

Unit 3: Journeys of Courage

Unit #:	APSDO-00014629	Duration:	9.0 Week(s)	Date(s):	
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Team:
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Grades:
 4

Subjects:
 English Language Arts

Unit Focus

In this unit, students will read and write non-fiction text. The first focus area begins with students reading a biography of a famous person and creating a timeline of this person's life. In the second focus, students research then write a five-paragraph informative essay that explains the economy of a Midwestern state. The primary instructional resources for this unit include: *Harcourt Trophies and select titles from the "Who Was" and "Childhood of Famous Americans" biography series.*

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.4.1</i> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>CCSS.ELA-LITERACY.RL.4.1</i> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>CCSS.ELA-LITERACY.RI.4.1</i> Demonstrate command of the conventions of standard English 	<p>T1 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 (T20) Student Lens: Active readers think critically about what they read.</p> <p>T3 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p>T4 (T21) Student lens: Powerful writers think critically about what they write.</p> <p>T5</p> <p>Thematic: Students will be able to experience and share "journeys" of the United States through reading and writing text.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U200) Effective readers use appropriate strategies (as needed) to construct meaning</p>	<p>Q1 (Q105) What is the text really about (theme, main idea)? (K-12)</p>

<p>capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.4.2</i></p> <ul style="list-style-type: none"> • Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>CCSS.ELA-LITERACY.RL.4.2</i> • Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>CCSS.ELA-LITERACY.RI.4.2</i> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>CCSS.ELA-LITERACY.W.4.2</i> • 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). <i>CCSS.ELA-LITERACY.RL.4.3</i> • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <i>CCSS.ELA-LITERACY.RI.4.3</i> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>CCSS.ELA-LITERACY.L.4.3</i> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>CCSS.ELA-LITERACY.W.4.3</i> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <i>CCSS.ELA-LITERACY.RI.4.4</i> • 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 	<p>from texts.</p> <p>U2 (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p> <p>U3 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U4 (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p>U5 (U203) By comparing texts, readers often gain greater insight into those texts.</p> <p>U6 (U301) Effective readers use strategies efficiently to locate, integrate, and evaluate content from diverse sources for various purposes.</p> <p>U7 (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U8 (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U9 (U602) Writers and speakers develop, express, and clarify their thinking in order to communicate effectively.</p> <p>U10 (U604) Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p> <p>U11 (U802) Effective research involves a recursive inquiry process.</p> <p>U12 (U704) Technology is an evolving tool for researching, producing, and/or sharing information and ideas.</p> <p>U13 (U800) Effective researchers select among the multiple sources of information based upon their purpose, task, and audience.</p> <p>U14</p>	<p>Q2 (Q106) What do I need to know to retell/summarize this text? (K-12)</p> <p>Q3 (Q201) What are my strategies for reading this text? How do I know if they are working? (K-12)</p> <p>Q4 (Q203) What do I notice about the look of this text (e.g., text features, text structure)? How does this help me get ready to read? (K-12)</p> <p>Q5 (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p>Q6 (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q7 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p> <p>Q8 (Q704) How do I develop and revise my writing using appropriate tools and techniques? (3-12)</p> <p>Q9 (Q800) What do I want to know/learn about this topic? (K-12) What questions would my audience have about this topic? How might I address them? (3-12)</p> <p>Q10 (Q806) How do my purpose, task, and audience influence the way I publish/present my findings? (3-12)</p> <p>Q11</p> <p>Thematic: How does a character's life events lead to courage? What is courage?</p> <p>Q12</p> <p>Thematic: How are people affected by where they live?</p> <p>Q13</p> <p>Thematic: How do I use tools to learn about a region/location?</p>
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<p>13 above.) <i>CCSS.ELA-LITERACY.W.4.4</i></p> <ul style="list-style-type: none"> 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. <i>CCSS.ELA-LITERACY.RI.4.5</i> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>CCSS.ELA-LITERACY.W.4.5</i> 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., wildlife, conservation, and endangered when discussing animal preservation). <i>CCSS.ELA-LITERACY.L.4.6</i> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <i>CCSS.ELA-LITERACY.RI.4.6</i> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <i>CCSS.ELA-LITERACY.RL.4.6</i> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <i>CCSS.ELA-LITERACY.W.4.7</i> 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. <i>CCSS.ELA-LITERACY.RI.4.7</i> 	<p>Thematic: A Life events sometimes result in heroic or courageous acts, either internal or external.</p> <p>U15</p> <p>Thematic: Where someone lives influences how one lives.</p> <p>U16</p> <p>Thematic: How do I use tools to learn about a region/location?</p>	
Acquisition of Knowledge and Skill		
Knowledge	Skills	
	<p>S1</p> <p>Use the narrative elements in the text (Number the Stars) to write a logical extension to the story</p> <p>S2</p> <p>Identify the Midwest region of the United States and the states within, including state capitals</p> <p>S3</p> <p>Define economy and relate the concept to a state</p> <p>S4</p> <p>Identify the main idea and supporting details</p> <p>S5</p> <p>Write text with a main idea and supporting details</p> <p>S6</p>	

<ul style="list-style-type: none"> 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. <i>CCSS.ELA-LITERACY.W.4.8</i> Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.W.4.9</i> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <i>CCSS.ELA-LITERACY.RI.4.9</i> 		<p>Read about real life heroes to identify acts of courage</p> <p>S7</p> <p>Research additional information on above hero: take notes, summarize</p> <p>S8</p> <p>Understand how text features and noticing structures aid comprehension</p>
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