

Unit Planning Organizer

Grade: 4

Unit: 3

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Notes:

- Support standards may be embedded in performance tasks. If they are not embedded, they must be assessed through teacher-designed classroom measures.
- Supporting standards will not be embedded in common formative pre/post assessments.

Unit Planning Organizer

Note: All supporting documents for Standards-Based CFAs and Performance Tasks are located at the end of the Unit Planning Organizer.

Subject(s)	ELA					
Grade/Course	4 th Grade					
Title of Standards-Based Unit	Poetry, Prose, and Opinion Writing					
Estimated Duration of Unit	Approximately 5 weeks					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)

RL 4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text (DOK 2 & 3) * <i>This unit will focus on finding the theme in a poem. Stories and drama were instructed and assessed in Unit 1</i>
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. (DOK 1, 2, 3) * <i>This unit will focus on poems and prose. Drama will be instructed and assessed in Unit 4.</i>
W.4.1 a,b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (DOK 3, 4) a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details.

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.

RL.4.1; RL.4.4; SL.4.1 a,b,c,d; SL.4.4; SL.4.5; L.4.1f; L.4.2 a, c, d; W.4.5; W.4.6

Reading Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom's Levels
RL 4.2	- Determine - Summarize	- How to find the theme in poetry - How to summarize poetry	2 & 3
RL 4.5	- Explain - Refer	- Differences between the structural elements of poetry and prose - How to refer to the structural elements of poetry and prose when writing or speaking	1, 2, & 3

Writing Standards

Priority Standard	“Unwrapped” Skills (students need to be able to do) (verbs and verb phrases)	“Unwrapped” Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge/ Bloom’s Levels
W.4.1	- Write - Support	- Opinion pieces - How to support point of view with reasons and information	3,4
W.4.1a	- Introduce - State - Create	- How to introduce a topic or text - How to state an opinion - Organizational structure - How to group related ideas - Writer’s purpose	
W.4.1b	Provide	How to support reasons using facts and details	

Unit Essential Question and Enduring Understandings	
Essential Questions	Big Ideas
How do authors teach life lessons through their stories?	We can learn life lessons from the stories we read
Why do writers decide to write stories in a certain way?	Writers tell stories in different ways.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA(s)	RL 4.2 *(The summarizing portion of 4.2 is assessed in Unit 1 & Unit 4)
Performance Task #1	RL.4.5
Performance Task #2	W.4.1 a, b (Pre-write)
Performance Task #3	W. 4.1 a, b (Rough Draft)
Performance Task #4	W. 4.1 a, b (Editing and Revising)
Performance Task #5	W.4.1 a, b (Application to own writing)
Post CFA	RL 4.2 *(The summarizing portion of 4.2 is assessed in Unit 1 & Unit 4),

Standards-Based Common Formative Pre and Post-Assessment (CFA) and possible answer key
Standards: RL.4.2
Teacher Directions: Embedded Below

Student Directions: Embedded Below**(See Golden Keys Poem below to answer questions and refer to student materials)**Choose the letter that best answers the question. **(RL.4.2)**

1. What is the theme of the poem?

2. Refer to the text to give details and examples, which support the theme you chose. **(RL.4.2)** (RL.4.1)**Common Formative Assessment Possible Answer Key:****(Teacher use your judgment – these are not the only possible answers for your question)****1. What is the theme of the story? (RL 4.2)**

Possible themes; Having a positive attitude makes a difference (Evidence: 1st and last stanza), Kindness matters (Evidence: 6th and 7th stanza), Your choice affect others (Evidence: 4th and 5th stanza)

2. Refer to the text to give details and examples, which support the theme you chose. (RL 4.2)

Possible themes; having a positive attitude makes a difference (Evidence: 1st and last stanza), Kindness matters (Evidence: 6th and 7th stanza), Your choice affect others (Evidence: 4th and 5th stanza)

Scoring Guide: RL.4.2 (Q 1, 2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: .	- o Identifies a theme. - o Refers to more than 1 detail and example from the text to support their theme	o Meets 1 of the 2 proficient criteria. Comments:	o Meets less than 1 of the proficient criteria.

Step 3: Standards-Based Performance Tasks**Performance Task Synopses*****Suggested Engaging Scenario for Performance Task 1: (RL.4.5)***

You are a detective working at the local police station. You have just been notified that you need to investigate a break-in at the local public library. Books have been vandalized and the librarians need your help to reassemble and re-organize materials into the categories of prose and poetry.

