# Unit 5 - Features

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

## Unit Overview

In this unit, students will learn about different types of information text and understand their structure and features. Students will use language to make connections between reading and writing, as well as use their knowledge of elements and structure of poetry to write a poem. Lessons in this unit satisfy climate change law.

## Enduring Understandings

Why is it important to understand our planet?

## Essential Questions

What happens to what we throw away?
What makes an extreme location a place to both protect and explore?
What do we know about Earth's features and processes?
In what ways do volcanoes impact Earth?
What daily actions can help reduce pollution?

## Learning Objectives

Explain why it is important to understand our planet.
Write a poem using the elements and structure of poetry.
Identify connections in reding and writing.
Identify and explain the different types of informational text and understand their structures and features.
Lessons in this unit satisfy Climate Change requirement.
Minn of the Mississippi (reading) - Climate Change
Perils and Promise - Climate Change
Along the Mississippi River (video) - Climate Change
Career Exploration – Students will examine careers that study the environment.

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

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| 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. |
| | 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. |
| 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.B | Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. |
| L.WF.4.3.F | Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). |
| 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.KL.4.1.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. |
| 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 |

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| | 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.IT.4.3 | Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in 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. |
| RI.CT.4.8 | Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. |
| 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.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 | 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. |

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| 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.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

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| 9.4.5.CI.2 | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). |
| 8.2.5.ETW.5 | Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. |
| 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. |
| 6.3.5.GeoGI.1 | Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. |

## Assessment Evidence

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| 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 & Benchmark | Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.<br>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: from Planet Earth, Volcanoes, from The Top 10 Ways You Can Reduce Waste (CLIMATE CHANGE), The Himalayas, Trashing Paradise and “Bye Bye Plastic Bags on Bali”, Minn of the Mississippi (reading) - Climate Change. Perils and Promise - Climate Change, Along the Mississippi River (video) - Climate Change,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*

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| | 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*

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

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | | Technology Literacy | | Planning and Budgeting |
| | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| X | Information and Media Literacy | | Digital Citizenship | | Economic and Government Influences |

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| X | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |