

CVUSD's Unit 6 Planning Organizer

Subject Grade	ELA 4
Unit Title	Dream vs Reality: Immigration/Migration to California
Length of Unit (Include days and minutes per day)	25 days (plus 5 buffer days)
Overview of Unit	Students will read many nonfiction texts finding the main idea and supporting details. Also, they will write an expository essay about the different immigrant groups that came to California. They will also analyze photos and visuals about immigrants depicting the culture and lifestyles of the immigrant/migrant groups. Finally, they will participate in a culminating activity making a personal connection to an immigrant/migrant from that time. It is strongly suggested to read <u>Esperanza Rising</u> as a read-aloud or a novel study. This novel integrates expository reading and fiction.

Priority Common Core State Standards *Priority Standards are the standards around which supporting standards are organized	Reading Foundations Standard <i>(For Grades K-5 only)</i>
<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3a: 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>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF4.4a:Read on-level text with purpose and understanding.</p> <p>RF.4.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>

	RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Supporting Standards *Supporting Standards are intricately woven through each of the performance tasks of the unit	ELD Standards
<p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.4.7: 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>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>L.4.1.F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>L.4.2.C: Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>I.B.6-7 I.C.10 II.A.1-2 II.C.6-7</p> <p>I.A.1-4 I.B.6-8 I.C.9-12</p>

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor	Webb’s Depth of Knowledge
RL.4.1: <ul style="list-style-type: none"> • Explicit details • Details 	Explain, refer to Infer, Explain	Level 5: Evaluate	Level 3: Strategic Thinking/Reasoning
RL 4.2 <ul style="list-style-type: none"> • The theme of a story, drama, or poem from details in the text 	<ul style="list-style-type: none"> • Determine 	Level 5: Evaluate	Level 3: Strategic Thinking/Reasoning
RI.4.2 <ul style="list-style-type: none"> • Main idea 	Determine	Level 4: Analyze	Level 3: Strategic Thinking

<ul style="list-style-type: none"> • Key ideas and supporting details • Text 	<p>Explain</p> <p>Summarize</p>		
<p>W.4.2</p> <ul style="list-style-type: none"> • informative/explanatory text • topic • ideas and information 	<p>Write</p> <p>Examine</p> <p>Convey</p>	<p>Level 6: Create</p>	<p>Level 4: Extended Thinking</p>

Essential Questions		Corresponding Big Ideas	
<p>RL.4.1- Why is it important to refer to details and examples when discussing the text?</p> <p>RL.4.2- How do readers determine the theme of prose, poetry, or drama?</p> <p>RI 4.2- How do readers determine main idea of a text?</p> <p>W.4.2- How do good writers convey information clearly?</p>	<p>RL 4.1- Good readers use evidence from the text, as well as their own prior knowledge, to draw inferences, conclusions, and generalizations about the text.</p> <p>RL.4.2- Readers determine the theme of prose, poetry or drama by finding details to support the main idea</p> <p>RI 4.2- Readers determine the main idea of a text by finding important supporting details.</p> <p>W.4.2- Good writers convey information by writing a well-organized essay with an introduction, a body, and a conclusion.</p>		
Unit Vocabulary Words			
Academic Cross-Curricular Words		Content/Domain Specific Vocabulary	
<ul style="list-style-type: none"> • Explicit details • Inference • Main idea • Key detail • Summarize • Point of view • Audio recording • Visual display 		<ul style="list-style-type: none"> • Explanatory texts • Informative texts • First person narration • Third person narration • Fragments • Run-ons • Migration • Immigration 	

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

[Vocabulary Squares 4.doc](#) [Word Detective.pdf](#)

Unit Formative Assessments of Priority Standards (Embed Documents)

Pre-Assessment	Post-Assessment
Grade 4 Unit 6 Pretest Student Version (computer enhanced questions)	Grade 4 Unit 6 Post Test Student Version
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
Grade 4 Unit 6 Pretest Teacher Version (computer enhanced questions)	Grade 4 Unit 6 Post Test Teacher Version

