

### Unit Planning Organizer Unit 3

<b>Subject Grade</b>	4 <sup>th</sup> Grade
<b>Topic for Unit of Study</b>	Universal Themes in Literature
<b>Length of Unit (Include days and minutes per day)</b>	16 days (plus 4 day buffer); 120-130 minutes
<b>Overview of Unit</b>	Students will analyze universal themes in literature by comparing and contrasting stories from different cultures. Students will construct a narrative demonstrating their understanding of theme. For the final product (performance task 4 and culminating learning experience) students will create visual representations of theme across various mediums performing in front of their peers.

<b>Priority Common Core State Standards</b> *Priority Standards are the standards around which supporting standards are organized (Include at least one writing standard)	<b>Reading Foundations Standard</b>
<p><b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.9:</b> 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> <p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>SL 4.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</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>RF4.4a:</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>

<b>Supporting Standards</b>	<b>ELD Standards</b>
<b>*Supporting Standards are intricately woven through each of the performance tasks of the unit</b>	
<p><b>RL.4.3</b> 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).</p> <p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL.4.7</b> 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><b>W.4.9.a</b> Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").</p> <p><b>L.4.1.e</b> Form and use prepositional phrases.</p> <p><b>L.4.3.b:</b> Choose punctuation for effect.</p> <p><b>L.4.5.a:</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><b>L4.4.b:</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</p>	<p><b>I.A.1-4</b>  <b>I.B.5-8</b>  <b>I.C.9-12</b>  <b>II.A.1-2</b>  <b>II.B.3-5</b>  <b>II.C.6-7</b></p> <p>I.A.1-4  I.B.5-8  I.C.9-12</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>
<p><b>RL 4.2</b></p> <ul style="list-style-type: none"> <li>The theme of a story, drama, or poem from details in the text;</li> </ul>	<ul style="list-style-type: none"> <li>Determine</li> </ul>	Level 5: Evaluate	Level 3: Strategic Thinking/ Reasoning
<p><b>RL.4.9</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> </ul>	Level 4: Analyze	Level 3: Strategic Thinking/ Reasoning
<p><b>W.4.3</b></p> <ul style="list-style-type: none"> <li>Narratives to develop real or imagined experiences or events</li> <li>Effective technique, descriptive details, and clear event sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Write</li> <li>Use</li> </ul>	Level 6: Create	Level 4: Extended Thinking
<p><b>SL.4.2:</b></p> <ul style="list-style-type: none"> <li>Portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase</li> </ul>	Level 2: Understand	Level 2: Skills and Concepts

Essential Questions	Corresponding Big Ideas
<p>Why is it important to determine the theme of a text? (RL 4.2)</p> <p>Why is it important to find universal themes in literature? (RL 4.9)</p> <p>What makes a good narrative? (W 4.3)</p> <p>Why is it important to paraphrase a text? (SL 4.2)</p>	<p>An author communicates a theme through plot, character development, and setting. (RL 4.2)</p> <p>Universal themes in literature help readers compare and make connections between different genres. (RL 4.9)</p> <p>A good narrative combines a clear sequence of events, with effective descriptive details. (W 4.3)</p> <p>Paraphrasing a text helps a reader make meaning of a text. (SL 4.2)</p>

**Unit Vocabulary Words**

Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> <li>• Compare/Contrast</li> <li>• Interpret</li> <li>• Analyze</li> <li>• Explain</li> <li>• Evidence</li> <li>• Increase/decrease (charts, graphs)</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Point of view</li> <li>• Myth</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Character</li> <li>• Setting</li> <li>• Problem/Solution (writing narrative)</li> <li>• Literal vs. non-literal</li> <li>• Dialogue</li> <li>• Prepositional phrases</li> <li>• Affixes</li> <li>• Root word</li> </ul>

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

[Concept Map](#)   
 [Word Detective](#)   
 [Word of the Week](#)

