

# Unit 1 - September

Content Area: **English Language Arts**  
Course(s): **English Language Arts 4**  
Time Period: **September**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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The topic of the month is Government (SS Connection). The students will work through fiction and non fiction texts.

## Essential Questions

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- What is a noun? (A noun is a person, place or thing.)
- How do you use a mentor text? (sentence structure, sensory words, descriptive words)
- How do you enhance writing using sensory and descriptive words?
- When do we use different types of sentences? (We use different types of sentences for different purposes.)
- Why must sentences have a subject and predicate? (Sentences must have action and someone doing the action.)
- How do writers develop a well written product? (Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.)
- How does understanding a text's structure help me better understand its meaning?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How do readers construct meaning from text?
- How do narrative elements help you understand a story?
- Why is it important to compare and contrast different genres?
- How does a reader locate the main ideas and details of a story?
- How does sequencing make comprehension easier?
- How does breaking down a longer word into parts help a reader determine its meaning?

## Content

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**Writing:** Declarative, interrogative, imperative, and exclamatory sentences with the correct punctuation; Complete and simple subjects and predicates in sentences; Fragments and run-ons; the Craft of writing; Sentences variety; Brainstorming topics; Parts of a good story; Drafting a first piece.

**Reading:** Features that support text meaning (e.g., maps, charts, illustrations); Negotiating comprehension difficulties and seek

clarification; Word meanings in context; Cause and effect, fact and opinion, main idea, and supporting details in fiction and nonfiction texts (e.g., science, social studies); Author's point of view; Genre; Summarizing; Sequencing events.

**Literature Study (through read aloud):** Narrative elements such as plot, character, and setting to gain insight into characters' motivations and actions; Literary elements in stories, including setting, characters, plot, and mood.

**Language:** Prefixes, suffixes, and roots to analyze the meaning of longer or more complex words; Prefixes: com-, dis-, en-, im-, un-; Suffixes: -er, -y, -ment, -less, -ian, -est, -ly; Short vowels; Long o: o, oa, ow, old, o-consonant-e; Silent letters; Aw: o, al, au, aw; Long i: y, igh, ind, i, i-consonant-e; Syllabication; Spelling /k/ = c, k, ck, qu, ch; Long e: e, ea, ee, y; Digraphs: ch, sh, th, wh, ph; /s/ = s, ss, sc, ce, ci, cy; R-controlled vowels.

## **Skills**

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### **Writing:**

Show declarative, interrogative, imperative, and exclamatory sentences with the correct punctuation

Locate complete and simple subjects and predicates in sentences. Identify and correct fragments and run-ons

Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closing, and using dialogue

Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words

Brainstorm topics

Identify the parts of a good story: Beginning, middle, and end

Draft a first piece focusing on the beginning, middle, and end of story

Sequence events

### **Reading:**

Identify and locate features that support text meaning (e.g., maps, charts, illustrations).

Identify specific words or passages causing comprehension difficulties and seek clarification.

Infer specific word meanings in the context of reading passages.

Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).

Recognize an author's point of view

### **Reader's Workshop:**

Follow simple multi-steps in written instructions.

Identify genre

Summarize the most important information in a text

Recognize the main idea of a selection and the details that support the main idea.

### **Literature Studies:**

Identify narrative elements such as plot, character, and setting to gain insight into characters' motivations and actions.

Recognize literary elements in stories, including setting, characters, plot, and mood.

**Language:**

Know prefixes, suffixes, and roots to analyze the meaning of longer or more complex words.

Know and apply grade-level phonics and word analysis skills in decoding words.

## **Assessments**

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**Writing:**

**Narrative Writing- Unit 1 of Series**

Completion of graphic organizer.

Individual conferences.

Completion of 1<sup>st</sup> and 2<sup>nd</sup> draft.

Mini lesson follow-up activities.

Final draft based on rubric used on NJASK.

**Reading:**

Fountas and Pinnell

Summative Assessment on month's skill ( Main Idea, Supportive Detail)

Puzzle Piece Activity

Sentence Strip Activity

**Language:**

Sitton cloze assessments

Five-panel brochure using the word, the prefix, the root, the suffix, and the meaning.

## **Lessons/Learning Scenarios**

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**Writing:**

Great Gadgets

"Catch the Sentence Ender" file folder game where students use dice manipulative to correct sentences.

Anchoring of new words to student's backgrounds and experiences.

Writing assignments that require the use of new words.

Attention to words that authors choose and how those words illuminate the story or the information being shared.

<http://nces.ed.gov/nationsreportcard/ITMRLS/startsearch.asp>

Openings/Closings – review Boldfacing/caps/sounds

Editing piece: Using capital letters and punctuation at the end of sentences correctly.

Evaluating narrative using NJASK Rubric.

Writer's Workshop process

### **Reading:**

Use text features to comprehend print formats

Use globes, maps, and Internet sources to clarify reading of text

Strategic reading – knowing when, why, and how to use reading strategies

Understand the meaning of words through an understanding of the passage's context, purpose, and audience

Text structures used on organizing nonfiction text Government (political parties, presidents, voting process)

Connections: Text -Text, Text -Self, Text - World \* Using anchor phrase to begin connection "I remember... This reminds me of..."

First Week- use Fountas and Pinnell to gauge skill levels.

Remaining Weeks- Main skills will work on answering in complete sentences, identifying proof (evidence) from the text, main idea and supporting detail.

Students will make connections and integrate information from two or more sources all relating to Government. Reading Fluency and Context Clues will also be addressed.

## **Standards**

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LA.4.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-Literacy.L.4.1.g	Correctly use frequently confused words (e.g., to, too, two; there, their).
CCSS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.

CCSS.ELA-Literacy.L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.4.9.a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
CCSS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.RF.4.3.a	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.
CCSS.ELA-Literacy.RF.4.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.RI.4.5	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.
CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Resources**

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Sitton units 1 – 4

Guess the Covered Word

Personal Choice Literature

Mentor Text- "Fireflies!" by Julie Brinckloe

Mentor Text- "Pecan Pie Baby" by Jacqueline

BrainPop Video- Types of Sentences and Punctuation

Phonics Tales " Porcupine Pete" and "Shelley's New Shoes"

Book- Punctuation Celebration