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

Students create a personal suitcase that they might carry if they had to move from their home. Pick a shoe box, cereal box, or similar sized box for the suitcase. Decide the items to place in it: clothes, blankets, toys, kitchen utensils, books, photos, keepsakes, food, and others. Students must include five items. The items can be real or a picture of the item. Also, the students must write a reason for each item included in their suitcase.	Suggested Length of Time 2 days, 120-130 minutes
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Synopsis of Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Interpret visual and quantitative information Communication, Creativity	Students will build knowledge about migrant farm workers and the Great Depression using photographs (primary sources). The students will observe the photographs documenting their observations and inferences on the "Observation Worksheet: Photographs." They will share their observations about the pictures with the class. Using their knowledge of the topic they will create a narrative journal entry for a person in the picture. Also, the students will read and interpret quantitative information about migrant groups coming to America using various graphs.	3 Days, 120-130 minutes per day

<p>Task 2: Research on immigrant groups</p> <p>Communication, Collaboration</p>	<p>Students will be assigned a specific immigration/migration group (Mexican, Filipino, Dust Bowl refugees, etc.) to research the group’s life. Students will read articles specific to their migration or immigration group. They will learn about their specific group’s journey, struggles, and experiences. They will fill out the graphic organizer documenting the main ideas found in the texts. Students will share out their findings with the class, looking for connections and patterns among the groups.</p>	<p>4 Days, 120-130 minutes per day</p>
<p>Task 3: Write an informational essay</p>	<p>Students will use the information from readings to write an informational essay about the farmworker groups they studied in task 1. They will use evidence in their writing to examine the topic and convey ideas clearly.</p>	<p>9 Days, 120-130 minutes per day</p>
<p>Task 4: Find explicit and inferential details</p>	<p>Everyone has a story. Read about some immigrant experiences in the story <u>A Very Important Day</u>. Find explicit and inferential details about the story using text dependent questions.</p> <p>Suggested fictional read-aloud and/or novel study: <u>Esperanza Rising</u></p>	<p>4 Days, 120-130 minutes per day</p>
<p>Task 5: Find the theme of poetry.</p>	<p>Given poems about migration and immigration you will find the theme of the text. As a class you will find the theme of the poem and write a constructed response citing the details that support the theme.</p>	<p>3 days, 120-130 minutes per day</p>

PERFORMANCE TASK 1

<p>Title of Authentic Performance Task 1</p>	<p>Interpret visual and quantitative information about migration and immigration groups.</p>		<p>Length: 3 days, 120-130 minutes per day</p>	
<p>Standards Addressed in Authentic Performance Task 1</p>	<p>Priority Standards for Task 1: RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Supporting Standards for Task 1: RI.4.7: 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>Detailed Description of Authentic Performance Task 1</p>	<p>Performance Task: Students will build knowledge about migrant farm workers and the Great Depression using photographs (primary sources). The students will observe the photographs documenting their observations and inferences on the “Observation Worksheet: Photographs.” They will share their observations about the pictures with the class. Using</p>	<p>Bloom’s Taxonomy Levels</p>	<p>Webb’s DOK</p>	

	<ul style="list-style-type: none"> Scholastic Immigration Site Students will compare graphs and answer questions about the graphs. Immigration Pie Charts Immigration by Region Chart Immigration by Decade Chart 	4: Analyzing	3: Strategic Thinking
		Rubric for Authentic Performance Task 1 (Embed Document)	

	Immigration Data Questions_(many questions are researched-based)		This task is not conducive to a rubric.
Response to Instruction and Intervention			
Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<p><u>Nonlinguistic Representations:</u> Students determine important information while incorporating visual representations on a common theme</p> <p><u>Summarizing and Note Taking:</u> Teachers will guide students through the process of taking notes on the observation worksheet SIGHT strategy.</p>	<p><u>Graphic Organizer</u> Students work with a group or with a partner to fill out observation graphic worksheet putting feelings into words.</p> <p><u>Cues and Questions</u> Ask questions that may help students recall the information from the pictures. Also, help students to organize their thoughts about the content.</p> <p><u>Frequent checks for understanding</u> Have students restate the directions and provide additional opportunities for them to ask their own questions.</p>	<ul style="list-style-type: none"> • Students will take their own pictures to analyze. • Students will use a photo editing program to change the picture to a different time period. • Students will put their journal into a book format. 	<ul style="list-style-type: none"> • Social Studies: Students learn about migration and immigration patterns to California. • Math: Students will analyze dates and numbers.
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials	
<p>Textbook References: Reflections Social Studies <u>A Very Important Day</u> <u>Tomas and the Library Lady</u> <u>My Nam eis Maria Isabel</u> Time for Kids: Cesar Chavez: Yes We Can! Time for Kids: Coming to America: Chinese Immigrants Primary Sources Social Studies Ancillary pages 159-162, 165-167, 171-174</p> <p>Other Books: <u>Esperanza Rising</u></p>			

