

# Unit 5 - January

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

## Unit Overview

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The topic of the month: Ecosystems (Science connection to the setting of the class novel)

## Essential Questions

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Why are pronouns used? (Pronouns are used so that the writer does not have to keep repeating the same name over and over.)

What steps should you follow when writing a long composition? (When writing a long composition, the writer should use these steps: brainstorm/prewrite, draft, edit, revise, and publish.)

How do good writers express themselves? How does process shape the writer's product? (Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.)

Why does a writer choose a particular form of writing? (A writer selects a form based on audience and purpose.)

Why do writers write informational text?

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?

Why is being able to distinguish between fact and opinion important?

How can you connect cause and effect?

How can using support from the text deepen the readers' understanding?

## Content

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**Writing:** Pronouns; Draft writing; Informational writing.

**Reading:** Features that support text meaning (e.g., maps, charts, illustrations); Identifying comprehension difficulties and seek clarification; Word meanings in context; Cause and effect, fact and opinion, (e.g., science, social studies); Using Text Support to Support Conclusions

**Language:** Prefixes: dis-, il-, ir-, mis-, per-, re-; Suffixes: -ible, -ance, -ment; Soft syllable endings: le, al, el; R-controlled vowels; Plural nouns; /ou/ = ow, ou; Antonyms; Y at the end of a word; Consonant blends

## **Skills**

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### **Writing:**

Identify pronouns and the nouns they replace.

Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.

Write an informational book.

### **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 and fact and opinion in nonfiction texts (e.g., science, social studies) and fiction texts.

Identify text support to support conclusions.

Draw conclusions for a text using story information and prior knowledge.

### **Language:**

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

## **Assessments**

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Writing Piece

"The Cricket in Times Square" assessments for comprehension.

Novel vs. Movie for "The Cricket in Times Square"

Class discussions

POW

Teacher observations

Book projects

Response journals

Running records

Fluency assessments

Drawing conclusions quiz

Sitton cloze assessments

## **Lessons/Learning Scenarios**

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Students use graphic organizers to organize their long compositions.

Study of writers: what they write about and how

Explicit writing process instruction

Author and genre studies

Teacher read alouds using literature that develops characters and setting and demonstrates point of view and/or sequence

Opening/closings: Review command

Timeline:

First Week: Students will work on Fact and Opinion, Ecosystem related to book

Second Week: Whole Group Novel with fact and opinion incorporated

Third Week: Cause and Effect Ecosystem related, Whole Group Novel with fact/opinion and cause/effect

Last Week: Whole Group Novel with ASK questions and prior skills

Incorporate Immigration and Maps into lessons

## **Standards**

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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.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
CCSS.ELA-Literacy.L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of

	characters to situations.
CCSS.ELA-Literacy.W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
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.4.10	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.
CCSS.ELA-Literacy.SL.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.

## Resources

Sitton Units 17 - 20

[The Cricket in Times Square](#) novels

The Cricket in Times Square movie

Informational text on ecosystems

Open Ended Questions Based on Text