Unit Plan Name: \_\_\_\_Understanding Narrative/Expositive Text\_\_\_\_ First, Second, Third, Fourth Quarter

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| Best Practices |  | Essential Question(s) | DOK | Learning Outcomes | Unit Objectives | Standard(s) |
| Assessment Types  *Formative:*  *portfolio check*  *3-minute pause/response*  *oral questioning*  *1,2,3 practice sheets (worksheet)*  *Summative:*  *one-on-one reading*  *highlight text & respond testing* | | What methods do authors use to help readers understand the text information?  How can I use the details of the text to express the theme?  Which of these relate to me? | 1,2,3  2,3  3, (1-3)  1,2,3  1,2,3  3, (3,4)  2,3  2,3  3,4  1,2 | Activity: Whole group brain storm about essential question(s) & make web diagram. | From the text students will identify different key details that support meaning. Details: (text dependent)  Structure: Using key details describe in depth Characters, Settings, and important Events. Determine a theme.  Students will respond to literate Compare and Contrast two stories to their own lives.  ***Culture*** *(RL): (4.2.PO1, 4.2.PO3, 4.2PO.4) I will retell my cultural teachings of earth, sky, nature, Birds and Insects. (4.3.PO.) Classify the Land and Water Beings.*  ***Character*** *(RL) :( 4.2.PO1) I will listen to and apply Dine teachings.* | 4.RL.1, RI.1  4.RL.2, RI.2  4.RL.3, RI.3  4.RL.4, RI.4  4.RL.5, RI.5  4.RL.6, RI.6  4.RL.7, RI.7  -- RI.8  4.RL.9, RI.9  4.RL.10, RI,10  *Culture: 4.2.PO1, 4,2.PO3,*  *4.2.PO4*  *Character:*  *4.2.PO1* |
| Instructional Strategies:  anchor chart  close read (partial)  model & structured practice  pair share  paraphrasing  PowerPoint  quick write  response to literature  Socratic discussion  spirals (material) | | How should I move about the room between and during instructional time? | 1,2,3 | Activity: Students familiar themselves on how to transition in an organized manner. | Students will transition between instructional strategies in 3 minutes. Be prepared and ready for instruction in an organized manner.  ***Culture*:** *(SL): (4.1.PO2) I will organize my personal belongings.*  ***Character*** *(SL): (4.2.PO3 &4) I will display and safeguard my thoughts and explain good judgment that I use in guide me. (4.3.PO1-4) I will speak to reflect my good character, show respect, cooperate with my peers and refrain from bulling.* | 4.SL.1.b  *Culture:*  *4.1.PO2,*  *Character 4.2.PO3,PO4,*  *4.3.PO1, PO2,*  *4.3.PO3,PO4* |
| Speaking and Listening Standards |  | What contributions can I make to the conversation when I’m prepared and engaged? | 1,2,3  2,3 | Activity: Whole group brain storms about essential question & make web diagrams. (How do discussions benefit my learning?) | Students will make a web diagram identifying 3 ways they benefit from the discussions.  ***Oral Language: (SL)*** *(4.1-4.4 Oral Dine standards fall under the Speaking and Listening Standards for oral presentations, speaking, and listening.* | 4.SL.1.b.c.d  4.SL.2  *Oral:*  *4.1-4.4* |
| Critical Vocabulary  craft/structure  details  evidence  expository recourse  paraphrasing  synonym/word choice | | What strategies can be used to understand key words when I am not familiar with their use or meanings? | 1,2,3  1,2,3 | Activity: Whole group brain storm about essential question & make web diagrams.  Tier 1 (general)  Tier 2 (academic)  Tier 3 (domain) | Students will demonstrate 2 strategies to find word meaning within the text.  Text Vocabulary: Students will write out in alphabetical order, construct sentences, and use a thesaurus for alternative meanings. | 4.L.4.c  4.RI.4 |
| Resources  text book, anchor charts, student portfolio, graphic organizers, peers, question/response, thesaurus | | What resources are available to assist my understanding of what I am responsible for learning? | 1,2,3  2,3 | Activity: Whole group brain storm about essential question & make web diagrams. | Students will identify 3 related or reference resources that aid in understanding the topic. | 4.SL.1.a  4.SL.2 |
| Writing Standards | | What elements make writing clear? | 1,2,3,4  1,2  1,2,3,4 | Activity: Students write and add to their LA portfolio. | Students will respond to literature by writing short paragraphs (peer audience) to be read aloud and discussed. | 4.W.5  4.W.9  4.W.10 |