

## Grade Level/Subject: 4

### Unit: Reading History

## Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p><b>Overarching PA Core or National Standards:</b></p> <p>Justice 12-JU.3-5.12</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures, and rules.</p> <p>Justice 13-JU.3-5.13</p> <p>I know that words, behaviors, rules, and laws that treat people unfairly based on their group identities cause real harm.</p> <p>Justice 15-JU.3-5.15</p> <p>I know that the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</p> <p>E04.A-K.1.1.1</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.</li> <li>• Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.</li> <li>• Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience.</li> <li>• Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity.</li> <li>• Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives.</li> <li>• Read closely and analytically to comprehend a range of increasing complex literary and informational text.</li> </ul>	
	<b>Meaning-Making</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Effective research requires the use of varied resources to gain or expand knowledge.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>How do strategic readers create meaning from</p>

<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>E04.B-K.1.1.2</b></p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>E04.B-C.2.1.1</b></p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>E04.B-C.2.1.2</b></p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.</p> <p><b>E04.B-C.3.1.1</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>E04.B-C.3.1.2</b></p>		<p>informational and literary text?</p> <p>What is this text really about?</p> <p>How do readers know what to believe?</p> <p>What does a reader look for and how can s/he find it?</p> <p>How does a reader know a source can be trusted?</p> <p>How does one organize and synthesize information from various sources?</p> <p>How does one best present finding?</p>
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<b>Knowledge and Skills Acquisition</b>		
<p>Integrate information from two texts on the same topic in order to demonstrate subject knowledge.</p> <p><b>E04.B-C.3.1.3</b></p> <p>Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Research a topic to learn and build background knowledge in order to skim resources and pay attention to recurring subtopics.</li> <li>• Preview text to identify the text structure to better understand the important parts and organize their reading and note taking.</li> <li>• Synthesize information about a key subtopic by reading an overview text, then reading across several sources about one subtopic.</li> <li>• Readers pay careful attention to the details that reveal tone and point of view.</li> <li>• Readers notice multiple points of view, and then analyze and understand the text better.</li> <li>• Study text evidence to determine their own point of view, and then analyze the evidence to figure out how to make it support their point of view.</li> <li>• Research both sides of an issue to present an effective position.</li> </ul> <p><b>VOCABULARY:</b></p> <p>Analysis, argument, author’s point of view, author’s purpose, chronology, connection, evidence, example, expository, fact, firsthand account, heading—graphic—chart (text features), illustration, interpret, key concept, key detail, main idea, narrative, point of view, problem/solution, secondhand account, text structure, sequence, solution, timeline, tone</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>-Identify text structure in order to identify the important points and ideas in a text.</li> <li>-Readers can skim a text and identify relevant and important information.</li> <li>-Take useful notes to further their understanding of a particular topic or issue.</li> <li>-Categorize information from different texts about a topic to be able to note take about its subtopics.</li> <li>-Be able to determine the point of view an author has about a topic based on how they write about it.</li> <li>-Read and analyze multiple sides of an issue in order to take a position and argue with textual evidence as well as their own background knowledge on the issue.</li> </ul>

## Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>PERFORMANCE TASK(S):</b></p> <p>Students will research, draft, illustrate and publish a “book” related to a topic of the American Revolution. They will also present the book orally to their peers. This will assess their ability to quote/paraphrase parts of text, use examples from the text to explain inferences drawn from reading and synthesize information from multiple texts on the same topic.</p> <p>Students will read a short passage and complete constructed response based on the question <i>“How does the author feel about the topic?” “How do you know?”</i></p> <p>Use Caulkins Post Assessment Question 1 to assess the students' ability to summarize a text.</p> <p>Use Caulkins Post Assessment Question 2 to assess the students' ability to describe how different parts of a text fit together.</p> <p>Use Caulkins Post Assessment Question 3 to assess the students' ability to analyze different perspectives on the same topic.</p> <p>Use Caulkins Post Assessment Question 4 to assess the students' ability to synthesize information across texts.</p>	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> <li>-Guided writing format of book; broken down by chapter. (Fill in each section)</li> <li>-Sentence Starters for students to formulate their responses to UOS Post Assessment Questions.</li> <li>-Students can respond orally to UOS Post Assessment questions.</li> <li>-Text can be read to student.</li> <li>-List with examples of text structures and text features.</li> </ul>
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>OTHER EVIDENCE:</b></p> <p>Readers journal notes/tasks, illustration of different events and symbols related to the American Revolution, Short answer related to short passages based on different events and symbols of the American revolution.</p>	<p>Differentiation Considerations:</p>