

# Unit 8 Test Prep - Reading & Writing

Content Area: **English Language Arts**  
Course(s): **Language Arts 4**  
Time Period: **March**  
Length: **1 Week**  
Status: **Published**

## Unit Summary

---

Standardized tests are a regular and expected part of school life. Students, teachers and school districts may be judged and evaluated using the results of standardized tests. Standardized tests present a specific genre of reading and writing that must be discussed and practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability. (Note: This Unit may occur before Unit 7 depending on the timing of New Jersey state testing.)

## Standards

---

LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.W.4.4	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.)
LA.W.4.6	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.

LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.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.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## Student Learning Objectives

---

Students will learn to...

- increase reading stamina
- increase writing stamina

## Essential Questions

---

- What role do standardized tests play in assessing student performance?
- How can successful student performance on standardized tests be facilitated?

## Enduring Understandings

---

Students will understand that:

- there are multiple formats of standardized test questions.
- there are often two parts required in order to answer a question completely

## Application

---

Students will be able to independently use their learning to:

- respond to sample prompts, recognizing that the format, content and specifics of their writing must “match” the task set by the test items.
- use the technology required for standardized testing.
- recognize the question types used on standardized tests of reading and know strategies that can be used to narrow the search for the correct answer to each question type.
- recognize test specific vocabulary.

## Skills

---

Students will be skilled at ...

- maintaining reading and writing stamina.
- utilizing the format of standardized test questions.
- recognizing the various types of questions on a standardized test.
- recognizing test specific vocabulary.