**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>The Modern Art Museum in your area will be featuring a traveling exhibit on the idea “Happily Ever After.” You</p>	<p><b>Suggested Length of Time (Include days and minutes per day)</b></p>
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are an artist who will create a representation that could be included in the new art display. You will be sharing your idea to a representative(s) of the museum explaining how your “art” demonstrates the idea.		1 day, 120 – 130 minutes
<b>Culminating Learning Experiences Synopsis of Authentic Performance Tasks</b>		
Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
<b>Task 1:</b>	In small groups, read a piece of literature. Analyze the character traits and other literary elements to identify the central message. Identify the theme of the story and complete the central theme graphic organizer showing details from text to prove the theme. The groups will share out with the class explaining their ideas.	4 days, 120 – 130 minutes per day
<b>Task 2:</b>	Compare and contrast different texts with a similar theme. Use the “Compare and Contrast Theme” graphic organizer to compare/ contrast previously read or familiar texts. Also, make a connection to an additional story, movie, picture, song or other medium.	4 days, 120 – 130 minutes per day
<b>Task 3:</b>	Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Show knowledge of figurative language and use of correct sentence structure.	5 days, 120 – 130 minutes per day
<b>Task 4:</b>	Collaborate in groups to create a visual or performance-based presentation illustrating the idea of what does “Happily Ever After” looks like (find meaning). Select a theme that applies to that message. Each group will select a different medium (list in resources) to display or represent their ideas.	2 days, 120 – 130 minutes per day

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	Post-Assessment

<a href="#">Unit 3 Pretest Student Edition</a>	<a href="#">Unit 3 Post Test Student Edition</a>
<b>Pre-Assessment Rubrics and Answer Keys</b>	<b>Post-Assessment Rubrics and Answer Keys</b>
<a href="#">Unit 3 Pretest Teacher Edition</a>	<a href="#">Unit 3 Post Test Teacher Edition</a>

### PERFORMANCE TASK 1

<b>Title of Authentic Performance Task 1</b>	<b>Analyze Theme</b>	<b>Length:</b> 4 days: 120-130 minutes per day	
<b>Standards Addressed in Authentic Performance Task 1</b>	<b>Priority Standards for Task 1:</b>  <b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
	<b>Supporting Standards for Task 1:</b> <b>RL.4.7</b> 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. <b>RL.4.3</b> 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).		
<b>Detailed Description of Authentic Performance Task 1</b>	<b>Performance Task:</b> In small groups, read a piece of literature. Analyze the character traits and other literary elements to identify the central message. Identify the theme of the story and complete the central theme graphic organizer showing details from text to prove the theme. The groups will share out with the class explaining their ideas.	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
	<b>Suggested Teaching and Learning Sequence Task 1:</b>  Part 1: <ul style="list-style-type: none"> <li>Using a previously read story, review the elements of a piece of literature. <a href="#">Literary Elements Chart</a></li> </ul>	Level 4: Analyze	Level 3: Strategic Thinking
		<b>Rubric for Authentic Performance Task 1 (Embed Document)</b>	

[Literary Elements Anchor Chart](#)

[Literary Elements PowerPoint](#)

- Introduce summarizing text incorporating literary elements. Step Up to Writing provides a graphic organizer to help with verbal summaries. If your class is ready, you can model a written summary as a group.

[Summary Organizer](#)

- Review how to analyze character traits. Look at the list of character traits. Model how to answer constructed response questions about character traits including “evidence form the text.” See examples of character trait anchor charts.

[Scholastic Link: Teaching Character Traits](#)

[Character Traits List](#)

[Unit 3 Task 1 Character Trait Constructed Response](#)

Part 2:

- Using the theme graphic organizer, model how to determine the theme of a story using supporting details.

[Theme Graphic Organizer](#)

[Common Themes in Literature](#)

- Demonstrate how to answer a constructed response to a theme question.

Part 3:

- In groups, students will complete the central theme graphic organizer on a new story that demonstrates theme. Assign different stories to small groups of students.

