

Reading: Literature Grade 4

Stage 1 Desired Results

ESTABLISHED GOALS:	Stage 1 Desired Results	
	Transfer	
	<i>Students will be able to independently use their learning to make sense of their reading and communicate experiences.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
<u>Competencies:</u> - Students will demonstrate the ability to read, interpret and analyze increasingly complex literary print and non-print texts for pleasure and enrichment in order to make meaning of text. <u>Content Standards:</u> <u>Phonics and Word Recognition</u> - RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. <u>Fluency</u> - RF.4.4 Read with sufficient accuracy and fluency to support comprehension. <u>Key Ideas and Details</u> - RL.4.1 Refer to details and examples in a text when explaining when the text says explicitly and when drawing inferences from the text. - RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. - RL.4.3 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). <u>Craft and Structure</u> - RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). - RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. - 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. <u>Integration of Knowledge and Ideas</u>	- effective readers use a variety of strategies to make sense of key ideas and details presented in text. - analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. - to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - word analysis and decoding skills are foundational for success as a reader. - fluent readers accurately process print with expression at an appropriate rate. - students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What does the author want the reader to know?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	- that narratives are written for a specific purpose: to entertain or share a story. - that using transition words, phrases and clauses signal changes in time and place. - that poems, dramas and prose use different structural elements. - the function of relative pronouns, relative adverbs, progressive verb tenses, modal auxiliary, adjectives, prepositional phrases, Greek and Latin affixes and roots in general, but also their functions in particular sentences.	- reading unfamiliar grade-appropriate multisyllabic words in context and isolation using knowledge of all letter-sound correspondences. - reading unfamiliar multisyllabic words in context and isolation using knowledge of syllabication patterns. - reading unfamiliar grade-appropriate multisyllabic words in context and isolation using knowledge of word morphology (roots and affixes).

• RL.4.7 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. • RL.4.9 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. <u>Range of Reading and Level of Text Complexity</u> • RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Vocabulary Acquisition and Use</u> • L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. • L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. • L.4.6 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).		• reading grade-level text, prose, and poetry with accuracy, appropriate rate, and expression with purpose and understanding. • using sentence-level context to confirm or self-correct word recognition and understanding, rereading as necessary. • reading closely complex grade level text (narrative and informational) using reading strategies to help understand text. • citing textual details and examples to support inferences and explanations about a literary text's meaning. • analyzing details from a story, drama, or poem to determine a theme. • summarizing a story or drama, including the main events and key details. • describing 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). • describing how events in the plot build on one another, including how the conflict is created and resolved. • describing the setting and analyze how it contributes to the story. • describing a character's actions, traits, and motives using textual details. • using strategies to determine the meaning of words and phrases. • using elements (including words and phrases) of mythology to help identify allusions to mythological characters and determine the meaning of these allusions. • identifying common structural elements of poems and dramas. • explaining major differences between poems, drama, and prose, and referring to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue,
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		stage directions) when writing or speaking about a text. ● determining an author's or narrator's point of view and/or purpose. ● comparing and contrasting the narrative point of view in different stories, including the difference between first- and third- person narrations. ● interpreting visual and other multimedia elements to confirm details and deepen understanding of a story. ● describing and connecting how a visual or oral presentation of a story or drama reflects the text. ● comparing and contrasting how stories, myths, and other traditional literature from various cultures approach similar themes and ideas and how different stories may employ archetypal patterns. ● using reading strategies to comprehend a variety of increasingly difficult complex text, including stories, dramas, and poetry. ● using context as a clue to the meaning of a word or phrase. ● using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ● consulting reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases. ● explaining the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. ● recognizing and explaining the meaning of common idioms, adages, and proverbs. ● demonstrating understanding of words by relating them to their synonyms and antonyms. ● using new words and phrases when speaking and writing.
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		• using grade-appropriate words that signal precise actions, emotions, or states of being. • using domain-specific words of a topic being read.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>think creatively</i> • <i>reason effectively</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	