Suggested Engaging Scenario for Performance Task 2 - 5: Tasks 2, 3, 4, and 5 build on each other.

The local newspaper is looking for a new opinion-section writer. You have been selected for the position. Your mission is to choose a topic of which you are passionate about and write an opinion essay for the newspaper.

Task 2: (W.4.1 a, b) Students will brainstorm ideas of possible topics they are interested in creating an opinion. Students will complete a prewrite web, list, or graphic organizer to organize their thinking.

Task 3: (W. 4.1 a, b)Students will create a rough draft of their opinion writing, making sure to include an interesting “hook”/introduction to grab the readers’ attention, developing logical reasons and supporting those reasons, and ending with a strong conclusion.

Task 4: (W. 4.1. a, b) Students will take on the role of the newspaper editor and work with other students in the class to peer edit others' writings. Students will be required to edit at least one other student's writing.

Task 5: (W.4.1 a, b) Students will publish their final opinion writing piece and be prepared to present their articles in either in small groups or as a whole group.

Performance Task # 1- In Detail

Suggested Engaging Scenario:

You are a detective working at the local police station. You have just been notified that you need to investigate a break-in at the local public library. Books have been vandalized and the librarians need your help to reassemble and re-organize materials into the categories of prose and poetry.

Priority Standards: RL.4.5

Support Standards (If applicable): RL.4.1; RL.4.4; SL.4.1b; L.4.1.f; L.4.2.a, c, d; L.4.5.a, b, c

Big Ideas:

- Good authors keep their readers attention.

Essential Questions:

- What elements do good writers put in their writing?
- What are some ways that good writers keep their readers attention?

DOK: 1, 2, & 3

Synopsis: Students will be in a cooperative group situation working together to read a variety of passages (prose and poetry), and refer to the structural elements of both prose and poetry. Students will identify and explain the differences in the structural elements of the poems and prose passages.

Teacher Directions:

- Prior to this task, students should understand the structural elements of prose and poetry.
- The first half of this task is a collaborative group task; the last half of the task is an independent task.
- Use resources you have available for prose (fiction), and poetry (different styles) texts appropriate for your students. Appendix B of the Common Core is a great resource for 4th grade level texts, both prose and poetry. Print out and cut apart copies of student texts. Have additional copies of the texts available for the students to use for the independent part of the task.
- Distribute one set of texts, and one graphic organizer to each student. Students will use the top portion of the graphic organizer for the collaborative group; the bottom portion will be used for the independent portion of the task.
- Students complete an exit ticket that shows their understanding of the differences of the structural elements or prose and poetry.
- Please note that RL 4.1, "Refer to details and examples in a text when explaining what the text says explicitly..." will be a supporting standard. However, the second half of the standard, "...and when drawing inferences from the text" will not be assessed in this unit.
- Please note: poetry elements/characteristics: verse, rhythm/rhyme, stanzas/breaks, poetry styles; prose elements/characteristics: sentences, paragraphs, title/subtitles, bold beginning (introduction), marvelous middle (supporting details), and excellent ending (conclusion).

Student Directions:

- In your collaborative group, read the texts.
- Match the various pieces of texts (stories and poems) back together so the stories make sense.
- Reread the reassembled texts to make sure they make sense.
- Determine how you are going to categorize the texts and make two piles: prose and poetry. Collaborate with your peers on what texts go into the prose section of the library; which texts go into the poetry section of the library? (RL.4.5, SL.4.1.b)
- Identify elements/characteristics of each type of literature on the graphic organizer. (RL.4.5)
- Record the elements/characteristics on the graphic organizer.
- Record details/examples from the text as evidence to support your thinking. (RL. 4.1)

Independent activity:

- You will be completing an exit ticket in which you clearly state the structural elements of prose and poetry.
- Choose one of the texts that you reassembled. Select three words or phrases that you do not know the meaning of, and determine the meaning of these words or phrases. You may use any resources available to you. Write the meanings of these chosen words or phrases, and identify a related synonym and an antonym on the provided graphic organizer. (L.4.5c., RL.4.4)

Scoring Guide (RL.4.5)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	o Refers to structural elements of prose	Meets 1 of the proficient criteria.	Meets none of the proficient criteria.
	o Refers to structural elements of poems	Comments:	

Performance Task # 2- In Detail

Suggested Engaging Scenario: The local newspaper is looking for a new opinion-section writer. You have been selected for the position. Your mission is to choose one of topics listed below (or come up with one of your own) of which you are passionate about and write an opinion essay for the newspaper about your chosen topic.