<p>Audio/Visual Resources: Great Depression Pictures Immigrant Farm Workers Photographs California Culture Photographs</p> <p>Additional Print Sources: Immigrants by Decade Chart Immigrants by Region Chart Immigration Pie Charts Immigrant Data Questions SIGHT Picture Detective Photo Observation Worksheet</p> <p>Other Resources:</p>	
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PERFORMANCE TASK 2

Title of Authentic Performance Task 2	Migrant/immigrant Group Research	Length: 4 days, 120-130 minutes per day	
Standards Addressed in Authentic Performance Task 2	Priority Standards for Task 2: RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
	Supporting Standards for Task 2: RI.4.7: 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.		
Detailed Description of Authentic Performance Task 2	<p>Performance Task: Students will be assigned a specific immigration/migration group (Mexican, Filipino, Dust Bowl refugees, etc.) to research the group’s life. Students will read articles specific to their migration or immigration group. They will learn about their specific group’s journey, struggles, and experiences. They will fill out the graphic organizer documenting the main ideas found in the texts. Students will share out their findings with the class, looking for connections and patterns among the groups.</p> <p>Suggested Teaching and Learning Sequence: Part 1</p>	Bloom’s Taxonomy Levels	Webb’s DOK
		Level 4 Analysis	Level 3 Strategic Thinking
		Rubric for Authentic Performance Task 1 (Embed Document)	

	<ul style="list-style-type: none"> Teacher models finding information about a specific group. Use the Filipino group as your model. Filipino Immigration Article Use close reading strategies to model gathering information and completing the graphic organizer. Migrant/Immigrant Group Graphic Organizer Close Reading Anchor Charts The Filipino's group will be used to model the writing in task 3. <p>Part 2:</p> <ul style="list-style-type: none"> Prior to reading passages about the migrant/immigrant groups, review main idea and details. *Use the immigrant migrant groups articles in the Print Center. <p>Part 3</p> <ul style="list-style-type: none"> Divide the students into three migrant/immigration groups: Chinese, Mexican, and Okies. Use the sites below to find information about the different migrant/immigrant groups. They will close read the passages and fill in the graphic organizer for their group. Migrant/Immigrant Group Graphic Organizer <p>Chinese Immigration Article Mexican Immigration Article Dust Bowl Refugees Article</p> <p>Part 4</p> <ul style="list-style-type: none"> Each group will share out the information from their migrant/immigrant group with the class. The other students will take notes about the other two groups. Groups Note-Taking Students will ask clarifying questions for information that they need. <p>Part 5</p> <ul style="list-style-type: none"> After groups present and take notes, the students will reflect on the similarities and differences between the migrant/immigrant groups. Comparing Experiences 	Unit 6 Task 2 Rubric
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Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<u>Cooperative Learning</u> When working on gathering and interpreting text resources, students can work with a peer	<ul style="list-style-type: none"> CFU Immediate feedback Flexible grouping (students 	<ul style="list-style-type: none"> Students will create a map showing the flows of immigrants to California. Students will create a time 	<ul style="list-style-type: none"> Students will make connections to social studies by learning about

<p>helper or teacher that can help them to identify the information that is needed.</p> <p><u>Graphic Organizer</u> Students will use a graphic organizer to help them organize information about their group.</p> <p><u>Flexible Grouping</u> Place students in a small group with peers that can help them to fill out the migrant group graphic organizer.</p>	<p>work with partners)</p> <ul style="list-style-type: none"> • Increased scaffolding with note taking • Pre-teaching the organization of the text/graphic organizer 	<p>line for different immigrant groups.</p> <ul style="list-style-type: none"> • Students will create a graph showing a comparison between groups. 	<p>immigration/migration patterns to California.</p>
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials	
<p>Textbook References: Reflections Social Studies A Very Important Day Tomas and the Library Lady My Name is Maria Isabel Time for Kids: Cesar Chavez: Yes We Can! Time for Kids: Coming to America: Chinese Immigrants Primary Sources Social Studies Ancillary pages 159-162, 165-167, 171-174</p> <p>Other Books: <u>Esperanza Rising</u></p> <p>Audio/Visual Resources: Immigration Push/Pull Factors Link</p> <p>Filipino Immigration- Immigration in America Site Filipino Immigration to America Site Filipino Immigration Push-Pull Factors</p> <p>Mexican Immigration Article Link Library of Congress Mexican Immigration A Brief History of Mexican Immigration Article Link</p> <p>Chinese Immigration Article Link Library of Congress Chinese Immigration</p>		<p>Migrant/Immigrant Group Graphic Organizer</p> <p>Compare Groups Note-Taking</p> <p>Chinese Immigration Article Mexican Immigration Article Dust Bowl Refugees Article</p>	

