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? | 1,2,32,33, (1-3)1,2,31,2,33, (3,4)2,32,33,41,2 | 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.14.RL.2, RI.24.RL.3, RI.34.RL.4, RI.44.RL.5, RI.54.RL.6, RI.64.RL.7, RI.7 -- RI.84.RL.9, RI.94.RL.10, RI,10*Culture: 4.2.PO1, 4,2.PO3,* *4.2.PO4* *Character:**4.2.PO1* |
| Instructional Strategies:anchor chartclose read (partial)model & structured practicepair shareparaphrasingPowerPointquick writeresponse to literatureSocratic discussionspirals (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? | 1,2,32,3 | 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.d4.SL.2*Oral:**4.1-4.4* |
| Critical Vocabularycraft/structuredetailsevidenceexpository recourseparaphrasingsynonym/word choice | What strategies can be used to understand key words when I am not familiar with their use or meanings? | 1,2,31,2,3 | 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.c4.RI.4 |
| Resourcestext 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? | 1,2,32,3 | 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.a4.SL.2 |
| Writing Standards | What elements make writing clear? | 1,2,3,41,21,2,3,4 | 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.54.W.94.W.10 |