

3 Column Table and BHAG
BHAG (Big Hairy Audacious Goal) - Overarching Unit Goal
Aligning Outcomes, Activities, and Assessments
4th Grade Reading and Writing, Personal Narratives

Learning Outcomes: Learners' reading engagement will increase by learning skills through reading and writing personal narratives and implementing blended learning. Students can connect previously learned knowledge with new knowledge to make inferences about the world around them.

Learning Goals	Learning Activities	Assessment Activities
<p>Foundation Knowledge:</p> <ul style="list-style-type: none"> ● Students will bridge their native language to their second language using a variety of ELL strategies combined with literary elements; vocabulary, main idea, theme, setting, plot, character analysis, and figurative language 	<ul style="list-style-type: none"> ● Students will be able to work collaboratively in reading with integrated technology using station rotations ● Students will read personal narratives excerpts -A Good Lie by Laurel Snyder ● Teacher small group 	<ul style="list-style-type: none"> ● Preassessment with MClass/ Amplify Reading and students will set goals based on the outcomes ● <u>Informative Assessment</u> Exit tickets, checking for understanding; thumbs up and thumbs down, four corners, and short answer essays Students will write a short narrative of their favorite school memory ● <u>Formative assessment</u> Students will show mastery through quizzes and end-of-unit tests. Publish Personal Narrative

<p>Integration:</p> <ul style="list-style-type: none"> • Students' will be able to analyze their reading and make connections to the world around them 	<ul style="list-style-type: none"> • Students will read -How to Eat a Guava by Esmeralda Santiago • Students will identify and analyze literary elements and figurative language 	<ul style="list-style-type: none"> • Students will write What is their favorite food using their newfound skills • Students will be able to demonstrate their newfound knowledge with their choice of presentation, including technology.
<p>Human Dimensions:</p> <ul style="list-style-type: none"> • Students should know that their writing will strengthen with a strong reading foundation and practice. 	<ul style="list-style-type: none"> • Vocabulary Activities • Students will read Peg Kehret Small Steps: The Year I go Polio • Students will practice their reading fluency 	<ul style="list-style-type: none"> • Students will be able to demonstrate ideas learned and connect them to the real world through writing about favorite memory
<p>Caring:</p> <ul style="list-style-type: none"> • Students will value reading as they look at real-world situations and can identify with relatable stories. 	<ul style="list-style-type: none"> • Students will read Peg Kehret Small Steps: The Year I go Polio. 	<ul style="list-style-type: none"> • Students will continue to edit and revise their personal stories by applying the newly learned skills.

	<ul style="list-style-type: none"> ● Transition words will be introduced in the reading ● Students will find the theme/message of the story and continue to write their own personal narrative 	
<p>Learning How to learn:</p> <ul style="list-style-type: none"> ● Students should know that reading and writing can be attainable by using strategies, setting goals, and working towards them. 	<ul style="list-style-type: none"> ● Students will revisit goals ● Work on areas of weakness with the teacher in small group ● Amplify Reading ● Finish Reading Small Steps: The Year I got Polio and finalize their personal narratives 	<ul style="list-style-type: none"> ● Students will analyze summative assessments and determine if growth was made ● Students will compare their personal narrative to their writing rubric