<p>"Okies" Link Surviving the Dust Bowl Article "Desperation Road: The Great Depression" article</p> <p>Additional Print Sources: Compare Groups Note-Taking Migrant/Immigrant Group Graphic Organizer</p> <p>Other Resources:</p>	
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PERFORMANCE TASK 3

Title of Authentic Performance Task 3	Write an informational essay	Length: 9 days, 120-130 minutes per day	
Standards Addressed in Authentic Performance Task 3	Priority Standards for Task 3: W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	Supporting Standards for Task 3: L.4.1.F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* L.4.2.C: Use a comma before a coordinating conjunction in a compound sentence. L.4.4.C: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
Detailed Description of Authentic Performance Task 3	Performance Task:	Bloom's Taxonomy Levels	Webb's DOK
	Students will use the information from readings to write an informational essay about the farmworker groups they studied in task 1. They will use evidence in their writing to examine the topic and convey ideas clearly.	6: Create	Level 4: Extended Thinking
	Prompt: You have read a number of texts describing the topic of immigration/migration to California. You will write an informational essay describing the experiences of one migrant/immigrant group. Be sure to include information about their challenges and contributions.	Rubric for Authentic Performance Task 3 (Embed Document)	

	<p>Suggested Teaching and Learning Sequence:</p> <p>Part 1</p> <ul style="list-style-type: none"> Using the research from task 1, begin an informative essay about the migrant groups that have come to California. Use the essay graphic organizer to plan for the essay. Write the introductory paragraph together or use the one provided in the graphic organizer. Immigrant Group Informational Report Graphic Organizer Model a body paragraph using the Filipino group information. <p>Part 2</p> <ul style="list-style-type: none"> The student will write the three body paragraph using the information about the Chinese, Okies, and Mexicans. Write the concluding paragraph or use the one provided on the graphic organizer. Students will revise their own writing by circling five overused or dull words and replace them with more vivid synonyms. <p>Part 3: Peer Feedback</p> <ul style="list-style-type: none"> Introduce the procedure for giving peer feedback. Watch “Austin’s Butterfly.” This video shows students and teachers how to offer respectful suggestions for revision. Austin's Butterfly Model giving peer feedback. <p>Part 4: Revision Process</p> <ul style="list-style-type: none"> Students will peer revise a paragraph of other students’ writing. They will focus on a paragraph of their expert group. For example, if they were experts on the Okies, they will peer-review the Okie paragraph in the students’ writing. Students will revise for accurate information and correct sentence structure. Students will use the designated peer feedback procedure. All groups must revise their section. ARMS Revision Anchor Chart <p>Part 5</p> <ul style="list-style-type: none"> Edit your information report using CUPS or another desired editing procedure. CUPS Editing Anchor Chart Peer Editing PowerPoint <i>Step Up to Writing</i> has additional peer editing worksheets. 	<p>Smarter Balance Rubrics</p>
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Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<p><u>Providing Feedback</u> Providing Feedback: Students will give feedback to their peers on whether or not they provided evidence that supports their evidence</p> <p><u>Advance Organizers:</u> Students will work in groups to edit the informational essays.</p> <p><u>Cooperative Learning:</u> Students will work together in cooperative groups will work effectively with partners using peer feedback forms to determine ways to change the writing with synonyms.</p>	<p><u>Flexible Grouping</u> Place students in a small group with peers that can help with prewriting and organization.</p> <p><u>Cues and Questions</u> Ask questions that may help students recall the information from the texts on immigration/migration. Also, help students to organize the thoughts about the content.</p> <p><u>Sufficient "think time"</u> Provide extra time for students to process the information they have learned and what they want to write</p> <p><u>Cooperative Learning</u> When working on the essay, students can work with a peer helper or teacher who can help them to identify the information that is needed to fill out the graphic organizer and draft</p> <p><u>Graphic Organizer</u> Students work within the group/with a partner while they fill out the writing graphic organizer.</p>	<ul style="list-style-type: none"> • Students will make a thesis statement they can prove in their writing. • Students will add a bibliography to their writing. 	<ul style="list-style-type: none"> • Fine Arts Students are analyzing arts connection to real life. • Social Studies Students are learning about immigration/migration patterns to California.
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	

