

Understanding by Design: School: Mountain Home School District

Designer Name(s): 4th Grade Team

Date:

Subject Area: ELA

Grade Level(s): 4th

Unit Title/Focus: Risks and Consequences, Unit 1

Estimated Amount of Instructional Time: 6 Weeks

Stage 1 – (Desired Results)

State Content and Skill Standards:

Reading Standards for Literature:

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL 4.9 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.

RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI 4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI 4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

RF 4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF 4.4 Read with sufficient accuracy and fluency to support comprehension.

RF 4.4.A Read grade-level text with purpose and understanding.

RF 4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards:

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W4.3.C Use a variety of transitional words and phrases to manage the sequence of events.

W4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

W4.3.E Provide a conclusion that follows from the narrated experiences or events.

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W4.9.A Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

SL4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

SL4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL4.4 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.

SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Standards:

L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L4.2.A Use correct capitalization.

L4.2.D Spell grade-appropriate words correctly, consulting references as needed.

L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4.3.A Choose words and phrases to convey ideas precisely.*

L4.4 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.

L4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L4.5.A Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

Students will understand that...

- ✓ Some risks are worth taking
- ✓ There are times when a risk should not be taken
- ✓ People decide which risks to take

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- How do you know when it is necessary to take a risk? How does it feel to take a risk and wish you had not?
- Is it sometimes riskier to do nothing? What is important enough to you to make you risk your life?
- Are there times when we must take a risk to help others? Can our own risks sometimes endanger others?
- Do we always recognize when we are taking a risk? Why do people take foolish risks?

Big Idea(s)

Why do people take risks?

What Students will know: (what knowledge will they acquire)

Key Terms:

1. *Idly, tides, deserted, dozed, lacking, fiber, pursued, cover*
2. *Companion, concealed, hastened, shuddered, despairing, delivered, flickering, sympathetic*
3. *Obviously, recalled, merriment, tangled, gnawing, miserable, cover, circumstances*
4. *Concerned, decent, stable, strive, pleading, tensely, paces, opportunities*
5. *Brilliant, spread, luxurious, astonishment, nudged, plunged, crowded*

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <p>SBAC Claim 1, Target 1 Evidence Required 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. Allowable Item Types Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text</p> <p>SBAC Claim 1, Target 2 Evidence Required 1. The student will determine or summarize a theme or main idea of a text. 2. The student will determine or summarize key ideas and events in a text. Allowable Item Types Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based</p>	

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:	
<i>Learning Activities:</i>	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> ❖ Students will evaluate risky situations, and react appropriately.
	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Weekly Lesson Assessments</p>

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)
H=HOOK all students and hold their interest
E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue
R=Provide opportunities to RETHINK and REVISE their understanding/work
E (2)=Allow students to EVALUATE their work
T=Be TAILORED (personalized) to different needs, interests, and abilities of learners
O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/ Resources	