

Unit 4: Journey to an American Destination

Unit #:	APSDO-00014630	Duration:	8.0 Week(s)	Date(s):	
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Team:
 Donna Nestler-Rusack (Author), Kerry Lurate, Ann Marie Castle, Kate Matos, Jonathan Moss, Michelle Gladue, Brian Kelly, Laura McDonnell, Nancy Wall, Lynne Zemaitis, Jo McHugh, Ashley Lacasse, Laurie Mone

Grades:
 4

Subjects:
 English Language Arts

Unit Focus

In this unit, students will learn to read and identify an author's opinion from a text. Students will then learn to write an opinion piece based on both textual evidence and personal experience. The second focus area will have students identify the difference between first and third person point of view by comparing texts. In the third area of focus, students will conclude their journey throughout the regions of the USA by focusing on the Southwest and West regions. The primary instructional materials for this unit are: select stories from *Harcourt Trophies*,

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> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>CCSS.ELA-LITERACY.W.4.1</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.4.2</i> Determine the main idea of a text and explain how it is supported by key 	<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 experiences "journeys" through reading and writing texts.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers</p>	<p>Q1 (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p>

<p>details; summarize the text. <i>CCSS.ELA-LITERACY.RI.4.2</i></p> <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. <i>CCSS.ELA-LITERACY.SL.4.3</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 13 above.) <i>CCSS.ELA-LITERACY.W.4.4</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> Explain how an author uses reasons and evidence to support particular points in a text. <i>CCSS.ELA-LITERACY.RI.4.8</i> 	<p>analyze and comprehend the text.</p> <p>U2 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U3 (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p>U4 (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p> <p>U5 (U303) Readers realize the effectiveness of an argument depends on the clarity of the claims, the logic of the reasoning, and the supportive evidence.</p> <p>U6 (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U7 (U604) Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p> <p>U8</p> <p>Thematic: Where you live influences how you live?</p>	<p>Q2 (Q305) What does a close (careful) reading require? (K-12)</p> <p>Q3 (Q105) What is the text really about (theme, main idea)? (K-12)</p> <p>Q4 (Q110) What does this text mean to me? What connections can I make? (K-12)</p> <p>Q5 (Q304) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p>Q6 (Q205) How can I infer the author's purpose and message? (K-12)</p> <p>Q7 (Q303) What makes an argument effective? (K-12)</p> <p>Q8 (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>Q9 (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>Q10</p> <p>Thematic: What aspects of where you live influence how you live?</p>
Acquisition of Knowledge and Skill		
Knowledge	Skills	
	<p>S1</p> <p>Read and identify an opinion and supporting details from a text</p> <p>S2</p> <p>Distinguish between fact and opinion</p> <p>S3</p> <p>Write an opinion piece based on both text and</p>	

		<p>experience: state an opinion; support with details from the text and with personal knowledge; use precise words to organize their writing; and include appropriate introduction and conclusion</p> <p>S4</p> <p>Identify from which point of view (first person or third person) a story is told</p> <p>S5</p> <p>Identify the difference between the first and third person point of view by comparing texts</p> <p>S6</p> <p>Identify the point of view (firsthand or secondhand)</p> <p>S7</p> <p>Determine the main idea and specific details</p> <p>S8</p> <p>Identify the southwest and west region of the United States and the states within, including state capitals</p> <p>S9</p> <p>Identify all fifty states and capitals including the five regions</p>
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