<p>Textbook References: Reflections Social Studies A Very Important Day Tomas and the Library Lady My Name is Maria Isabel Time for Kids: Cesar Chavez: Yes We Can! Time for Kids: Coming to America: Chinese Immigrants Primary Sources Social Studies Ancillary pages 159-162, 165-167, 171-174</p> <p>Other Books: Esperanza Rising</p> <p>Audio/Visual Resources: Austin's Butterfly Peer Editing PowerPoint</p> <p>Additional Print Sources: ARMS Revision Anchor Chart CUPS Editing Anchor Chart</p> <p>Other Resources:</p>	<p>Immigrant Group Informational Report Graphic Organizer</p>
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PERFORMANCE TASK 4

<p>Title of Authentic Performance Task 4</p>	<p>Finding explicit and inferential information from a text.</p>	<p>Length: 4 days, 120-130 minutes per day</p>
<p>Standards Addressed in Authentic Performance Task 4</p>	<p>Priority Standards for Task 4: RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <hr/> <p>Supporting Standards for Task 4: L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	

Detailed Description of Authentic Performance Task 4	<p>Performance Task:</p> <p>Everyone has a story. Read about some immigrant experiences in the story <u>A Very Important Day</u>. Find explicit and inferential details about the story using text dependent questions.</p> <p>Suggested fictional read-aloud and/or novel study: <u>Esperanza Rising</u> (see unit resources for <u>Esperanza Rising</u> resources)</p> <p>Suggested Teaching and Learning Sequence:</p> <p>Part 1</p> <ul style="list-style-type: none"> Students will read <u>Tomas and the Library Lady</u> (HM Textbook) and focus on key details and inferences. Students answer text dependent questions. <p>Part 2</p> <ul style="list-style-type: none"> Teach strategy for extended response to students. The SLAM strategy can be used to teach how to create a constructed response (S-state question, L- locate information, A- add to it, M- make meaningful conclusion). SLAM Another possible strategies that can be used: ACE (A-answer the question, C- Cite evidence from the text, E- Explain or expand on your answer) ACE 2 ACE Explained Have students practice answering questions about text using one of the extended response strategies. <p>Part 3</p> <ul style="list-style-type: none"> Review 1st and 3rd person narration with students. Have students identify the narration in <u>Tomas and the Library Lady</u> and rewrite a portion in 1st person narration. Students will focus and discuss how this changes the story. <p>Part 4</p> <ul style="list-style-type: none"> Have students continue to practice skill (extended response with text dependent questions) with a different story ex. <u>A Very Important Day</u> or <u>Esperanza Rising</u>. Pick a question based on your reading. Questions have been given for all three recommended readings. 		Bloom's Taxonomy Levels	Webb's DOK
			4: Analyzing	Level 4: Extended Thinking
			Rubric for Authentic Performance Task 4 (Embed Document)	
Unit 6 Task 4 Rubric				
Response to Instruction and Intervention				
Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections	

