

GR 4 Schoolwide Unit 2 (Cynthia Rylant Author Study)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **Nov. - Dec.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Cynthia Rylant Author Study

Essential Question: How does a writer write narratives about real experiences or events using effective technique, descriptive details, and clear event sequences?

Standards

Writing Domain

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| ELA.W.NW.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| ELA.W.NW.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| ELA.W.NW.4.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| ELA.W.NW.4.3.C | Use a variety of transitional words and phrases to manage the sequence of events. |
| ELA.W.NW.4.3.D | Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. |
| ELA.W.NW.4.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| ELA.W.WP.4.4 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| ELA.W.WP.4.4.A | Identify audience, purpose, and intended length of composition before writing. |
| ELA.W.WP.4.4.B | Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. |
| ELA.W.WP.4.4.C | Consider writing as a process, including self-evaluation, revision and editing. |
| ELA.W.WP.4.4.D | With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. |
| ELA.W.WP.4.4.E | After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. |
| ELA.W.RW.4.7 | Write routinely over extended time frames (with time for research and revision) and |

shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Language Domain

Language Domain

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| ELA.L.WF.4.2 | Demonstrate command of the conventions of encoding and spelling. |
| ELA.L.WF.4.2.C | Spell grade-appropriate words correctly, consulting references as needed. |
| ELA.L.WF.4.3 | Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: |
| ELA.L.WF.4.3.A | Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. |
| ELA.L.KL.4.1 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.L.KL.4.1.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| ELA.L.KL.4.1.B | Choose words and phrases to convey ideas precisely. |
| ELA.L.KL.4.1.C | Choose punctuation for effect. |
| ELA.L.VL.4.2 | Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| ELA.L.VL.4.2.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| ELA.L.VL.4.2.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| ELA.L.VI.4.3 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.L.VI.4.3.A | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| ELA.L.VI.4.3.B | Determine the meaning of words and phrases that allude to significant characters found in literature. |
| ELA.L.VI.4.3.C | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| ELA.L.VI.4.3.D | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |

Speaking and Listening

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| ELA.SL.PE.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. |
| ELA.SL.PE.4.1.A | Explicitly draw on previously read text or material and other information known about the |

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| | topic to explore ideas under discussion. |
| ELA.SL.PE.4.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| ELA.SL.PE.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. |
| ELA.SL.PE.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| ELA.SL.II.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| ELA.SL.ES.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| ELA.SL.PI.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. |
| ELA.SL.UM.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| ELA.SL.AS.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. |

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing

- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Questions read aloud

- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: Personal Experiences

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Problem Solving, Seeking Challenges, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.