

# Language Arts Unit- Grades 3 & 4

Content Area: **English Language Arts**  
Course(s): **Generic Course, TAG Language Arts 4**  
Time Period: **1 marking period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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This unit has students read novels, develop vocabulary, and compose a variety of writing pieces. Writing pieces include narratives, persuasive, poetry, and response to reading. Vocabulary work encompasses word variation, synonyms, antonyms, parts of speech, and analogies, including the WordMasters Competition. Novels are theme based by grade level, with 3rd grade reading about immigration, and 4th grade reading about survival.

## Transfer

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Students will be able to independently use their learning to...

- Read a variety of challenging text carefully
- Provide logical responses to texts
- Enjoy reading a variety of genres
- Enjoy writing for varied purposes
- Developing strong vocabulary skills

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?
- synthesize, analyze, and make meaningful cross-genre connections
- explore one topic or theme through more than one novel
- writing for different audiences and different purposes
- build argument writing skills
- create relationships to form analogies

## **Essential Questions**

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Students will keep considering...

- What thought provoking questions will foster inquiry, meaning making and transfer?
- What can a reader do when they don't understand?
- Why do we need to evaluate what we read?
- What connection do readers make?
- How does word choice affect meaning?
- Where do words and phrases come from?
- How is your writing style influenced by purpose?
- How is each step in the process impact your writing?
- How can we use evaluation and reflection to improve our writing?
- Why is information organized in different ways?

## **Application of Knowledge and Skill**

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### **Students will know...**

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What facts and basic concepts should students know and be able to recall?

- different types of genres
- What figurative language is
- how to argue a topic with valid points
- parts of nonfiction writing
- parts of a written response
- steps of the writing process
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### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

- identifying main idea and detail
- finding cause and effect
- comparing and contrasting
- sequencing events
- making inferences
- describing theme
- recognizing story elements

-writing for different purposes

-creating analogies

## **Academic Vocabulary**

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Ask / answer

Compare / Contrast

Determine central idea

Determine key details

Infer / Imply

Refer to text - support

Sequence

Visualize

Right There

Think and Search

Author and Me

On My Own

Actions

Author's craft

Chapter

Character feelings

Character traits

Drama

Fables

Folktales

Illustrations

Lesson

Literal

Message

Mood

Moral

Motivation

Myths

Narrator

Non-literal

Paragraph

Plot

Poems

Point of view

Scene

Setting

Stanza

Structure of text

Theme

Compare / Contrast

Cause / Effect

Determine Importance

Infer / Imply

Sequence

Skim / Scan

Support

Visualize

Right There

Think and Search

Author and Me

On My Own

Features of text:

- Sidebar
- Hyperlink
- Highlights
- Headings
- Maps
- Photographs
- Captions
- Etc.

Main idea

Point of view

Sentence

Paragraph

Read with Prosody:

- Fluency
- Accuracy
- Purpose
- Expression

Visualize

Self-correct

## **Target 2**

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Describe the relationship between scientific ideas/concepts, or steps in procedures.

## **Target 3**

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Read closely to determine what the text says.

## Target 4

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Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Target 1

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Create poetry using the structural elements.

## Target 3

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Composes persuasive essays, using transition words and a thesis statement.

## Target 4

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Conduct and present a research project.

## Learning Goal 3

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Create analogies using vocabulary words.

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|-------------------|---|
| 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.K-12.NJSLSA.L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| LA.K-12.NJSLSA.L5 | Demonstrate understanding of word relationships and nuances in word meanings.   |
| LA.K-12.NJSLSA.L6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| LA.L.7.5.B        | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  |
| LA.L.4.4.A        | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  |
| LA.L.4.4.B        | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).   |

|            |  |
|------------|--|
| 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.L.4.6   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

### **Target 1**

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Recognize relationships between words, including synonyms/antonyms, parts of speech, stronger degree, same category, worker/tool, etc.

### **Target 2**

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Creating variants of a word by adding prefixes and suffixes to roots (buoyant-buoyancy).

### **Target 3**

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Acquire and use above level academic and domain specific words and phrases, including those from the WordMasters Competition.

### **Target 4**

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Recognize and use figurative language in writing, including simile, metaphor, idiom, personification, and hyperbole.

### **Summative Assessment**

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Student classwork

WordMasters Competition



## **21st Century Life and Careers**

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Select all applicable standards from the applicable standards

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|----------------|--|
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Class Participation

Oral Presentation

## **Differentiation/Enrichment**

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As this is a TAG class, rigor is already increased. Students have the opportunity to participate in:

Invention Convention

STEM Night

WordMasters Competition

Battle of the Books

MENSA Reading Challenge

Poetry, art, and writing competition

## **Unit Resources**

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**3rd Grade**

*The Hundred Dresses* by Eleanor Estes

*Drita, My Homegirl* by Jenny Lombard

*Inside Out and Back Again* by Thanhha Lai

*Single Shard* by Linda Sue Park

#### **4th Grade**

*The Sign of the Beaver* by Elizabeth George Speare

*Chomp* by Carl Hiaasen

*Island of the Blue Dolphins* by Scott O'Dell

*The Big Dark* by Rodman Philbrick

*Call it Courage* by Armstrong Sperry