

## UNITS DESIGN FRAMEWORK

### PART I: UNIT OVERVIEW

<b>Content</b>	Communication Arts
<b>Grade Level</b>	4
<b>Power Standard/CCSS Power Standard</b>	R1H; SL4.1; SL4.2; SL4.4 (summarizing)
<b>Suggested Length of Unit</b>	4 weeks

<b>Reference Deconstruction Document and Power Standard/CCSS Power Standard</b>	<a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Grade_4_Comm_Arts_DeconStd.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Grade_4_Comm_Arts_DeconStd.pdf</a>
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<b>Unwrapped Concept:</b> Pull “the what” from deconstruction documents, should represent what students need to know.	<b>Key Vocabulary:</b> Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	<b>Depth of Knowledge (DOK)</b>
Comprehension	Apply, post reading, demonstrate, clarify, reflect, analyze, paraphrase	3

<b>Supporting Standards (current and CCSS):</b> Standards that build to the power standard.	<b>Other Vocabulary Terms:</b> Terms worth covering in the unit.
R2C R3C	Main idea, supporting details, predictions, summarize, draw conclusions

**Reference to Power Standard Assessment:** Paste the link to the appropriate power standard assessment in this box.

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/4th%20Grade%20Summarizing%20Quiz%20R1H.pdf>

## **PART II: LEARNING PROGRESSIONS**

### **Directions:**

1. Copy the unwrapped power standard concepts, vocabulary, and DOK into the frames provided below.
2. Brainstorm three to five possible performance tasks that incorporate these concepts, skills, and levels of rigor.
3. Write a synopsis for each selected task and list the tasks in a “learning progressions” sequence. Bold those concepts and skills that are directly represented in the tasks.

### **Learning Progressions:**

**Task 1:** Note taking skills – This helps to get rid of information that is not important. Look at each sentence separately and write down no more than 3 words per sentence. If more is needed you are only allowed to use symbols or pictures to represent words. They should be able to retell the passage by looking only at their notes.

**Task 2:** Burrito Fold Graphic Organizer for Summarizing: The top part of the organizer helps the student identify the main idea of the passage. (topic sentence) The middle part will be the 3-5 most important details that support the main idea. The third part of the organizer helps the student write a conclusion that goes with the summary.

**Task 3:** 5 W’s when writing a summary – When writing a summary you should include where, when, who, what, why

**Task 4:** Highlighting the important parts of a passage. This comes after note taking. After practicing note taking, they should be able to go through and highlight only important details that will support the main idea.

**Task 5:** Jigsaw reading in science and soc. Studies – Students will summarize material read in small groups and present it to the class.