Suggested topics: (S.L.4.1c)

- Should students be given larger allowances?
- Should the school district provide each student with his/her own laptop/Chromebook/iPad in 4th grade?
- Should school start later in the morning or get out earlier in the afternoon each day?
- Should P.E. classes be separated into just a class boys and a separate class for girls?
- Should 4th graders be given another recess daily?
- Should school be only on Mondays - Thursdays (no school on Fridays)?
- Should the principal be able to change the dress code so all students are required to wear uniforms?
- Should cell phones be banned from 4th graders?
- Should there be a law that video games can only be played on weekends?
- Do zoos treat animals fairly and ethically?
- Should animals be used to create and test cosmetics or medicine?
- or...come up your own topic!

Priority Standards: W.4.1a & b

Supporting Standards (if applicable): L.4.1f, L.4.2a,c; SL.4.1a,d

Big Ideas: Writers tell stories in different ways.

Essential Questions: Why do writers decide to write stories in a certain way?

DOK: 2 & 3

Synopsis: Students will brainstorm ideas of possible topics they are interested in creating an opinion. Students will complete a prewrite web, list, or graphic organizer to organize their thinking.

Teacher Directions:

- Students should have an understanding of the prewriting stage of the writing process prior to this task.
- Students should have an understanding of how to create a hook/interesting introduction, a marvelous middle, and an excellent ending/interesting conclusion in their writing.
- Provide resources or approved website for your students to gather information about their topic, and to develop their opinion. You may want to consider having access to technology to gather information from the Internet.
- Please feel free to narrow down the topics to choose from. You may want to offer four or five choices, and create four or five collaborative groups (one group for each topic).

Student Directions:

Suggested Scenario:

- Research a topic and find two texts to help you support your opinion.
- Read the information and form your opinion about your topic.
- Begin the prewriting stage: support your thinking with facts and details to state your opinion. Include your introduction statement, along with three reasons that support your opinion on your topic. Be sure to include sentences, paragraphs, title/subtitles, bold beginning (introduction), marvelous middle (supporting details), and excellent ending (conclusion)
- Come prepared to your collaborative group to discuss your opinions, and discuss questions regarding your topic. (SL.4.1a,d)

Scoring Guide for Independent Component (W.4.1 a)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Writer introduces a topic o Writer states their opinion o Creates an organizational structure that supports their purpose o Related ideas are grouped to support their purpose	Meets 3 of the 4 proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (W.4.1 b)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Provides three reasons for opinion	Meets 1 of the 2 proficient criteria.	Meets less than 1 of the proficient criteria.

	o Support their reason with facts and details	Comments:	
Scoring Guide for Independent Component (SL.4.1a)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Student must include all of the following: - o Come to discussion prepared (Materials are ready) - o Materials have been read and studied - o Engages in collaborative discussion with peers - o Builds on other ideas	Meets 3 of the 4 proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	
Scoring Guide for Independent Component (SL.4.1 d)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	- o Review ideas expressed and knowledge gained from discussion - o Explains ideas and understandings		Meets less than 1 of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail	
Suggested Engaging Scenario: You have been hired by the local newspaper as a new opinion-section writer. Your mission is to write about a topic of which you are passionate about and write an opinion essay or poem for the newspaper. Priority Standards: W 4.1 a & b Supporting Standards (if applicable): SL.4.1c, SL.4.5; W.4.5, W.4.6; L.4.2d, L.4.5a,b,c; L.4.4 a, c Big Ideas: Writers tell stories in different ways. Essential Questions: Why do writers decide to write stories in a certain way? DOK: 2 & 3 Synopsis: As the new Opinion section writer for your local paper, you have chosen your opinion topic and have begun the research process. Now, your task is to begin your rough draft of your opinion writing. Remember, your writing is scheduled to be published in the newspaper, and appear on the newspaper's website. Teacher Directions: • Prior to this task students should have an understanding of the prewrite and rough draft stages of the writing process. • Students should have an understanding of how to create a hook/interesting introduction, a marvelous middle, and an excellent ending/interesting conclusion in their writing. • Students should have an understanding of how to include evidence in their student (RL.4.1) • <i>This performance task is considered the rough draft stage of the writing process.</i>	

Student Directions:

