

UNIT OF STUDY

Title: Making Connections	Subject/Course: Reading	Length:
Topic: Connections	Grade: 4	Designer: Jill, Robin, Chasity
UNIT GOALS AND EXPECTATIONS		
IMPORTANT CONCEPTS/UNDERSTANDINGS <ul style="list-style-type: none">• Connections help students organize prior knowledge to make reading real to them.• Understanding the author's purpose aids in reading comprehension• Making connections help students become active readers.• Self-reflection displays a depth of understanding that goes beyond the author's message	ESSENTIAL QUESTIONS: <ul style="list-style-type: none">• What do good readers do?• What strategies can I use to read fluently and accurately?• How can you respond to literature in a variety of ways?• How can you use prior knowledge to make connections in the text?• Can self-reflection be taught?	
STUDENT LEARNING EXPECTATIONS: R.9.4.1 Organize prior knowledge and new information to make meaning of the text. R.9.4.2 Make connections that demonstrates a deeper understanding of text related to self, text and/or world. R.9.4.8 Describe how the author's purpose determines the choice of language and information in a text R.9.4.11 Read a text for a variety of purposes R.10.4.4 Respond to a wide variety of texts of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list and reading goals	R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of author's, different types of texts, and estimation of text difficulty R.10.4.11 Read a variety of stories, including mysterious and realistic fiction R.10.4.13 Create own mystery and/or realistic fiction OV.1.4.6 Communicate ideas: information with clarity OV.1.4.11 Participate in a variety of speaking activities	
SPECIFIC DECLARATIVE KNOWLEDGE – What I know Understand: <ul style="list-style-type: none">• Schema• Prior knowledge• Preview• Text structure• Personal narrative• Author's purpose (PIE)• Reader's Purpose• What influences an author	SPECIFIC PROCEDURAL KNOWLEDGE What I need to do Make text to text, text to self, text to world Read for a substantial amount of time daily Determine author's purpose Use QAR strategy Reflect on reading by recording connections made in a reading journal Evaluate the story Recognize student purpose for reading a text Reflect on connections by recording them in their reading journals	
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)		
Open response prompt evaluating the story by comparing it to student connections		
Students will determine author's purpose by looking at a variety of everyday literatures-i.e.-brochures, mail		

Students will create a brochure about an item of choice that persuades, entertains or informs	
Students will present their Author's Study to their peer	
Traditional Assessments: TLI Open Response in Benchmark format Graphic Organizer (Text to self, Text to text, Text to world)	Other Evidence of Learning: Reading log Oral response

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Unit Information This is a 3 week unit of instruction in which students are working to make connections and determine author's purpose. Students will connect to their text by making text to text, text to self and text to world connections. Students will also determine how these connections will help them understand the text. Students will also determine author's purpose in writing. Students will analyze different types of text and identify purpose. This unit will be taught using an anchor book. Anchor books have been suggested, but teachers may use another text they are comfortable with. The text chosen needs to allow students to immerse themselves in the characters and be relevant to their life. The teacher will model connection strategies and how to determine author's purpose in writing the text.	Connections: Graphic organizers 4 step vocab process GRASP assessment Response journal Scoring rubric PIE anchor chart Connections anchor chart
Before Reading <ol style="list-style-type: none"> Definitions will be given for text to text, text to self and text to world. Definitions will be given for author's purpose, specifically persuade, inform and entertain Students will be introduced to the acronym PIE Teacher will explain objectives for the unit a description of the assessment will be shared along with a rubric Introduce anchor book. Provide any prior knowledge necessary that would help students understand the text. 	Anchor Books: Holes by Louis Sachar City of Ember by Jeanne DuPrau
During Reading <ol style="list-style-type: none"> Teacher will model making connections during the read aloud. Teacher will mini-lesson on how to make connections during reading. Teacher will discuss possible reasons why the author included certain passages in the story. Students will learn how to apply the acronym PIE while listening to read aloud. Graphic organizers will be used to organize connections and help students understand how their personal experiences help them understand the text. Students can reflect on connections Students will record their thinking in response notebooks. 4 step vocabulary process will be used for new words introduced. Vocabulary quizzes that include new terms for strategies and 	Internet sources: http://edujourney.net/Powerpoint%20Templates/Author's%20Purpose/Author's%20Purpose/Authors%20Purpose.ppt#257,1,Slide%201 http://www.studyzone.org/testprep/ela4/h/authorpur.cfm http://wps.ablongman.com/long_henry_er_1/0,7989,1130503-00.html http://www.fcatexplorer.com/media/parent/tiplister/flash/tip210a.swf http://www.rcs.k12.va.us/pfes/third%20grade/reading%20sem%201%20Theme%202/turtle%20bay/author's%20purpose.ppt http://cms.whiteville.k12.nc.us/groups/cmsteachers/wiki/29930/attachments/4b891/Author's%20Purpose%20Powerpoint.ppt#259,5,When an Author Wants to Persuade

