

01 Two Week Mini Unit and Arc of a Story

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **23 days**
Status: **Published**

UNIT ORIENTATION

The unit description is outlined within each Unit of Study and/or Curricular Calendar.

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

CONTENT AREA STANDARDS

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. 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.

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- E. Form and use possessive nouns and pronouns.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma

before a coordinating conjunction in a compound sentence.

H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Choose words and phrases to convey ideas precisely.

C. Choose punctuation for effect.

D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

B. Determine the meaning of words and phrases that allude to significant characters found in literature.

C. Recognize and explain the meaning of common idioms, adages, and proverbs.

D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- 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.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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.

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

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.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

TECH.8.1.5.A.1

apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

EVIDENCE OF LEARNING

Alternate Assessment

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Summative Assessments

Summative assessments can be found in the [If/Then](#) curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars.

Workshop related resources are embedded in the Units of Study.

INTERDISCIPLINARY CONNECTIONS

Students rehearse stories and visualize (making a movie in their mind) sensory details:

Visual Performing Arts: Cinematic Analysis; Visual Language; Dramatization

Social Studies: Social relationships among people (Apply knowledge and analysis of this to their own writing)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.