- Begin your rough draft of your topic, including the information you gathered in your research, your prewrite, and through your discussions with your peers. (W.4.1a,b; L.4.1f, L.4.2c)
- Be sure to include evidence from the texts to support your thinking. (RL.4.1)
- Remember to start with a bold beginning (introduction), include a marvelous middle (supporting details), and conclude with an excellent ending (conclusion).
- Based on if you are writing in poetry or prose, remember to include the structural elements of poetry or prose sentences, paragraphs, title/subtitles, bold beginning (introduction), marvelous middle (supporting details), excellent ending (conclusion) (RL.4.5)

Scoring Guide for Independent Component (SL.4.1c)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	- o Poses specific questions to group - o Responds to questions to clarify and follow up on information - o Makes comments to contribute to discussion - o Links and builds on others ideas	Meets 3 of the 4 proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (SL.4.5)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Student includes all of the following: - o Presentation includes audio recordings and visual displays - o Audio and visual displays enhance the development of the main idea or theme.	Meets 1 of the 2 proficient criteria.	Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (W.4.5) (Teacher use judgment)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: - o Writer uses guidance and support from peers to develop and strengthen writing as needed. - o Writer uses guidance and support from adults to develop and strengthen writing as needed - o Writer revises, edits, and rewrites when necessary.	Meets 2 of the 3 proficient criteria.	Meets fewer than 2 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (W.4.6)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Writer uses guidance and support from adults student will use technology to produce writing	Meets 3 of the 4 proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

	- o Writers use technology to produce writing - o Writers use technology to interact and collaborate with peers - o Students will demonstrate keyboarding skills through the typing of one page.	
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Performance Task # 4- In Detail

Suggested Engaging Scenario: You have been hired by the local newspaper as a new opinion-section writer. Your mission is to write about a topic of which you are passionate about and write an opinion essay or poem for the newspaper.

Priority Standards: W.4.1a,b

Supporting Standards (if applicable): L.4.1f, L.4.2a,c,d; SL.4.4; SL.4.5

Big Ideas: Writers tell stories in different ways.

Essential Questions: Why do writers decide to write stories in a certain way?

DOK: 2, 3, & 4

Synopsis: As the editor of the newspaper, you need to work with your fellow newspaper employees (your peers) to revise and edit other opinion pieces of writing. You are required to edit at least one other peer's opinion piece.

Teacher Directions:

- Students should have an understanding of the prewrite, rough draft, editing, and revising stages of the writing process.
- Students should have an understanding of how to create a hook/interesting introduction, a marvelous middle, and an excellent ending/interesting conclusion in their writing.
- This performance task is considered the revision and editing stages of the writing process.
- Be sure to allow time for collaborative/peer editing and discussions, and adult support.
- Your students will need access to technology to produce and publish their writing. Students will also need to incorporate audio recordings and visual displays (suggested site: www.iowaonline.org: soundzabout, iclipart, AP images, etc.)

Student Directions:

- Revise your rough draft: make your writing even better by adding, determining or clarifying meanings of words (antonyms and synonyms) in your writing by incorporating context clues to help your readers understand the meaning of words and phrases. (L.4.4a)
- Be sure to include evidence from the texts to support your thinking. (RL.4.1)
- Be sure to use reference materials (dictionaries, glossaries, thesauruses, etc.), both print and digital, to find the pronunciation and determine or clarify the precise meanings of key words and phrases. (L.4.4c)
- Show off all that you have learned about figurative language (specifically similes, metaphors, idioms, and proverbs) by incorporating these words and phrases into your writing. Also include antonyms and synonyms in your revised piece of writing. (L.4.5a,b,c)

- Based on if you are writing in poetry or prose, remember to include the structural elements of poetry or prose, sentences, paragraphs, title/subtitles, bold beginning (introduction), marvelous middle (supporting details), excellent ending (conclusion) (RL.4.5)
- With guidance and support from your peers and your teacher(s), continue to develop and strengthen your writing with additional planning, revising, and editing. (W.4.5)
- Check and correct your spelling and use reference materials, if needed. (L.4.2d)
- With some guidance and support from your teacher(s), you will use technology, including the Internet, to produce and publish your writing (use technology to share documents with other students, if available: i.e. Google docs, to revise and edit). Your goal is to demonstrate that you have sufficient command of keyboarding skills and you are able to a minimum of one page in a single-class setting. (W.4.6)
- During the revising and editing stages, you will collaborate with your peers to do peer editing, responding 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. (SL.4.1c)
- Are you ready for the last stage of this task? Your mission now is to find and include audio recordings and visual displays to add to your presentations to clearly communicate your opinions about your topic.
(www.iowaaeaonline.org - soundzabound, iclipart, AP images, etc. (SL. 4.5)

