

Unit 10 - June

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

Unit Overview

Essential Questions

How do prepositional phrases help to add important details to your writing?

How do you interpret poetry?

Why does a writer choose 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 knowing the author's purpose help a reader comprehend a story?

How do rules of language affect communication?

Content

Writing: Prepositions and prepositional phrases in writing; Adjectives and prepositions; Word choice in writing a rhymed or unrhymed poem; Letter 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: Poetry.

Language: Review

Skills

Writing:

- Identify prepositions and prepositional phrases in writing.
- Distinguish between adjectives and prepositions.
- Identify word choice in writing a rhymed or unrhymed poem.
- Write a letter for a variety of audiences and purposes.

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:

- Identify word choice in writing a rhymed or unrhymed poem.

Language:

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

Assessments

Poetry Writing Prompt:

Think of something in nature that makes you very happy or sad. Write a rhymed or unrhymed poem that describes that thing. You might try comparing it to something else.

Letter Writing Prompt:

Write a letter to a friend in which you describe a recent trip that you took. Focus on only one place (one city, one resort, etc.) Describe your reaction to it. How did it make you feel?

<http://www.lesstutor.com/dt2.html>

Rewritten article

Poetry interpretations

Analysis of structural elements of poem

Poem recitation

Class discussions

Teacher observations

Response journals

Lessons/Learning Scenarios

Students choose any object in the room, such as a ruler or a bulletin board. Explain to students that they are to describe its location in a sentence using a prepositional phrase and then swap their paper with a neighbor. Students must guess the object and identify the prepositions.

Direct instruction in letter writing format

Whole and small group instruction: letter writing styles

Openings/closings: introduce Directly Address Audience

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 subject.

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.e	Form and use prepositional phrases.
CCSS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCSS.ELA-Literacy.L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
CCSS.ELA-Literacy.L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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

Magazine articles, Internet