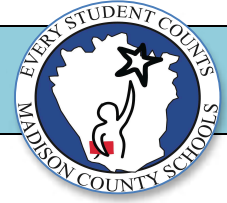


# KENTUCKY COGNITIVE LITERACY MODEL

## UNIT PLANNING TEMPLATE



GRADE 4/Unit # 4

Duration of Unit: \_\_\_\_\_

### Focus Standards for Unit:

#### LANGUAGE

**CC.4.L.2.d** Spell grade-appropriate words correctly, consulting references as needed.

**CC.4.L.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs.

**CC.4.L.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).

#### READING FOUNDATIONS

**CC.4.R.F.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.

**CC.4.R.F.4.a** Read grade-level text with purpose and understanding.

#### READING INFORMATION

**CC.4.R.I.4** Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topics or subject area.

**CC.4.R.I.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

**CC.4.R.I.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.

**CC.4.R.I.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CC.4.R.I.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 necessary at the high end of the range.

#### READING LITERATURE

**CC.4.R.L.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).

**CC.4.R.L.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.

**CC.4.R.L.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.

**CC.4.R.L.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.

#### WRITING

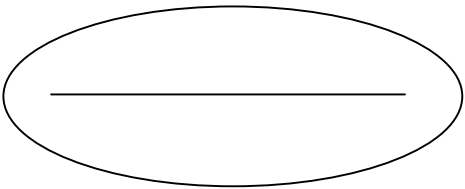
**CC.4.W.1.a** Introduce a topic or text clearly, state opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**CC.4.W.1.b** Provide reasons that are supported by facts and details.

**CC.4.W.1.d** Provide a concluding statement or section related to the opinion presented.

- CC.4.W.2.a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CC.4.W.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CC.4.W.2.e** Provide a concluding statement or section related to the information or explanation presented.
- CC.4.W.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.)
- CC.4.W.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 on page 29.)
- CC.4.W.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- CC.4.W.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.
- CC.4.W.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].”)
- CC.4.W.9.b** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- CC.4.W.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.

#### Essential Questions:

<b>Materials/Lesson Resources:</b> *Power Point *Digital Storytelling *Living Museum *Kids Make Autobiography	<b>Essential Vocabulary:</b>	<b>Unit Organizer:</b> *Point of View *Biography/Autobiography *Research *Presentation  
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**CULMINATING PRODUCT AND/OR PERFORMANCE**

<b>Group:</b>		<b>Presentation Audience:</b>  ___ Class                      ___ Experts ___ School                    ___ Web ___ Community              ___ Personal  ___ Other: _____
<b>Individual:</b>		

