

# Unit 9 - May

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

## Unit Overview

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Topic of the month: Inter/National Day Theme(Social Studies Connection), Maps and Economics.

## Essential Questions

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What are the key elements included in a research paper?

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 knowing the author's purpose help a reader comprehend a story?

How do rules of language affect communication?

## Content

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**Writing:** Research report; Adverbs; Proper adjectives and capitalization; Comparative and superlative adverbs; Organization and editing.

**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:** Author's viewpoint.

**Language:** Possessives.

## **Skills**

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### **Writing:**

Retrieve information for a research report.

Recognize commonly used adverbs

Identify comparative and superlative forms of adverbs

Distinguish between adjectives and adverbs

Checking for organization, ideas, voice, and sentence fluency.

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

### **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:**

Determine the author's viewpoint on a topic.

Recognize an author's point of view.

### **Language:**

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

## **Assessments**

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Students will write and orally present a research report about early or recent settlers in Folsom or New Jersey.

Completion of graphic organizers.

Individual conferences.

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

Mini lesson follow-up activities.

Class discussions

Teacher observations

Book projects

Venn Diagrams

Author's point of view quiz

Comprehension questions

Response journals

Running records

Fluency assessments

Drawing conclusions quiz

Sitton cloze assessments

## **Lessons/Learning Scenarios**

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Students will find an informative article in a magazine, newspaper, textbook, or encyclopedia. Then tell them to imagine they are the author of that article. Have students rewrite part of the article and add details and language that reveal a particular viewpoint or perspective about the article.

Students list ten verbs. Then have them write an adverb to describe each verb. Tell them to use each verb and adverb together in a sentence. Then combine the sentences to create one well thought out paragraph.

Openings/closings: introduce definition

Caleb's Story or other approved novelStudents will find an informative article in a magazine, newspaper, textbook, or encyclopedia. Then, tell them to imagine they are the author of that article. Have students rewrite part of the article and add details and language that reveal a particular viewpoint or perspective about the subject.

Students read articles from online newspapers on modes of transportation and communication for moving people, products, and ideas. Then during class discussions, they describe each article's source, purpose, and viewpoint.

<http://www.nationalgeographic.com/xpeditions/lessons/18/g68/pointsnews.html>

## 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.4.3.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.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
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

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Independent choice literature

Sitton Unit 33

Month by Month Phonics and Vocabulary:

Beyond Nifty Thrifty Fifty, pg. 118;

Making Words, pg. 121;

Guess the Covered Word, pg. 125

Review of all words

Read articles and books related to Alaska.