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

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

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

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

http://www.authenticeducation.org/ae bigideas/article.lasso?artid=60

Understandings

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

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 ad reflection to improve our writing?
- -Why is information organized in different ways?

Application of Knowledge and Skill

Students will know...

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

- -differnt types of genres
- -What figurative language is
- -how to argue a topic with valid points
- -pats 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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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
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

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

Message

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
Describe the relationship between scientific ideas/concepts, or steps in procedures.
Target 3 Read closely to determine what the text says.

Target 4

Target 4Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Target 1

Target 1Create poetry using the structural elements.

Target 3

Target 3Composes persuasive essays, using transition words and a thesis statement.

Target 4

Conduct and present a research project.

Learning Goal 3Create analogies using vocabulary words.

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.7.5.B LA.L.4.4.A	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. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning

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

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

Target 2

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

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

Target 4

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

Summative Assessment

Student classwork

WordMasters Competition

21st Century Life and Careers

Select all applicable standards from the applicable standards

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

Teacher Observation

Class Participation

Oral Presentation

Differentiation/Enrichment

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

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