<p>new meaningful words will be given</p> <p>10. Students will review and apply prior knowledge using a story map and character development.</p> <p>After Reading</p> <ol style="list-style-type: none"> 1. Students will use knowledge gained about connections and apply it to self-selected books. Students will independently complete graphic organizers. 2. Students will create a brochure in which they determine whether they persuade, inform or entertain. A GRASP assessment will be used. 3. Students will complete an author study 4. An open response assessment (benchmark format) will be given. Students will be required to construct their response in relation to connections made in the anchor piece. 5. Students will be given several passages in which they are to apply knowledge of PIE. Students must explain why the author proposed the passage. 	<p>http://www.ced.ncsu.edu/ircms/Making%20Connections.ppt#256,1,MakingConnections</p>
<p>Career Connections</p>	
<p>Authors, newspaper writers, web designers, marketing (Possible guest speakers include Cindy Hamilton, middle school counselor who has written a book, Mark Buffalo (sports writer for the Lenoke Democrat weekly newspaper)</p>	

Constructing a Performance Talk Scenario Using GRASP

GOAL:

Your goal is to help a four year old make connections to a book and understand why those connections help develop reading comprehension.

ROLE:

You are an excellent reader being the teacher.

AUDIENCE:

The audience is a Pre-K classroom.

SITUATION:

Pre-K teachers have asked you to come over to Primary School and help their 4 year old students make connections to the read alouds.

PRODUCT PERFORMANCE AND PURPOSE:

You need to prepare a speech that you can give to the 4 year old students that will help them understand how to make text to self, text to text and text to world (movies, television, etc.) connections. Then you must also describe to them why those types of connections are important to understanding the book they are reading.

STANDARDS AND CRITERIA FOR SUCCESS:

Your speech should include-

- The different type of connections with explanation of each
- An example of each type of connection from the book you are currently reading
- An explanation how each type of connection helps deepen the understanding of the text

RUBRIC:

____/5 Text to Self Connection – explanation and example

____/5 Text to Text Connection – explanation and example

____/5 Text to World Connection – explanation and example

____/10 Explanation of why connections are important to understanding

____/25

Comment: I added explanation and example to each of these

Constructing a Performance Talk Scenario Using GRASP

GOAL:

Your goal is to choose one type of writing (persuasive, informative, entertaining) to develop into a brochure for Wal-Mart and describe the elements that you included to form the writing.

ROLE:

You are a famous author that has been paid \$1 million dollars to develop a brochure for the new Wal-Mart Supercenter. You must develop that brochure and explanation of why the brochure is appropriate.

AUDIENCE:

The audience is anyone who would be interested in shopping at Wal-Mart and the executives of Wal-Mart.

SITUATION:

The new Wal-Mart is having problems getting customers. They are desperate to get their sales up so they don't have to close the store. One of their managers has decided to hire an expert brochure writer to develop a brochure that will encourage customers to start shopping again and spend tons of money. You are that person.

PRODUCT PERFORMANCE AND PURPOSE:

You need to develop a colorful brochure that either entertains, persuades or informs the customers. You should include in your presentation to Wal-Mart what the author's purpose is for the brochure, the elements you have included in the brochure to make it that particular type of writing, and why the brochure will help draw customers in to shop.

STANDARDS AND CRITERIA FOR SUCCESS:

Your brochure and presentation should include-

- A colorful brochure with informative, persuasive or entertaining writing
- An explanation on a separate sheet of paper that includes the type of writing presented on the brochure, the elements included in the writing that makes it persuasive, entertaining or informative and an explanation of how the brochure will help Wal-Mart draw new customers.
- You will be scored for the content, descriptive language (style) and the mechanics of your brochure

RUBRIC

_____/2 colorful brochure

_____/10 content of brochure

_____/10 style of brochure

_____/10 mechanics of brochure

_____/10 explanation of how this type of writing and elements included

_____/3 explanation of how this will help Wal-Mart

_____/45 points