[Theme Graphic Organizer](#)

Part 4:

- Teach the difference between figurative vs literal language to support the students in their understanding of literature (see PowerPoint and Figurative vs. Literal language document).
  - We are not teaching the types of figurative language in this task. Introduce the difference between literal and figurative language. (In task 2, we will introduce similes and metaphors.)

[Literal vs. Figurative Language](#)

[Figurative Language PowerPoint](#)

[Unit 3 Task 1 Rubric](#)

**Response to Instruction and Intervention**

<b>Instructional Strategies (Minimum of 3)</b>	<b>Differentiated Strategies for Intervention (Minimum of 6)</b>	<b>Differentiation Strategies for Enrichment (Minimum of 3)</b>	<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>• Graphic Organizer: charts, graphs, or diagrams that encourage students to see information as a component of systems rather than isolated facts.</li> <li>• Flexible grouping: total group, alone, partners, or small group when summarizing the text</li> <li>• Slide Show Presentation: use PowerPoint slideshow to teach students how to determine a common theme in a story and figurative vs. literal language</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizer: charts, graphs, or diagrams that encourage students to see information as a component of systems rather than isolated facts.</li> <li>• Study Guide: Common Themes Found in Literature Handout for students to reference</li> <li>• Audio versions of HM stories for students to reread, follow along with, and support comprehension</li> <li>• Flexible grouping: temporarily grouping students by interest, achievement level (readiness), learning profile, activity preference, or special needs.</li> <li>• Reteach: utilizing the slideshow presentation when reteaching common theme in a story and figurative vs. literal language</li> <li>• Acceleration/Deceleration : the pace that students move through curriculum is a method used when students demonstrating a high level of competence can work through the</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how can changing the details in story changes the theme.</li> <li>• Make connections with theme (text to text, text to self, text to world)</li> <li>• Identify multiple themes within a text</li> <li>• Write a summary of the stories using the central theme as your IVF (refer to Step Up to Writing for IVF information)</li> </ul>	<ul style="list-style-type: none"> <li>• Students make personal connections when determining the theme of a story.</li> </ul>

	<p>curriculum at a faster pace. Students experiencing difficulties may need to adjust activities that allow for a slower pace in order to experience success.</p>		
<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>Anchor Text:</b></p> <ul style="list-style-type: none"> <li>Houghton Mifflin: Cendrillon</li> </ul> <p><b>Text Sets:</b></p> <ul style="list-style-type: none"> <li>Houghton Mifflin: Akiak (for modeling)</li> <li>Houghton Mifflin: Heat Wave</li> <li>Houghton Mifflin: Last Dragon</li> <li>Houghton Mifflin: Pourquoi Tales</li> <li>The Tale of Despereaux by Kate DiCamillo</li> </ul> <p><b>Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li><a href="#">Cendrillon Teacher Version</a></li> <li><a href="#">Cendrillon Text Dependent Questions</a></li> <li><a href="#">Heat Wave Teacher Version</a></li> <li><a href="#">Heat Wave Text Dependent Questions</a></li> <li><a href="#">Last Dragon Teacher Version</a></li> <li><a href="#">Last Dragon Text Dependent Questions</a></li> </ul> <p><b>Audio/Visual Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Figurative Language PowerPoint</a></li> <li><a href="#">Literary Elements PowerPoints</a></li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">Literal vs. Figurative Language</a></li> <li><a href="#">Literary Elements Anchor Chart</a></li> <li><a href="#">Character Traits List</a></li> </ul>		<p><a href="#">Theme Graphic Organizer</a></p> <p><a href="#">Common Themes in Literature</a> (use this guide for differentiation)</p> <p><a href="#">Task 1 Character Trait Constructed Response</a></p> <p><a href="#">Literary Elements Chart</a></p> <p><a href="#">Summary Organizer</a></p> <p><a href="#">Character Traits List</a></p>	

