animal Adaptations: Interactive Site</a></li> <li>• <a href="#">Animal Descriptions: for behavioral and physical adaptations</a></li> </ul> <p><b>Additional Print Sources:</b></p> <p><b>Other Resources:</b></p>	<p><a href="#">Adaptation Matrix</a></p>
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### PERFORMANCE TASK 3

<b>Title of Authentic Performance Task 3</b>	<b>Write an Essay</b>	<b>Length:</b> 8 days, 120-130 minutes each day
<b>Standards Addressed in Authentic Performance Task 3</b>	<p><b>Priority Standards for Task 3:</b>  <b>W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Supporting Standards for Task 3:</b>  <b>W4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 <a href="#">here</a>.  <b>L.4.1.g:</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*  <b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.4.3.a:</b> Choose words and phrases to convey ideas precisely.*</p>	

	<p><b>L.4.4.b:</b> Choose punctuation for effect.*</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p><b>W4.9.b:</b> Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>			
<p><b>Detailed Description of Authentic Performance Task 3</b></p>	<p><b>Performance Task:</b></p> <p>Using research from task 1 and 2 write an informational essay about an animal that lives in California and explain its adaptations.</p>	<p><b>Bloom's Taxonomy Levels</b></p>	<p><b>Webb's DOK</b></p>	
	<p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>Using the writing process, model how to write an informative/explanatory essay about an animal and convey ideas and information clearly. It is recommended to use the modeled animal from performance task 2.</li> <li>Embed language standards into your writing instruction; students will be assessed on the rubric. <ul style="list-style-type: none"> <li>Correctly use frequently confused words (to, too, two; there, their)</li> <li>Capitalization, punctuation, and spelling</li> <li>Choose words and phrases to convey ideas precisely</li> <li>Choose punctuation for effect</li> <li>Acquire and use accurately grade-appropriate academic and domain-specific words and phrases</li> </ul> </li> <li>This task could overlap into task 4 in order to model the process completely. This is the first time students will complete the writing process (W.4.4 -4.6).</li> <li>Suggest 4 paragraph essay with introduction, physical descriptions, adaptations, and conclusion.</li> <li>Share Smarter Balanced rubric with students showing clear expectations.</li> </ul> <p>Students will follow the writing process to complete the task.</p>	<p>Level 6: Creation</p>	<p>Level 4: Extended Thinking</p>	
			<p><b>Rubric for Authentic Performance Task 3 (Embed Document)</b></p>	
			<p><a href="#">Rubric Task 3</a></p>	
<p><b>Response to Instruction and Intervention</b></p>				
<p><b>Instructional Strategies</b></p>	<p><b>Differentiated Strategies for Intervention</b></p>	<p><b>Differentiation Strategies for Enrichment</b></p>	<p><b>Interdisciplinary Connections</b></p>	
<ul style="list-style-type: none"> <li>Modeling</li> <li>Stories on CD</li> <li>Guided Discussion: help students make interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Chunking the Writing Process</li> <li>In small group teacher guides students in utilizing</li> </ul>	<ul style="list-style-type: none"> <li>Students will use syntactical complexity in their writing. (semi colons, appositives,</li> </ul>	<ul style="list-style-type: none"> <li>Science: Interactions of Living Things</li> <li>Social Studies: California Regions</li> </ul>	

<ul style="list-style-type: none"> <li>• Interdisciplinary Teaching</li> <li>• Monitoring</li> <li>• Process Writing</li> <li>• Direct Instruction</li> <li>• Segmenting</li> </ul>	<p>the matrix to write the 4 paragraph essay (segmenting: introduction→paragraph 2→paragraph 3→closing)</p> <ul style="list-style-type: none"> <li>• Audio versions of the HM stories Grandfather’s Journey, Salmon Summer, and Marven of the Great North Woods</li> </ul>	<p>transitions, etc...)</p> <ul style="list-style-type: none"> <li>• Students will type their final draft.</li> <li>• Students write a comparative essay comparing two California animals and their adaptations.</li> </ul>	
<p align="center"><b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center"><b>Student Resources and Materials</b></p>	
<p><b>Text Set:</b></p> <p><b>Audio/Visual Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio versions of the HM stories Grandfather’s Journey, Salmon Summer, and Marven of the Great North Woods</li> </ul> <p><b>Additional Print Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Writing Process Posters</a></li> <li>• <a href="#">Writing Process Sorting</a></li> <li>• <a href="#">Informative Essay Checklist</a></li> </ul> <p><b>Other Resources:</b></p>		<ul style="list-style-type: none"> <li>• <a href="#">Unit2 Task3 Pre-Write</a></li> </ul>	

