

Ouachita River School District
UNIT PLAN: ELA 4th Grade Unit 3

<p>UNIT TITLE: That's The Spirit Time Frame: 6 weeks (Nov.-Dec.) Unit three will focus on how new friends add to our lives, community service, responsibilities of being a citizen, influencing others' opinions, and how science can be helpful and harmful.</p>	<p>Student Learning Objectives: <i>What Will the Student Know and Be Able to Do Successfully by the End of This Unit?</i> The student will be able to:</p> <ul style="list-style-type: none"> ● compare and contrast first and secondhand accounts of the same event ● explain how the author uses reasons and evidence to support the text ● write an opinion piece and support your position ● form and use progressive verb tenses ● use context clues to determine meaning of new vocabulary words ● use the strategy of rereading to comprehend various genres ● write a complete sentence using the correct punctuation ● write over extended periods of time ● write an opinion essay ● introduce and develop a topic with precise language ● define and restate vocabulary words ● use the strategy of rereading to comprehend various genres ● produce clear and coherent writing with guidance by planning, revising and editing ● read for purpose and understanding ● visualize the text ● identify r-controlled vowels (er, ir, ur) ● identify and use action verbs, helping verbs, linking verbs, and irregular verbs ● identify words with silent letters ● identify and use verb tenses ● identify a root word and related words ● identify and write soft c and g ● identify final e syllables ● identify and use synonyms and antonyms ● write contractions properly ● use plurals
<p>Arkansas Academic Standards: <i>Include Essential Learnings!</i> READING RF.4.3a 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 RF.4.4a Read on-level text with purpose and understanding RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures 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 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 RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text 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 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 RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, tim lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</p>	

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

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

WRITING

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose

W.4.1b Provide reasons that are supported by facts and details

W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)

W.4.1d Provide a concluding statement or section related to the opinion presented

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

W.4.2e Provide a concluding statement or section related to the information or explanation presented

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations

W.4.3c Use a variety of transitional words and phrases to manage the sequence of events

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precise

W.4.3e Provide a conclusion that follows from the narrated experiences or events

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

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

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

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

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

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

LANGUAGE

L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses

L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.4.2a Use correct capitalization

L.4.2d Spell grade-appropriate words correctly, consulting references as needed

- identify and use affixes to determine the meaning of vocabulary words (-ment, -ness, -age, -ance, -ence, -er, -est, -es, -ies)
- use compound words
- identify and use Greek roots to determine the meaning of a word

<p>L.4.3a Choose words and phrases to convey ideas precisely</p> <p>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p> <p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p> <p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)</p> <p><u>SPEAKING/LISTENING</u></p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>SL.4.1a 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</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>SL.4.1c 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.</p> <p>W.4.1d Provide a concluding statement or section related to the opinion presented</p> <p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points</p> <p>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</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p> <p>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</p>	
---	--

<p>Necessary Prerequisite Skills: <i>What will the Student Need to Know at the Beginning of This Unit?</i></p> <ul style="list-style-type: none"> • author's point of view • sentence structure • parts of speech • vowel sounds • genres • conventions of punctuation • conventions of usage • how to identify open and closed syllables • how to find and cite evidence • listening and discussion process • types of sentences • text features (timeline, captions, primary source, maps) • how to identify syllables • compound words • open and closed syllables 	<p>Interventions: <i>What are My Plans for Intervening when Students are not Successful on Daily or Interim Assessments?</i></p> <ul style="list-style-type: none"> • reteach • small group/individual instruction (if necessary) • peer tutoring • after school tutoring • allowing students to correct errors (looking for understanding) • teaching key aspects of a topic. Eliminate nonessential information • allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning • allowing students to select from given choices . • allowing the use of note cards or open-book during testing • collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test. • decreasing the amount of work presented or required . • having peers take notes or providing a copy of the teacher's notes • marking students' correct and acceptable work, not the mistakes • modifying tests to reflect selected objectives • providing study guides • reducing or omitting lengthy outside reading assignments • reducing the number of answer choices on a multiple choice test • using videos, illustrations, pictures, and drawings to explain or clarify
<p>Essential Questions/ Big Ideas: <i>Enduring Understanding, Relevance to Students, Overarching Objectives</i></p> <ol style="list-style-type: none"> 1. How can you make new friends feel welcome? 2. In what ways can you help your community? 3. How can one person make a difference? 4. How can words lead to change? 	<p>Necessary Vocabulary Words: context clues, paragraph clues, definition, restatement, synonyms, antonyms, Latin and Greek suffixes, Greek roots</p> <p>Academic Vocabulary: primary source, secondary source, flashback, opinion, timeline, evidence, evaluate, paraphrase, tone, audience</p> <p>Read aloud vocabulary will vary. (provided with text unit)</p>