**PERFORMANCE TASK 2**

<p><b>Title of Authentic</b></p>	<p><b>Compare and Contrast Themes</b></p>	<p><b>Length:</b></p>
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<b>Performance Task 2</b>			4 days: 120 – 130 minutes per day
<b>Standards Addressed in Authentic Performance Task 2</b>	<p><b>Priority Standards for Task 2:</b>  <b>RL.4.9:</b> 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.  <b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>		
	<p><b>Supporting Standards for Task 2:</b>  <b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <b>RL.4.7</b> 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>		
<b>Detailed Description of Authentic Performance Task 2</b>	<p><b>Performance Task:</b>  Compare and contrast different texts with a similar theme. Use the “Compare and Contrast Theme” graphic organizer to compare/ contrast previously read or familiar texts and make a connection to an additional story, movie, picture, song or other medium.</p>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
	<p><b>Suggested Teaching and Learning Sequence:</b>   Part 1:</p>	Level 4: Analyze	Level 3: Strategic Thinking
	<ul style="list-style-type: none"> <li>• Introduce different narrative points of view in literature. See anchor charts and resources for point of view.  <a href="#">Point of View PowerPoint</a></li> </ul>	<b>Rubric for Authentic Performance Task 2 (Embed Document)</b>	

	<p><a href="#">Point of View Practice</a> <a href="#">Point of View Anchor Chart</a></p> <ul style="list-style-type: none"> <li>Review/teach point of view with text examples: Grandfather's Journey, Heat Wave, and/or other texts. Show why they are considered first person narration. Practice answering constructed response questions regarding point of view.</li> </ul> <p>Part 2:</p> <ul style="list-style-type: none"> <li>Read similar stories from different cultures. Discuss as a class comparing and contrasting theme from various stories. <ul style="list-style-type: none"> <li>For example, compare <u>Cinderella</u> to <u>Cendrillon</u>. You may want to use a Venn diagram to compare stories. (See Cinderella pages in additional print resources)</li> </ul> </li> <li>Review figurative language. Teach similes and metaphors; use the story <u>Heat Wave</u> for examples. <a href="#">Simile Anchor Chart</a> <a href="#">Metaphors Anchor Chart</a> <a href="#">Simile Metaphor Anchor Chart</a> <a href="#">Heat Wave Similes</a> <a href="#">Similes</a> <a href="#">Metaphors</a> <a href="#">Simile and Metaphor About Me</a></li> </ul> <p>Part 3:</p> <ul style="list-style-type: none"> <li>Discuss why some themes cross cultures. What makes a theme a “universal theme.” Make a list of universal themes (examples: friendship, love, problem solving, and perseverance). We will add these to the graphic organizer. Think of stories that have common themes.</li> <li>Complete the Compare and Contrast Graphic Organizer.</li> </ul> <p>Part 4:</p> <ul style="list-style-type: none"> <li>Model Narrative writing process (1<sup>st</sup> time with this genre) Begin writing narrative for task 3 (see task 3).</li> </ul>	<p><a href="#">Unit 3 Task 2 Rubric</a></p>
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**Response to Instruction and Intervention**

