

# Unit 2 - October

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

## Unit Overview

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Novel- "The Trumpet of the Swan" by EB White

## Essential Questions

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How do you use support from the text to answer an open ended question?

What types of words would you use when writing a persuasive essay?

What is the format of a persuasive essay?

Why are transitional words useful when writing? (Transitional words help the reader understand the sequence of a story.)

How do sensory words make your writing more vivid? (Sensory words make the reader see, hear, smell, taste, and feel what is written.)

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?

How will summarizing a story help a reader comprehend the most important aspects of a text?

How does a reader locate the main ideas and details of a story?

How does sequencing make comprehension easier?

Why do readers need to pay attention to a writer's choice of words?

## Content

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**Writing:** Voice; Compound subjects and predicates; Logical sequence and supporting the purpose of writing by refining organizational structure and developing transitions between ideas; Single word transitions (first, next, last); Simple phrases for transitions (in addition to, one last thought). Persuasive words

**Reading:** Features that support text meaning (e.g., maps, charts, illustrations); Identifying comprehension difficulties and seek clarification; Word meanings in context; main idea, and supporting details in fiction and nonfiction texts (e.g., science, social

studies); Genre; Summarizing; Sequencing events. Open ended questions using text support.

**Literature Study:** Ideas and details to summarize a text; Literary devices in stories.

**Language:** Inferred word meanings from learned roots, prefixes, and suffixes; Prefixes: ex-, im-, in-, sub-, trans-, un-; Suffixes: -ive, -or, -ion, -ence, -tion, -ed; /j/ = j, ge, dge, gi, gy; /ou/ = ou, ow; Silent letters; Compound words; Consonant blends.

## **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

Test Prep

### **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(Project Read)

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.

Sequence events

### **Literature Study:**

Choose important ideas and details to summarize a text.

Identify some literary devices in stories.

**Language:**

Infer word meanings from learned roots, prefixes, and suffixes.

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

## **Assessments**

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### **Persuasive Essay Writing- Unit 2 in Series**

**Test Prep:** Speculative Writing Prompt "One morning a child looks out the window and discovers that a huge castle and hears strange sounds coming from it. Someone is living in the castle! The castle door creaks open. The child goes in. Write a story about who the child meets and what happens inside the castle.

Book projects

Trumpet of the Swan movie vs. book

Open Ended Questions

Response journals

Running records

Fluency assessments

Assess through performance task

Sitton cloze assessments

## **Lessons/Learning Scenarios**

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Teacher read aloud chosen for their use of transitions and organizational structure. Sample mentor texts for organization:

- [Because of Winn-Dixie](#) by Kate DiCamillo
- [Big and Little](#) by Steve Jenkins
- [Brave Margaret: An Irish Adventure](#) by Robert De San Souci
- [Fish Faces](#) by Norbert Wu
- [Goldilocks and the Three Bears](#) by James Marshall
- [If You Give a Pig a Pancake](#) by Laura Numeroff
- [That's Good! That's Bad!](#) by Margery Cuyler
- [There's a Nightmare in My Closet](#) by Mercer Mayer

- [Through My Eyes](#) by Ruby Bridges
- [Tomorrow's Alphabet](#) by Donald Crews
- [Twilight Comes Twice](#) by Ralph Fletcher
- [Wilfrid Gordon McDonald Partridge](#) by Mem Fox

Openings/closings: Review Full Circle Writing

October Reading- Introduce Project Read to have students acquainted with literary elements.

Read whole class novel "The Trumpet of the Swan"- into skills of identifying character traits with using support from the text, summarization, using text features to comprehend the text, and using support from the text to answer open ended questions.

Incorporate Social Studies unit on regions to learn more in-depth about regions the setting is taking place in and utilize map skills to track the flight of Louis the swan.

Use adjectives to describe themselves so another peer can guess who s/he is.

Mystery Adjectives- place object in bag and selected student gives adjectives to the class to guess what the object is.

"If I Were President I Would..." Mini Writing Persuasive Piece

Scrabble to create spelling words/vocab words

Strong Verb vs. Weak Verb Play

## Standards

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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.a	Use correct capitalization.
CCSS.ELA-Literacy.L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
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.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.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
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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Trumpet of the Swans, or other novel from 4<sup>th</sup> grade list

Sitton Units 5 – 8

"I Want An Iguana" book for Persuasive Writing

Strong Verb/Weak Verb Play

Trumplt of the Swan Movie