

Unit 8 - April

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

Unit Overview

Topic of the month: Bullying (Health Connected)

Essential Questions

- How does creating an outline help organize a research report?
- How do adjectives make your writing more vivid?
- How can a writer publish their work?
- 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 do we use cause and effect to understand literature?
- How does sequencing make comprehension easier?
- How do rules of language affect communication?

Content

Writing: Research report; Adjectives; Proper adjectives and capitalization; Comparative and superlative adjectives; Articles; Using Internet and media resources for research.

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: Themes across cultures in various texts.

Language: Antonyms; Homophones; Latin roots; Homographs; Synonyms.

Skills

Writing:

- Outline the important aspects of a research report.
- Identify adjectives in writing.
- Identify and capitalize proper adjectives.
- Identify comparative and superlative forms of adjectives with –er and –est endings.
- Show articles appropriately in sentences.
- Contribute ideas and select information for a research report utilizing internet and media resources.

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.
- Sequence events

Literature Study:

- Discuss underlying themes across cultures in various texts.

Language:

- Identify the structure of combining words to create contractions.

Assessments

Writing prompt:

Using a story, create an outline to help you organize facts and information about within the text.

Students will choose a publishing method for their reports. Individuals may give an oral report to the class or make an audio recording for their reports. Pairs/small groups may create book reports. Large groups may plan a TV talk show with hosts and guests or they may create a display for the school library.

Completion of graphic organizers.

Individual conferences.

Completion of 1st and 2nd draft.

Mini lesson follow-up activities.

Class discussions

Teacher observations

Book projects

Venn Diagrams

Response journals

Running records

Fluency assessments

Drawing conclusions quiz

Sitton cloze assessments

Lessons/Learning Scenarios

Using a lollipop, students will describe in writing the shape, size, colors, and taste of the sugary candy. Then they will describe how they felt as they were eating the lollipop.

Openings/closings: introduce opening with dialogue

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

Use shared reading that examines the participatory role of the reader

Facilitate discussions among students as a way of brainstorming for purpose and ideas

Students demonstrate comprehension by responding to open-ended questions. They draw from the text and their personal experiences to create written journals.

Students visit the *For Kids* section of the New England Aquarium website to see baby penguin pictures. Then, each student writes a

journal entry in response to the following prompt: Do the baby penguins look as you expected? Why or why not?

<http://www.neaq.org/scilearn/kids/babypeng.html>

Making text-to-self, text-to-text, and text-to-world connections

Openings/closings: review One Word Sentence

Read Aloud compare/contrast unit

Identify common threads or repeated ideas across cultures.

Compare and contrast 3 culturally distinct variations of the *Cinderella* folktale: *Rhodopis*, the Egyptian version; *Yeh-Shen*, the Chinese version; and *The Hidden One*, the Native American story through:

- Dramatization
- Venn Diagrams

Students then discuss the basic components of fairy tales in other countries and their cultural perspectives about storytelling traditions.

<http://artsedge.kennedy-center.org/content/2304/>

Standards

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.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.L.4.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
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.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.4.9.b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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.4.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.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.
CCSS.ELA-Literacy.SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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.
CCSS.ELA-Literacy.SL.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.

Resources

Independent choice literature

Sitton Units 29 – 32

Month by Month Phonics and Vocabulary:

Beyond Nifty Thrifty Fifty, pg. 108;

Making Words, pg. 111;

Guess the Covered Word, pg. 114

Dexter the Tough

Fiction and Nonfiction texts on Bullying