<b>Instructional Strategies (Minimum of 3)</b>	<b>Differentiated Strategies for Intervention (Minimum of 6)</b>	<b>Differentiation Strategies for Enrichment (Minimum of 3)</b>	<b>Interdisciplinary Connections</b>
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<ul style="list-style-type: none"> <li>• Graphic Organizer: charts, graphs, or diagrams, that encourage students to see information as a component of systems rather than isolated facts.</li> <li>• Flexible grouping: total group, alone, partners, or small group when summarizing the text</li> <li>• Discussion: classroom discussions typically begin with the teacher describing the goal or purpose of the discussion. Sometimes discussions may be initiated by the posing of an open-ended question. Teachers can employ a number of techniques to encourage students to participate in discussions, including calling on specific people, or assigning students to be an “expert” or leader for various parts of the discussion. Many cooperative activities include a “small group” discussion as teams work together.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizer: complete the compare and contract graphic organizer using familiar stories Grandfather’s Journey and Heat Wave</li> <li>• Reread/Listen to the audio versions of HM stories for students to reread, follow along with, and support comprehension</li> <li>• Flexible grouping: temporarily grouping students by interest, achievement level (readiness), learning profile, activity preference, or special needs.</li> <li>• Reteach/Review: compare and contrast Grandfather’s Journey and Heat Wave using the graphic organizer</li> <li>• Audio Version of Grimm’s Cinderella found on the web link: Cinderella Tales Around the World on unit 3 resources page (related links at bottom of page)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will show how a story’s theme will change if it is told from someone else’s perspective.</li> <li>• Students will come up with a list of stories that have a similar theme.</li> <li>• Students come up with an “icon” for a theme. They create the picture and give reasons to support their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies: exploring cultures and countries</li> <li>• Science: adaptations</li> </ul>
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**Teacher Resources and Materials**  
(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

**Student Resources and Materials**

<p><b>Anchor Text:</b></p> <p><b>Text Sets:</b></p> <ul style="list-style-type: none"> <li>• Houghton Mifflin: <a href="#">Heat Wave</a></li> </ul> <p><b>Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Heat Wave Text Dependent Questions</a></li> <li>• <a href="#">Heat Wave Teacher Version</a></li> </ul> <p><b>Audio/Visual Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cinderella Tales Around the World</a></li> <li>• <a href="#">Point of View PowerPoint</a></li> <li>• <a href="#">Figurative Language PowerPoint</a></li> </ul> <p><b>Additional Print Sources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Italian Cinderella</a></li> <li>• <a href="#">Egyptian Cinderella</a></li> <li>• <a href="#">Korean Cinderella</a></li> <li>• <a href="#">Tattercoats</a></li> <li>• <a href="#">Italian Cinderella</a></li> <li>• <a href="#">Yeh Shen Chinese Cinderella</a></li> <li>• <a href="#">Characters in Cinderella Stories</a></li> <li>• <a href="#">Cinderella Story Elements</a></li> <li>• <a href="#">Point of View Practice</a></li> <li>• <a href="#">Heat Wave Simile Activity</a></li> <li>• <a href="#">Similes</a></li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• Step Up to Writing- p. 36 narrative resources</li> <li>• <a href="#">Point of View Anchor Chart</a></li> <li>• <a href="#">Simile Metaphor Anchor Chart</a></li> <li>• <a href="#">Simile Anchor Chart</a></li> <li>• <a href="#">Metaphors Anchor Chart</a></li> </ul>	<p><a href="#">Unit 3 Task 2 Graphic Organizer</a></p>
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**PERFORMANCE TASK 3**

<p><b>Title of Authentic Performance Task 3</b></p>	<p><b>Write a Narrative</b></p>	<p><b>Length:</b> 5 days, 120 – 130 minutes per day</p>
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<b>Standards Addressed in Authentic Performance Task 3</b>	<p><b>Priority Standards for Task 3:</b></p> <p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>Supporting Standards for Task 3:</b></p> <p><b>L.4.1.e</b> Form and use prepositional phrases.</p> <p><b>L.4.3.b:</b> Choose punctuation for effect.</p> <p><b>L 4.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<b>Detailed Description of Authentic Performance Task 3</b>	<p><b>Performance Task:</b> Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Show knowledge of figurative language and use of correct sentence structure.</p> <p><b>Suggested Teaching and Learning Sequence:</b></p> <p>Part 1</p> <ul style="list-style-type: none"> <li>Using the writing process model the details of an imaginative narrative with an apparent theme. Examples of imaginative narratives: Cinderella version, fractured fairy tale, or other imagined narrative.</li> <li>Use the prewrite graphic organizer to show the characters, setting, theme, and events of the story.</li> <li>After modeling, allow students to brainstorm and complete prewrite graphic organizer.</li> </ul> <p>Part 2</p> <ul style="list-style-type: none"> <li>Model drafting the story based on the graphic organizer.</li> <li>Have students begin their drafting process.</li> <li>Introduce prepositional phrases. See print resources.</li> </ul> <p>Part 3</p> <ul style="list-style-type: none"> <li>Introduce the revision and editing process.</li> <li>For example, model revising your narrative by adding a similes or metaphors.</li> <li>Revise: Include prepositional phrases in their narrative. Revise some sentences for placement of prepositional phrases in a sentence.</li> <li>Have students revise their own narrative by adding similes and metaphors.</li> <li>Model the editing process. See “Step up Writing” for editing steps and the editing resource below. <a href="#">Editing Checklist</a></li> </ul>	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
<p>Level 3: Apply</p>		<p>Level 4: Extended Thinking</p>	
<p><b>Rubric for Authentic Performance Task 3 (Embed Document)</b></p>		<p><a href="#">Narrative CCSS Rubric</a></p>	
<p align="center"><b>Response to Instruction and Intervention</b></p>			

