

Literature Appreciation: Grade 4

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to share knowledge and participate ethically and productively in order to become contributing members of our democratic society. - Students will demonstrate the ability to respond to text using a variety of informational tools in order to pursue personal and aesthetic growth. <u>Content Standards:</u> - AASL 1.2.3. Demonstrate creativity by using multiple resources and formats. - AASL 3.1.3. Use writing and speaking skills to communicate new understandings effectively. - AASL 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres. - AASL 4.1.1. Read, view, and listen for pleasure and personal growth. - AASL 4.1.2. Read widely and fluently to make connections with own self, the world, and previous reading.	Transfer	
	Students will be able to independently use their learning to respond to a piece of literature and discuss it with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - reading widely helps people understand about themselves and the world. - culture is reflected in traditional literature.	ESSENTIAL QUESTIONS How are themes of stories related to our lives?
	Acquisition	
	Students will know... - that stories have themes and contain messages. - that literary elements provide a matrix for comparing and contrasting traditional literature. <u>vocabulary:</u> plot, theme, myth	Students will be skilled at... - comparing and contrasting themes in a traditional literature. - identifying the elements of a myth. - summarizing a text. - distinguishing between plot and theme in a story. - using a variety of strategies to inform book choice.
Content Area Literacy Standards		21st Century Skills
not applicable		- think creatively - collaborate with others - be responsible to others

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>
- CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text. - CC.4.R.L.9 Integration of Knowledge and Ideas: 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. - CC.4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. - CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

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