<p><u>Explicit Learning:</u> Teacher clearly outlines the goals and objectives for the task and personalizes their learning goals using the SLAM strategy.</p> <p><u>Advance Organizers:</u> Teacher monitors comprehension by helping students to determine the perspective of the story using key details for support.</p> <p><u>Direct Instruction:</u> Teacher will teach a direct instruction lesson on writing constructive responses.</p>	<p>Audio versions of the HM stories <u>A Very Important Day</u> and <u>Tomas and the Library Lady</u></p> <p><u>Cooperative Learning</u> When answering text questions, students can work with a peer helper or teacher that can help them to identify the information that is needed to figure out the important details.</p> <p><u>Scaffolding</u> Provide students with an outline or summary of the unit being read. Also, provide students with step-by-step instructions that simplify the unit.</p>	<ul style="list-style-type: none"> • Students will create a new character for the story. • Students will create a baseball card for each of the characters. • Students will make up reasons why they left their home country (A Very Important Day). • Rewrite a portion of a third person narration text in first person narration. 	<ul style="list-style-type: none"> • Social Studies Students are learning about immigration/migration patterns to California.
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Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	Student Resources and Materials
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<p>Textbook References: Reflections Social Studies <u>A Very Important Day</u> <u>Tomas and the Library Lady</u> <u>My Name is Maria Isabel</u> Time for Kids: Cesar Chavez: Yes We Can! Time for Kids: Coming to America: Chinese Immigrants Primary Sources Social Studies Ancillary pages 159-162, 165-167, 171-174</p> <p>Other Books: <u>Esperanza Rising</u></p> <p>Audio/Visual Resources:</p> <p>Additional Print Sources: Esperanza Rising Discussion Questions Esperanza Rising Summaries Tomas and the Library Lady Questions A Very Important Day Questions My Name is Maria Isabel Questions</p>	
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Other Resources:	
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PERFORMANCE TASK 5

Title of Authentic Performance Task	Finding the theme of a poem	Length: 3 days, 120-130 minutes per day		
Standards Addressed in Authentic Performance Task 5	Priority Standards for Task: RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
	Supporting Standards for Task: L.4.4.A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			
Detailed Description of Authentic Performance Task 5	Performance Task: Given poems about migration and immigration you will find the theme of the text. As a class you will find the theme of the poem and write a constructed response citing the details that support the theme.		Bloom's Taxonomy Levels	Webb's DOK
	Suggested Teaching and Learning Sequence:		4: Analysis	Level 4: Extended Thinking
	Part 1		Rubric for Authentic Performance Task (Embed Document) Unit 6 Task 5 Rubric	
	<ul style="list-style-type: none"> • As a class, read some of the Dust Bowl and/or immigration poems. You will need to copy your own poems from the site due to copyright issues. • Together, determine the theme based on the details from the poem. 			
Part 2				
<ul style="list-style-type: none"> • Determine the meaning of unknown words in the poems using context clues as a class. 				
Part 3				
<ul style="list-style-type: none"> • Give the students another poem to read and analyze. • As a team, find the theme and supporting details for the poem. • Independently, students find the theme and supporting details of a poem. 				
Response to Instruction and Intervention				
Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections	

<p><u>Explicit Learning:</u> Teacher clearly outlines the themes of stories.</p> <p><u>Advance Organizers:</u> Teacher monitors comprehension by helping students to determine the central message/lesson/moral using key details for support recording that information in a graphic organizer.</p> <p>Direct Instruction: Teacher will teach a direct instruction lesson using details to show the theme.</p>	<p><u>Graphic Organizer</u> Provide students with a partially filled out graphic organizer on main idea and details to guide student learning. The teacher can either embed key words or page numbers into the document.</p> <p><u>Cooperative Learning</u> When answering text questions, students can work with a peer helper or teacher that can help them to identify the information that is needed to fill out the theme.</p>	<ul style="list-style-type: none"> • Students will create poems about immigration. • Students will find the meter and rhyming scheme in the poetry. • Students label stressed and unstressed syllables in the poetry. 	<ul style="list-style-type: none"> • Students will meet social studies standards to learn about immigration/migration patterns.
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	
<p>Textbook References:</p> <p>Other Books:</p> <p>Audio/Visual Resources: Dust Bowl Poetry Link Immigration Poetry Link Cesar Chavez Poem Link Appendix B Slavery Poem Determine the theme of a poem: This is a tutorial for teachers on finding the theme of a poem on Learn Zillion Understanding Poetry: This PowerPoint reviews the structure and features of a poem. It also has numerous examples of poems and a section about identifying the mood and message of a poem.</p> <p>Additional Print Sources:</p> <p>Other Resources:</p>			

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CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)

Teacher Overview

Students create a personal suitcase that they might carry if they had to move from their home. Pick a shoe box, cereal box, or similar sized box for the suitcase. Decide the items to place in it: clothes, blankets, toys, kitchen utensils, books, photos, keepsakes, food, and others. Students must include five items. The items can be real or a picture of the item. Also, the students must write a reason for each item included in their suitcase.

[Suit Case Items](#)

Rubric for Culminating Learning Experience (Embed Document)	Unit 6 Culminating Activity Rubric	Length	2 days, 120-130 minutes per day
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Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)

Suggestions for Improvement	Student Response