

Grade Level/Subject: 4th Grade Reading

Unit: Unit 6: Reading Historical Fiction

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core or National Standards:</p> <p>(Eligible Content)</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 14-Ju.3.-5.14</p> <p>I know that life is easier for some people and harder for others based on who they are and where they were born.</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 style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond. • Develop the life-long habit of reading across genres for enjoyment and knowledge/learning. • Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience. • Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity. • Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives. • Read closely and analytically to comprehend a range of increasing complex literary and informational text. 	
	<p style="text-align: center;"><i>Meaning-Making</i></p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • An expanded vocabulary enhances one’s ability to express ideas and information. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How does interaction with text provoke thinking and response?</p> <p>What is this text really about?</p>

<p>E04.A-K.1.1.1</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>E04.A-K.1.1.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>		<p>How do strategic readers create meaning from literary text?</p> <p>What strategies and resources does the learner use to figure out unknown vocabulary?</p>
Knowledge and Skills Acquisition		
<p>E04.A-K.1.1.3</p> <p>Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>E04.A-V.4.1.1</p> <p>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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Readers pay particular attention to the setting from the start of a book to analyze where the story takes place, when the story takes place, and what the setting feels like. • Keeping track of story elements while reading and continually building their understanding of what is going on to comprehend more complex text. • Connections can be made between the events in the character's life to historical events during the story's time period. • Stepping into character's shoes in order to deepen their understanding of characters and their perspectives (including minor characters) • Looking across their text, finding patterns and making connections as well as revising their thinking while reading the text. • Big ideas developed from the text can be supported with various supporting evidence. • Developing universal theme that applies to the historical time period of the text being read. • Readers analyze the events, setting and characters in order to develop and advance their ideas about the text, focusing on the theme. <p>VOCABULARY: Analysis, central idea/message, chronology, context clue, describe, demonstrate, dialogue, elaborate, element of fiction, evidence, example, explain, genre, inference, literary text, narrator, plot, point of view, problem/solution, setting, summarize, suspense, theme, trait.</p>	<p><i>Students will be skilled at...</i></p> <p>-Determining what the setting of a story tells the reader about the tone, mood, and historical information where the story takes place.</p> <p>-Students can describe in detail important story elements, including the developing plot and how it is related to the time in history that the story is set in.</p> <p>-Able to use the struggles, motivations, and perspectives of different characters to describe the time period that the story is set in.</p>

		<p>-Use evidence from various parts of the text to support ideas and theories.</p> <p>-Identify and describe developing themes in the story, based on the events and characters in the story.</p>
--	--	---

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>PERFORMANCE TASK(S):</p> <p>-Students will read a historical fiction passage after the teacher reads/or shows a short text/video describing the historical time period of the passage. Students pick out three different elements of the passage that describe the tone, mood and describe the connection the examples have to history.</p> <p>-Students will create a timeline of the events in the story and include the important historical events that were happening in the same timeline.</p> <p>-Use Caulkins UOS Post Assessment question 1 and 2 to assess students’ ability to Infer about characters and other story elements: character traits and supporting thinking with text evidence and analyzing perspective.</p> <p>-Use Caulkins UOS Post Assessment question 3 to assess students’ ability to describe different story elements and how they are related to the whole story.</p>	<p>Differentiation Considerations:</p> <p>-Teacher can give the student the three elements and they describe the connection (orally or written).</p> <p>-Teacher can give the student the list of historical events and the students put them in order.</p> <p>-Teacher can give the student the list of events in the story and the student can pick out the important ones and order them on timeline.</p>

	<p>-Use Caulkins UOS Post Assessment question 4 to assess students' ability to identify developing themes in the story based on the events and characters in the story.</p>	<p>-Pre created timeline</p> <p>-Sentence Starters for students to formulate their responses to UOS Post Assessment Questions.</p> <p>-Students can respond orally to UOS Post Assessment questions.</p>
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>OTHER EVIDENCE:</p> <p>-Readers Journal notes, Enactments (based on the historical time period), Debate</p>	<p>Differentiation Considerations:</p>