Unit 1 Networks

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

Unit Overview

In this unit students will collaborate with others to determine how a place can affect how we live. Know about different types of narrative nonfiction and understand their elements. Use language to make connections between reading narrative nonfiction and writing a personal narrative and use elements of narrative nonfiction writing to write a personal narrative.

Enduring Understandings

How can a place affect how we live?

Essential Questions

How can visiting new places expand our understanding of our place in the world?
In what ways can a place enrich our lives?
What can living in outer space teach us about the human body?
How can people influence the places where they live?
What are the advantages of living in different places?

Learning Objectives

Collaborate with others to determine how a place can affect how we live.
Know about different types of narrative nonfiction and understand their elements.
Use language to make connections between reading narrative nonfiction and writing a personal narrative.
Use elements of narrative nonfiction writing to write a personal narrative.
Know the setting and events
Brainstorm and set a purpose
Plan a personal narrative
Develop and idea with support details
Use transition words when writing

Cursive Handwriting
Reviewing foundational skills for reading and writing cursive handwriting.
Formulating letters and words utilizing cursive handwriting.
Creating accurate stroke sequence, letter size, and connections.

Standards: Content

L	Language
L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Fluency
L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF	Foundational Skills: Writing Language
	Spelling
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
L.WF.4.2.B	Write affixed words that involve a sound or spelling change in the base word.
L.WF.4.2.C	Spell grade-appropriate words correctly, consulting references as needed.
L.WF.4.2.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.
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
L.WF.4.3.C	Use independent clauses and coordinating conjunctions.
L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
L.WF.4.3.H	Use apostrophes for possession.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
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.
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.

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.
L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W	Writing
W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.AW.4.1.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.
W.AW.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
W.AW.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.AW.4.1.D	Provide a conclusion related to the opinion presented.
W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
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.
W.NW.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.NW.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
W.NW.4.3.D	Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
W.NW.4.3.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.
W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
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.
W.WP.4.4.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.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	Speaking and Listening
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.
SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
SL.PE.4.1.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.

Standards: Interdisciplinary

9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Assessment Evidence

Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative &	Alternative - Read to the student and chart oral responses. Word banks, sentence frames,

Benchmark	oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform Readings: Reaching for the Moon, Rare Treasure: Mary Anning and Her Remarkable Discoveries, "Twins in Space", Life at the Top, Barbed Wire Baseball, Clifter Handwriting Tool (University of Iowa Reading Research Center), Carson Dellosa Education Handwriting: Cursive Workbook Grade 3-5, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		