

Unit 6 - February

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

Unit Overview

The topic of the month: Dreams and Black History Month & Immigration (SS Connection)

Essential Questions

Why is a verb a vital part of a sentence?

When would a writer explain the similarities and differences between two things?

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

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: Verbs; Regular verb tense; Compare and contrast essay; Personal style and voice; Prewriting; First draft; Editing; Evaluating writing.

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: Main idea/support with details.

Language: Prefixes: de-, em-, inter-, in-, pre-; Suffixes: -ize, -ent, -ee, -al, -sion, -ic, -ture; /o/ = o, al, au, aw; Short vowel + ck,

dge, tch; Compound words; /k/ = c, k, ck, qu, ch; Silent letters; Latin roots; Soft syllable ending: le, al, el; R-controlled vowels

Skills

Writing:

Identify verbs in writing.

Identify verbs with direct objects in sentences.

Identify the past, present, and future tenses of regular verbs.

Write a compare and contrast essay about tales from different countries.

Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.

Demonstrate the development of a personal style and voice in writing.

Gather specific details to support topic sentence by completing because statements: Prewriting.

Create first draft.

Construct complete sentences.

Choose strong, vivid words to add details.

Check for ideas, voice, word choice, and sentence fluency.

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

Evaluate paragraph using NJASK Rubric.

Introduce "Report Form"

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:

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

Language:

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

Assessments

Test Prep- Expository (Verbal) Writing prompt: Many people believe that being a good friend is an important quality. Think about what it means to be a friend. Now, write a definition of what a friend is.

Completion of graphic organizer.

Individual conferences.

Completion of 1st and 2nd draft.

Mini lesson follow-up activities.

Final draft based on rubric used on NJASK.

Class discussions

Teacher observations

Book projects

Response journals

Running records

Fluency assessments

Drawing conclusions quiz

Sitton cloze assessments

Lessons/Learning Scenarios

In a math lesson, students use online versions of the story of The Three Little Pigs to develop reasoning skills and identify similarities through the use of a Venn Diagram. Then students:

- Decide what materials – straw, wood, brick, or a combination – will be used to build a house
- Explain why they chose their building materials

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L294>

Author studies and genre studies

Writing that demonstrates student voice

Graphic organizers that allow students to categorize opinions and beliefs that will become part of their writing

Teacher read aloud for voice

First Week: Introduce "Report Form"

Second Week: Focus on Langston Hughes (Dream Flags) and Martin Luther King Jr. Students will work through fiction and nonfiction texts.

Third Week: Students will work on Poetry and Figurative Language

Last Week: Students will compare Poetry and Drams, Work on Charts/Graphs/Tables. Discuss Character Traits, summariztion and using ssupport from the text.

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.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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

Cricket in Times Square or other novel from approved list.

Independent choice

Sitton Units 21 - 24

Month by Month Phonics and vocabulary

Beyond Nifty Thrifty Fifty, pg. 86;

Making Words, pg. 89;

Guess the Covered Word, pg. 93

- [**Alexander and the Terrible, Horrible, No Good, Very Bad Day**](#) by Judith Viorst
- [**Amelia's Notebook**](#) by Marissa Moss
- [**Because of Winn-Dixie**](#) by Kate DiCamillo
- [**Cajun Night Before Christmas**](#) by Trosclair, et al.
- [**Can I Have a Stegosaurus, Mom? Can I? Please!?**](#) by Lois G. Grambling

- [Caves](#) by Stephen Kramer
- [Dear Mrs. La Rue: Letters From Obedience School](#) by Mark Teague
- [Don't Forget to Come Back!](#) by Robie Harris
- [First Year Letters](#) by Julie Danneberg
- [Hey World, Here I Am!](#) by Jean Little
- [I Am the Dog I Am the Cat](#) by Donald Hall
- [I Wanna Iguana](#) by Karen Kaufman Orloff
- [Joey Pigza Swallowed the Key](#) by Jack Gantos
- [Jolly Postman, The](#) by Allan and Janet Ahlberg
- [Ronald Morgan Goes to Bat](#) by Patricia Reilly Giff
- [Wolf Who Cried Boy, The](#) by Bob Hartman

http://writingfix.com/6_traits/voice.htm

<http://www2.scholastic.com/browse/lessonplan.jsp?id=696>