<p>5. In what ways can advances in science be helpful or harmful?</p> <p>6. How can you show your community spirit?</p>					
<p>Learning Activities: <i>What Will the Teacher Do to Accomplish the Student Learning Objectives?</i></p> <ul style="list-style-type: none"> • lecture/questioning • presentation • model concept/skills • workstations • various mediums • read alouds with discussion • assign individual/group work to reinforce learning • evaluate students learning through various types of assessments (eg. teacher made test, observation, discussion/questioning, journaling) • provide modifications, reteaching, small group instruction, enrichment activities as needed 	<table border="1"> <tr> <td data-bbox="1037 214 1398 824"> <p>Teaching/Learning Level of Bloom's Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <hr/> <p>Depth Of Knowledge Reading Routine</p> <p>Level 1 Identify key ideas and details about text</p> <p>Level 2-3 Reread and analyze the text craft and structure</p> <p>Level 4 Integrate knowledge and ideas and make text to text connections</p> </td><td data-bbox="1398 214 2007 824"> <p>Marzano's Instructional Strategies Plan:</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypothesis • Questions, cues, and advance organizers </td></tr> <tr> <td colspan="2" data-bbox="1037 824 2007 1502"> <p>Resources/Technology: <i>List of Websites, Read Aloud Books, Games & etc.</i></p> <ul style="list-style-type: none"> • McGraw-Hill Wonders! series • McGraw-Hill Wonders! Literature Anthology • McGraw-Hill Wonders! Reading and Writing Workshop • McGraw-Hill Wonders! Your Turn Practice Book • McGraw-Hill Wonders! Grammar Practice Reproducibles • McGraw-Hill Wonders! Workstation Activity Cards • SmartBoard • Chromebooks • Decodable Readers • Leveled Readers • digital Readworks • MobyMax • Newsela • read aloud • Accelerated Reader • Novel units </td></tr> </table>	<p>Teaching/Learning Level of Bloom's Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <hr/> <p>Depth Of Knowledge Reading Routine</p> <p>Level 1 Identify key ideas and details about text</p> <p>Level 2-3 Reread and analyze the text craft and structure</p> <p>Level 4 Integrate knowledge and ideas and make text to text connections</p>	<p>Marzano's Instructional Strategies Plan:</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypothesis • Questions, cues, and advance organizers 	<p>Resources/Technology: <i>List of Websites, Read Aloud Books, Games & etc.</i></p> <ul style="list-style-type: none"> • McGraw-Hill Wonders! series • McGraw-Hill Wonders! Literature Anthology • McGraw-Hill Wonders! Reading and Writing Workshop • McGraw-Hill Wonders! Your Turn Practice Book • McGraw-Hill Wonders! Grammar Practice Reproducibles • McGraw-Hill Wonders! Workstation Activity Cards • SmartBoard • Chromebooks • Decodable Readers • Leveled Readers • digital Readworks • MobyMax • Newsela • read aloud • Accelerated Reader • Novel units 	
<p>Teaching/Learning Level of Bloom's Taxonomy:</p> <ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <hr/> <p>Depth Of Knowledge Reading Routine</p> <p>Level 1 Identify key ideas and details about text</p> <p>Level 2-3 Reread and analyze the text craft and structure</p> <p>Level 4 Integrate knowledge and ideas and make text to text connections</p>	<p>Marzano's Instructional Strategies Plan:</p> <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypothesis • Questions, cues, and advance organizers 				
<p>Resources/Technology: <i>List of Websites, Read Aloud Books, Games & etc.</i></p> <ul style="list-style-type: none"> • McGraw-Hill Wonders! series • McGraw-Hill Wonders! Literature Anthology • McGraw-Hill Wonders! Reading and Writing Workshop • McGraw-Hill Wonders! Your Turn Practice Book • McGraw-Hill Wonders! Grammar Practice Reproducibles • McGraw-Hill Wonders! Workstation Activity Cards • SmartBoard • Chromebooks • Decodable Readers • Leveled Readers • digital Readworks • MobyMax • Newsela • read aloud • Accelerated Reader • Novel units 					

		<ul style="list-style-type: none"> • Empower Writers
Assessments Type: <i>How Will I Know the Student Has Been Successful?</i>		
Summative <ul style="list-style-type: none"> • Weekly reading skills assessments • Weekly grammar assessments • Weekly spelling assessments • Unit assessments 	Interim: <ul style="list-style-type: none"> • Star • progress monitoring comprehension assessments • DIBELS online (when needed) 	Formative: <ul style="list-style-type: none"> • practice pages • workstations • journals • exit slips • class discussion/questions • progress monitoring comprehension assessments • digital Readworks • MobyMax