

# Unit 7 - March

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

## Unit Overview

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Topic of the month: Guided Reading.

## Essential Questions

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How would a prompt help a writer get started?

How are contractions formed?

How do writers develop a well written product?

Why does a writer chose a particular form of writing?

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

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**Writing:** Topic sentence; Contractions; Writing for different proposes; Responding to text.

**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:** Chronological order and time-order words.

**Language:** Contractions; Prefixes: anti-, fore-, mid-, over-, super-, under-; Suffixes: -s; Singular and plural nouns; Homophones; Double letters; Syllabication; Y at the end of a word; Possessives.

## **Skills**

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### **Writing:**

Choose key words in a prompt to create a topic sentence.

Identify the structure of combining words to create contractions.

Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.

### **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

Fluency/Accuracy

### **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:**

Identify chronological order of events in a selection by using time-order words.

### **Language:**

Identify the structure of combining words to create contractions.

## Assessments

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### Expository (Verbal) Writing prompt:

Think about your daily routine. Consider what you do on school days and weekends. Then, write an essay for the class to compare and contrast the routine of a school day with a weekend day. Include at least two similarities and differences.

Assess through journal writing

<http://www.readwritethink.org/classroom-resources/lesson-plans/demonstrating-comprehension-through-journal-313.html>

### Expository (poem-linked) Writing Prompt

Assess using the poem *The Photograph* by Jane Medina

<http://www.doe.mass.edu/mcas/2006/release/g4ela.pdf>

pages 15, 17, Question 18

In the poem “The Photograph”, *Mama* and the speaker, who is her son, look at photographs from the past.

- Explain why the photographs are important to *Mama*.
- Explain why the photographs are important to the speaker, her son.

Support your answer with important details from the poem.

Completion of graphic organizer.

Individual conferences.

Completion of 1<sup>st</sup> and 2<sup>nd</sup> 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

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Students create flashcards for contractions.

Recognizing a literary genre: memoir

Class discussion

Journal writing

Students are encouraged to reflect upon the significance of remembered events and craft responses of their thoughts and feelings.

See link below for unit on writing a memoir:

[http://www.educationoasis.com/curriculum/LP/LA/memoir\\_stuff\\_life.htm](http://www.educationoasis.com/curriculum/LP/LA/memoir_stuff_life.htm)

Use authentic text (Internet sources, magazines and journals, songs and poetry, letters, brochures and pamphlets, comic strips, political cartoons, etc.) to study audience and purpose for writing

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

## 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.4.1.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.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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.
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

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Independent choice literature

Sitton Units 25 – 28

Month by Month Phonics and Vocabulary:

Beyond Nifty Thrifty Fifty p. 97;

Making Words, pg. 100;

Guess the Covered Word, pg. 104