<b>Instructional Strategies (Minimum of 3)</b>	<b>Differentiated Strategies for Intervention (Minimum of 6)</b>	<b>Differentiation Strategies for Enrichment (Minimum of 3)</b>	<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>• Modeling: teacher models behaviors or skills.</li> <li>• Performance Assessment: involve the comparison of a learner's behavior to an established guideline or rubric. The guidelines can be a single condition or multiple page rubrics with carefully described levels of performance for each action or behavior.</li> <li>• Peer editing: students read and give feedback on the work of their peers. Peer editing is not only useful as a tool to improve students' analytical skills, but also provides students with an alternative audience for their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference sheet for the writing process</li> <li>• Modifying: useful as a scaffolding tool. Provide students with models or information that are nearly correct or complete and allow students to modify the model or information to make it more complete.</li> <li>• Reteach/Review: figurative language, punctuation for effect, and prepositional phrases</li> <li>• Flexible grouping: temporarily grouping students by interest, achievement level (readiness), learning profile, activity preference, or special needs.</li> <li>• Differentiated lecture: format lecture into "mini lecture" segments using think/pair/share: have students silently reflect for a designated amount of time on the lecture then have the students pair with a partner to discuss, outline completion: provide students with a partially completed outline before the lecture, Question/Answer: provide students with verbal and written questions, T-List or T-Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Create a narrative with multiple themes</li> <li>• Create multiple endings for narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies: exploring cultures and countries</li> <li>• Science: adaptations</li> </ul>

<b>Teacher Resources and Materials</b> (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		<b>Student Resources and Materials</b>	
<b>Anchor Text:</b>  <b>Text Sets:</b>  <b>Text Dependent Questions:</b>  <b>Audio/Visual Resources:</b> <ul style="list-style-type: none"> <li>• Web Link: <a href="#">K12 Reader Preposition Resources</a></li> <li>• Web Link: <a href="#">Prepositions: English for Everyone</a></li> <li>• <a href="#">Root Word Dinosaur Names PowerPoint</a></li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">Writing Process Flowchart</a></li> </ul>		<a href="#">Narrative Prewrite with Theme</a>	

### PERFORMANCE TASK 4

<b>Title of Authentic Performance Task 4</b>	<b>Happily Ever After</b>	<b>Length:</b> 2 days, 120 – 130 minutes per day
<b>Standards Addressed in Authentic Performance Task 4</b>	<b>Priority Standards for Task 4:</b> <b>RL.4.9:</b> 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. <b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
	<b>Supporting Standards for Task 4:</b> <b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <b>RL.4.7</b> 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.	

