

Unit 3 - November

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

Unit Overview

Topic of the month: Guided Reading based on nonfiction topic of the government. The lessons will be based off of that.

Essential Questions

What is the purpose of persuasive writing? (The purpose of persuasive writing is to make claims, provide support and identify counter arguments.)

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?

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

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 the reader create a summary based off of this?

How does sequencing make comprehension easier?

How do rules of language affect communication?

How does fluent reading help a reader better comprehend the text?

How does making connections give a deeper understanding to the text?

How can using support from the text deepen conclusions?

Content

Writing: Different types of nouns; The writing process; Effective paragraphs; Engage the reader, Persuasive Techniques

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; Using Support From the Text, Introduce Author's Purpose

Language: Prefixes: com-; Suffixes: -ful, lify, -es (y to i), -ness, -er (y to i); Contractions; Possessives; R-controlled vowels; /oi/ = oi and oy; Meanings of Latin roots; /k/ = c, K, ck, qu, ch; /s/ = s, ss, sc, ce, ci, cy; Homophones.

Skills

Writing:

Recognize voice in writing a persuasive paragraphs

Identify compound subjects and predicates in a sentence

Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas

Review use of single word transitions (first, next, last)

Introduce use of simple phrases for transitions (in addition to, one last thought)

Review and distinguish between the different types of nouns.

Show the writing process in writing a how-to essay

Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.

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 main idea, and supporting details in nonfiction texts (e.g., science, social studies).

Recognize an author's purpose

Fluency and Accuracy

Summarization

Author's Purpose

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

Language:

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

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

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Assessments

Writing- Persuasive Writing Piece- Unit 2 of Series

Class discussion

Book projects

Running records

Fluency assessments

Teacher observation

Journal Responses

Guided Reading Books

Sitton cloze assessments

Lessons/Learning Scenarios

Prolific independent reading

Teacher read alouds

Interactive word walls

Openings/Closings: review Open with a question

Guided Reading Lessons

Standards

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.L.4.4.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning

of a word (e.g., telegraph, photograph, autograph).

CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CCSS.ELA-Literacy.W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
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

Sitton Units 9 - 12

Teacher read aloud

Independent choice literature

Social Studies (Government) Passages