Scoring Guide for Independent Component (W.4.1a)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Writer introduces a topic o Writer states their opinion o Creates an organizational structure that supports their purpose o Related ideas are grouped together	Meet 3 of the 4 proficient criteria	Meets less than 3 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (W.4.1b)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Provide three reasons for opinion o Supports their reason with facts and details	Meets 1 of the 2 proficient criteria.	Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (SL.4.4)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Student must include all of the following: o Report on topic or text through prose or poetry o Recount an experience in an organized manner o Use relevant details o Use descriptive details o Details support main ideas o Speaks clearly at understandable pace	Meets 3 of the 4 proficient criteria	Meets less than 3 of the proficient criteria.
		Comments:	

Scoring Guide for Independent Component (SL.4.5)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Student includes all of the following: o Presentation includes audio recordings and visual displays o Audio and visual displays enhance the development of the main idea or theme.		Meets less than 1 of the proficient criteria.
		Comments:	

Performance Task # 5- In Detail
Suggested Engaging Scenario: You have been hired by the local newspaper as a new opinion-section writer. Your mission is to write about a topic you are passionate about in the form of an opinion essay or poem for the newspaper. Priority Standards: W.4.1a,b Supporting Standards (if applicable): L.4.1f, L.4.2 a,c, &d; SL. 4.4; SL.4.5 Big Ideas: Writers tell stories in different ways. Essential Questions: Why do writers decide to write stories in a certain way? DOK: 2, 3, & 4 Synopsis: As the new Opinion section writer for your local paper, you have chosen your opinion topic to research, write about, and have had your writing edited. You are now ready to publish your opinion piece in the newspaper and on its website. You will also present your opinion piece to your colleagues at the newspaper office. Teacher Directions: • Prior to this task, students should understand the structural elements of prose and poetry. • Students should have an understanding of the prewrite, rough draft, editing, revising, and publishing stages of the writing process. • Students should have an understanding of how to create a hook/interesting introduction, a marvelous middle, and an excellent ending/interesting conclusion in their writing. • This task represents the publishing stage of the writing process, and students will be presenting their opinion writing. • Your students will need access to technology to produce and publish their writing. Students will also need to incorporate audio recordings and visual displays (suggested site: www.iowaeeaonline.org: Soundzabound, iclipart, AP images, etc.) • Be sure to allow time for the presentation section of this task.

- Please note: make sure students choose to write either in a poetry style or a prose style, incorporating the structural elements of either style. Poetry characteristics/elements: verse, rhythm/rhyme, stanzas/breaks, poetry styles; prose characteristics/elements: sentences, paragraphs, title/subtitles, bold beginning (introduction)/marvelous middle (supporting details)/excellent ending (conclusion).

Student Directions:

- Complete the writing process by finishing the publishing stage. Be sure your published opinion piece of writing supports your opinion on your topic, including:
 - introducing your topic clearly, stating your opinion
 - creating an organizational structure in which related ideas are grouped to support your purposes.
 - providing reasons that are supported by facts and details. (W.4.1a,b)
- Double check that all of your sentences are complete sentences (when using prose), recognizing and correcting inappropriate fragments and run-ons (if appropriate). (L.4.1f)
- Be sure to use correct capitalization. Remember to use commas before coordinating conjunctions in compound sentences. And, double check that you have spelled words correctly, consulting references as needed. (L.4.2a,c,d)
- Be prepared to report on your topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas. When presenting, please speak clearly at an understandable pace. (SL.4.4)
- Incorporate audio recordings and visual displays to add to your presentations to enhance the development of the main ideas. (SL.4.5)
- You will demonstrate your understanding of prose based on your implementation of the characteristics/elements of the structural elements they include in their writing.
 - Sentences
 - Paragraphs
 - Title/Subtitles
 - Bold Beginning (introduction), Marvelous Middle (supporting details), Excellent Ending (conclusion)

Scoring Guide for Independent Component (W.4.1a)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Writer introduces a topic o Writer states their opinion o Creates an organizational structure that supports their purpose o Related ideas are grouped to support their purpose	Meets 3 of the 4 proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	
Scoring Guide for Independent Component (W.4.1 b)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Provides three reasons for opinion o Support their reason with facts and details	Meets 1 of the 2 proficient criteria.	Meets less than 1 of the proficient criteria.
		Comments:	

Common Formative Assessment
Unit 3 □ 4th grade

Name: _____

Directions: Read the following poem and answer the questions below

THE GOLDEN KEYS

A bunch of golden keys is mine
To make each day with gladness shine.