**Resources Needed:**

<b>On-site people, facilities:</b>	<b>Equipment:</b>	<b>Materials:</b>	<b>Community Resources:</b>
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READING STRATEGIES	TEACHING TOOLS		
<input type="checkbox"/> <b>PK</b> Making connections to/activating prior knowledge; developing schema <input type="checkbox"/> <b>I/P</b> Inferring and predicting <input type="checkbox"/> <b>Q</b> Asking questions <input type="checkbox"/> <b>S</b> Determining important ideas and summarizing <input type="checkbox"/> <b>V</b> Visualizing <input type="checkbox"/> <b>S/R</b> Synthesizing and retelling <input type="checkbox"/> <b>M/C</b> Monitoring/clarifying understanding of text  <p>*The letters in bold indicate an abbreviation each reading strategy. The strategies are coded to the comprehension and/or vocabulary teaching tools that support them.</p>	<p style="text-align: center;"><b>Increasing Comprehension</b></p> <p><u>Cues, Questions and Advance Organizers</u></p> <input type="checkbox"/> Anticipation/Reaction Guide (PK, Q, M/C,) <input type="checkbox"/> Question/Answer/Relationship (PK, I/P, Q, S, M/C) <input type="checkbox"/> Skimming (PK, I/P, V, S/R) <p><u>Non-linguistic Representations</u></p> <input type="checkbox"/> Pattern Organizers (S, V) <input type="checkbox"/> Mind Mapping (Q, V, S/R, M/C) <input type="checkbox"/> Pictograph (PK, V) <p><u>Identifying Similarities and Differences</u></p> <input type="checkbox"/> Comparison Matrix Chart (PK, S) <input type="checkbox"/> Comparison Guide Map (PK, S, V, S/R, M/C) <input type="checkbox"/> Graphic Organizer for Analogies and Metaphors (I/P, S, V) <input type="checkbox"/> Student or Teacher-Generated Classification Graphic Organizer (dependent on graphic organizer) <p><u>Summarizing and Note taking</u></p> <input type="checkbox"/> Cornell Notes (Q, S, MC) <input type="checkbox"/> Note Taking Using Both Sides of the Brain (PK, S, V, M/C) <input type="checkbox"/> Summary Frame (Dependent on frame) <input type="checkbox"/> Rule-Based Strategy (Q, S, M/C)		<p style="text-align: center;"><b>Expanding Vocabulary</b></p> <p><u>Vocabulary Activities</u></p> <input type="checkbox"/> Word Storm (PK, I/P) <input type="checkbox"/> Closed /Open Word Sort (PK, Q, S, V, S/R) <input type="checkbox"/> Three-Way Tie (PK, I/P, Q, V, M/C) <input type="checkbox"/> Connect the Words (PK, I/P, Q, V, S/R, M/C) <input type="checkbox"/> LitFig (PK, I/P, Q, V, M/C) <input type="checkbox"/> Four Square Vocabulary Map/Frayer Model (PK, V, M/C) <input type="checkbox"/> Word Questioning (PK, I/P, Q, S, V, S/R, M/C) <input type="checkbox"/> Text Impressions (PK, I/P, Q) <input type="checkbox"/> Cinquain (PK, S, V, S/R, M/C) <input type="checkbox"/> Rate Your Knowledge (P/K, I/P, Q/ M/C) <input type="checkbox"/> Vocabulary Tree (PK, M/C) <p><u>Vocabulary Games</u></p> <input type="checkbox"/> Password (PK, I/P, V, S/R) <input type="checkbox"/> Memory (PK, MC) <input type="checkbox"/> Most Important Word (PK, I/P, Q, S)
	COMMUNICATION	ASSESSMENTS	
<p style="text-align: center;"><b>Writing</b></p> <input type="checkbox"/> <u>Writing to Learn</u> : emphasizes the students' thinking in an informal form (e.g. any KCLM teaching tool that requires writing) . <input type="checkbox"/> <u>Writing to Demonstrate Learning</u> : intended to assess learning of content or ability to complete a task (e.g. exit slips, rough drafts, student-generated graphic organizer). <input type="checkbox"/> <u>Writing for Authentic Purposes</u> ; intended to develop skills in communication and to promote learning and thinking (e.g. articles, letters, editorials, written projects, blogs, web pages).	<p style="text-align: center;"><b>Formative</b></p> <input type="checkbox"/> Student Goal-setting <input type="checkbox"/> Journal/Learning Log <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Rough Drafts <input type="checkbox"/> Checklists (Introducing, Progressing, Mastering, etc.) <input type="checkbox"/> Review Games/Activities <input type="checkbox"/> Teacher Questioning <input type="checkbox"/> Exit Slips/Activities <input type="checkbox"/> Student Practice Activities/Exercise	<input type="checkbox"/> Student Partner Talk (Think-Pair-Share; Turn & Talk) <input type="checkbox"/> Preliminary Plans/ Outlines/ Prototypes <input type="checkbox"/> PBL Progress Work Report : Individual <input type="checkbox"/> PBL Progress Work Report: Group <input type="checkbox"/> Practice Presentation <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Teacher's Anecdotal Notes <input type="checkbox"/> Role-Playing <input type="checkbox"/> One-on-one Student/Teacher Conference <input type="checkbox"/> Other _____	
<p style="text-align: center;"><b>Speaking</b></p> <input type="checkbox"/> Paired Discussion <input type="checkbox"/> Group Discussion <input type="checkbox"/> Presenting to an Audience	<p style="text-align: center;"><b>Summative</b></p> <input type="checkbox"/> Written Project, with Rubric <input type="checkbox"/> Oral Presentation, with Rubric <input type="checkbox"/> On-Demand Writing <input type="checkbox"/> Test	<input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Other _____	