<b>Detailed Description of Authentic Performance Task 4</b>	<b>Performance Task:</b> Collaborate in groups to create a visual or performance based presentation illustrating the idea of what does “Happily Ever After” look like (find meaning). Select a theme that applies to that message. Each group will select a different medium (list in resources) to display or represent their ideas.	<b>Bloom’s Taxonomy Levels</b>	<b>Webb’s DOK</b>
	<b>Suggested Teaching and Learning Sequence:</b> Part 1:	Level 6: Create	Level 4: Extended Thinking
	<ul style="list-style-type: none"> <li>Brainstorm the themes of future happiness (ex. success, friendship, power, family, love, fun)</li> <li>Explain to the students that they will be creating a visual <u>or</u> performance of what Happily Ever After looks like. Create a list of possible project ideas (skit, song, movie poster, book cover, poem, art piece, PowerPoint, Prezi, ibook, etc)</li> </ul>	<b>Rubric for Authentic Performance Task 4 (Embed Document)</b>	
	Part 2: <ul style="list-style-type: none"> <li>In their groups, they will decide the theme and what they will present to the class. Give students the culminating activity rubric to review so they know what to include and give them an opportunity to add to the rubric.</li> </ul>	<a href="#">Unit 3 Task 4 Rubric</a>	

**Response to Instruction and Intervention**

<b>Instructional Strategies (Minimum of 3)</b>	<b>Differentiated Strategies for Intervention (Minimum of 6)</b>	<b>Differentiation Strategies for Enrichment (Minimum of 3)</b>	<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>Performance Assessment: involve the comparison of a learner’s behavior to an established guideline or rubric. The guidelines can be a single condition or multiple page rubrics with carefully described levels of performance for each action or behavior.</li> <li>Presentation</li> <li>Reciprocal Teaching: students take turns being the teacher for a pair or small group. Teacher role may be to clarify, ask questions, ask for</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming graphic organizer: students may complete this as they brainstorm ideas for their presentation.</li> <li>Spiral Sequencing: an instructional approach in which objects are presented to learners beginning with simple concepts and then periodically revisiting the concepts and then periodically revisiting the concepts and expanding on the concepts as is appropriate for the learner’s cognitive level.</li> </ul>	<ul style="list-style-type: none"> <li>Students will show how a story’s theme will change if it is told from someone else’s perspective.</li> <li>Students will come up with a list of stories that have a similar theme.</li> <li>Students come up with an “icon” for a theme. They create the picture and give reasons to support their choice.</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies: exploring cultures and countries</li> <li>Science: adaptations</li> </ul>



<p>predictions, etc.</p>	<ul style="list-style-type: none"> <li>• Scaffolding: providing temporary support until help is no longer needed. Can take many forms (examples, explanations, organizers, etc.) but needs to build on student's existing knowledge.</li> <li>• Carousel Brainstorming: posters or visuals with words and topics about the lessons ahead are displayed around the room. Students move to each poster or visual and record their response to whatever's written on the poster.</li> <li>• Grouping Strategy Cooperative Learning: heterogeneous groups are recommended. Those in a group are assigned specific roles for a particular task. Individual and group accountability is built in.</li> <li>• Study Guide: Common Themes Found in Literature Handout for students to reference</li> </ul>		
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<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>
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<p><b>Anchor text:</b></p> <p><b>Text Set:</b></p> <p><b>Text dependent questions:</b></p> <p><b>Audio/Visual Resources:</b></p> <p><b>Additional Print Sources:</b></p>	<p><a href="#">Unit 2 Task 4 Brainstorming Web</a> (*for use when differentiating instruction)</p>
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<b>Other Resources:</b>	
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**CULMINATING LEARNING EXPERIENCE**

<b>Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)</b>			
<p>The Modern Art Museum in your area will be featuring a traveling exhibit on the idea “Happily Ever After.” You are artist who will create a representation that could be included in the new art display. You will be sharing your idea to a representative(s) of the museum explaining how your “art” demonstrates the idea.</p>			
<b>Rubric for Culminating Learning Experience (Embed Document)</b>	<a href="#">Unit 3 Culminating Task Rubric</a>	<b>Length</b>	1 day, 120-130 minutes

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