"Good morning," that's the golden key
That unlocks every day for me.

When evening comes, "Good night," I say,
And close the door of each glad day.

When at the table, "If you please,"
I take from off my bunch of keys.

When friends give anything to me,
I use the little, "Thank you," key.

"Excuse me," "Beg your pardon," too,

When by mistake some harm I do.

Or if unkindly harm I've given,
With I'm sorry," I shall be forgiven.

On a golden ring these keys I'll bind
This is its motto, "Be ye kind."

I'll often use each golden key,
And then a happy child I'll be.

Answer the following questions after reading the poem

1. What is the theme of the poem? (RL 4.2)

2. Refer to the text, and give details and examples, which support the theme. (RL.4.2)

Scoring Guide: RL.4.2 (Q 1, 2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: .	- o Identifies a theme - o Gives details and examples to support the theme	o Meets 1 of the 2 proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Language Assessment (Optional)

Directions: Underline the simile or metaphor that is in the sentence and explain what it means. (L 4.5 a)

1. The ball was as flat as a pancake after the air was let out.

2. Jeff became a volcano after hearing his brother borrowed his car without permission.

Directions: Read the sentence. Underline the idiom or proverb and explain the meaning. (L 4.5 b)

3. When I hired Joe, I thought he would be a great cook, but it turned out that he couldn't cut the mustard.

Meaning: _____

4. My mom found a job for her friend, but she never showed up. Mom said, "You can lead a horse to water, but you can't make it drink it."

Meaning: _____

Scoring Guide: L.4.5a (Q 3, 4)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	- o Recognizes simile or metaphor correctly in #3 - o Recognizes simile or metaphor correctly in #4 - o Explains meaning of simile or metaphor in #3	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

	o Explains meaning of simile or metaphor in #4		
Scoring Guide: L.4.5b (Q 5, 6)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	o Recognizes idiom or proverb correctly in #5 o Recognizes idiom or proverb correctly in #6 o Explains meaning of idiom or proverb in #5 o Explains meaning of idiom or proverb in #6	o Meets 3 of the 4 proficient criteria.	o Meets fewer than 3 of the proficient criteria.

Answer Key for Language Assessment

Directions: Write the simile or metaphor that is in the sentence and explain what it means. (L 4.5 a)

1. The ball was as flat as a pancake after the air was let out.

(The ball was really flat.)

2. Jeff became volcano after hearing his brother borrowed his car without permission.

(Jeff became very mad.)

Directions: Read the sentence. Identify the idiom or proverb and explain the meaning. (L 4.5 b)

3. When I hired Joe, I thought he would be a great cook, but it turned out that he couldn't cut the mustard.

Idiom: cut the mustard

Meaning: To "cut the mustard" means to meet a certain expectation.

4. My mom found a job for her friend, but she never showed up. Mom said, "You can lead a horse to water, but you can't make it drink it."

Proverb: You can lead a horse to water, but you can't make it drink it

Meaning: You can support someone, but they need to do the work themselves to be successful.

DRAFT

Student Names	R F. 4. 3. a	R F. 4. 4. a	R F. 4. 4. b	R F. 4. 4. c
1.				
2.				
3.				
4.				
5.				
6.				
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8.				
9.				
10.				
11.				

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 on-level text with purpose and understanding.

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

RF.4.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

12.				
13.				
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29.				

Student Names	L . 4 . 1 . a	L. 4. 1. b	L. 4. 1. c	L. 4. 1. d	L. 4. 1. e	L . 4 . 1 . f	L . 4 . 1 . g	L . 4 . 2 . a	L . 4 . 2 . b	L . 4 . 2 . c	L . 4 . 2 . d	L . 4 . 3 . a	L . 4 . 3 . b	L . 4 . 3 . c	L . 4 . 4 . a	L . 4 . 4 . b	L . 4 . 4 . c	L . 4 . 5 . a	L . 4 . 5 . b	L . 4 . 5 . c	L . 4 . 6	
1.																						
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						

[illegible]

SL.4.1 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.

SL.4.1.a: Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1.b: Follow agreed-upon rules for discussion and carry out assigned roles.

SL.4.1.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.

SL.4.1.d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: 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.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 of the Common Core for specific expectations.)