### PERFORMANCE TASK 4

<p><b>Title of Authentic Performance Task 4</b></p>	<p><b>Create an Animal</b></p>	<p><b>Length:</b> 4 days, 120-130 minutes each day</p>
<p><b>Standards Addressed in Authentic</b></p>	<p><b>Priority Standards for Task 4:</b> <b>RI. 4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	

<p><b>Performance Task 4</b></p>	<p><b>Supporting Standards for Task 4:</b>  <b>L4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).  <b>W4.9.b-</b> Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>		
<p><b>Detailed Description of Authentic Performance Task 4</b></p>	<p><b>Performance Task:</b>  Create an animal that has not yet been discovered and will live in one of the four regions of CA. Name the new discovery and create a picture or model of the animal.  Create an animal description placard with the important information about the animal.  Create a list of questions to ask about animals for the other regions.</p> <p><b>Suggested Teaching and Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Students can brainstorm together or in a small group, what needs to be included in the project to communicate information about your animal clearly.</li> <li>• They will write a description of their animal.</li> <li>• Create a visual representation of the animal.</li> <li>• Students write a paragraph about the animal.</li> <li>• Using the paragraph they will create a zoo information placard that will be used in the culminating activity.</li> <li>• They will create 3 questions they can ask about another's animal during the culminating activity.</li> </ul>	<p><b>Bloom's Taxonomy Levels</b></p>	<p><b>Webb's DOK</b></p>
<p>Level 6: Create</p>		<p>Level 4: Extended Thinking</p>	
<p><b>Rubric for Authentic Performance Task 4 (Embed Document)</b></p>			
<p><a href="#">Unit2 Task4 Rubric</a></p>			
<p><b>Response to Instruction and Intervention</b></p>			
<p><b>Instructional Strategies</b></p>	<p><b>Differentiated Strategies for Intervention</b></p>	<p><b>Differentiation Strategies for Enrichment</b></p>	<p><b>Interdisciplinary Connections</b></p>
<ul style="list-style-type: none"> <li>• Check for understanding</li> <li>• Chunking</li> <li>• Connecting to Prior Knowledge</li> <li>• Direct Instruction</li> <li>• Think-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming: in small group support students in completing the animal booklet while utilizing the matrix from tasks 1-3.</li> <li>• Audio versions of the HM</li> </ul>	<ul style="list-style-type: none"> <li>• Students create a placard with a map highlighting their specific region.</li> <li>• Students will make the animal out of clay, Play-Doh or some other material.</li> </ul>	<ul style="list-style-type: none"> <li>• Science: Interactions of Living Things</li> <li>• Social Studies: California Regions</li> </ul>

	<p>stories Grandfather’s Journey, Salmon Summer, and Marven of the Great North Woods</p>	<ul style="list-style-type: none"> <li>Students will create a shelter or habitat for their animal.</li> </ul>	
<p><b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p><b>Student Resources and Materials</b></p>	
<p><b>Text Set:</b></p> <p><b>Audio/Visual Resources:</b></p> <ul style="list-style-type: none"> <li>Audio versions of the HM stories Grandfather’s Journey, Salmon Summer, and Marven of the Great North Woods</li> <li><a href="#">Animal Adaptations Game</a></li> <li><a href="#">Zoo Placard Example</a></li> </ul> <p><b>Other Resources:</b></p>		<p><a href="#">Unit2 Task4 Create Animal</a></p>	

### CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)			
<p>You are a biologist researching the animal life in the four regions of California, during your research you have discovered a new animal that has not been documented in any scientific journal. You are excited about sharing this information with the world. You observe the animal in its natural environment, documenting the adaptations that allowed it to survive in its region. You will name your animal and share your discovery during your gallery walk presentation to your peers.</p> <p>Teacher Overview</p> <p>In order to share their animal creation students will conduct a gallery walk (i.e., zoo, museum ). The room will be set up into California’s four regions in order to show understanding of the animal’s habitat. The students will be prepared to share information from their zoo placard created in task 4 and be prepared to answer questions about their animal. The students will have an opportunity to visit the other student regions. While visiting the students will ask the questions that were prepared in task 4 about the students’ animals. You can share this information with another class or others.</p>			
<p><b>Rubric for Culminating Learning Experience (Embed Document)</b></p>	<p><a href="#">Culminating Task Rubric</a></p>	<p><b>Length</b></p>	<p>1 day, 120-130</p>

**Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)**

**Suggestions for Improvement**

**Student Response**

<b>Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)</b>	
<b>Suggestions for Improvement</b>	<b>Student Response</b>