

Ouachita River School District
UNIT PLAN: ELA 4th Grade Unit 5

<p>UNIT TITLE: Figure It Out Time Frame: 6 weeks (Mar.-April) Unit 5 will focus on recognizing the ways people express feelings, geography North America, forms of energy and how energy helps inventions, how water changes from one state to another, and when and why people explored and settled the United States.</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"> ● summarize what they have read ● visualize the text ● use and explain the meaning of figurative language (similes, metaphors, proverbs, adages) ● use and identify homographs ● use Greek and Latin roots to determine the meaning of vocabulary word ● 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 expository letter ● write a research report ● introduce and develop a topic with precise language ● define and restate vocabulary words ● produce clear and coherent writing with guidance by planning, revising and editing ● read for purpose and understanding ● identify an open and closed syllable ● identify and use adjectives within a sentence according to conventional patterns ● use more and most to compare ● use forms of good and bad to compare ● identify and use irregular plurals ● identify and use articles (a, an, the) ● identify vowel teams ● identify r-controlled vowel syllables ● identify and use frequently misspelled words ● identify consonant+le syllables ● correctly use frequently confused words (to, too, two: there, their)
<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 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.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area 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 RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears 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 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.4.9 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</p>	

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

WRITING

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.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

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

W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic

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

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

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

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.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)

L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their)

L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence

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

L.4.3a Choose words and phrases to convey ideas precisely

L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

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)

- use synonyms and antonyms

<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.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context</p> <p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs</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>SPEAKING/LISTENING</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>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</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"> ● character, setting, plot ● text structure (problem and solution, cause and effect, sequence) ● how to find the main idea and key details ● sentence structure ● parts of speech ● vowel sounds ● genres 	<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

<ul style="list-style-type: none"> • conventions of punctuation • conventions of usage • how to find and cite evidence • listening and discussion process • author's purpose and point of view • types of sentences • how to identify a syllable • text features (timeline, photographs, captions, sidebar, map) 	<ul style="list-style-type: none"> • 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. In what ways do people show they care about each other? 2. What are some reasons people moved west? 3. How can inventions solve problems? 4. What can you discover when you look closely at something? 5. How can learning about the past help you understand the present? 6. What helps you understand the world around you? 	<p>Necessary Vocabulary Words: figurative language, simile, metaphor, homographs, Greek roots, proverbs, adages</p> <p>Academic Vocabulary: foreshadowing, metaphor, hyperbole, appositive, sources, transition, rate, purpose, expository, sidebar, listening skills</p> <p>Read aloud vocabulary will vary. (provided with text unit)</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 	<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>Assessments Type: <i>How Will I Know the Student Has Been Successful?</i></p>		
<p>Summative</p>	<p>Interim:</p>	<p>Formative:</p>

Resources/Technology: *List of Websites, Read Aloud Books, Games & etc.*

- 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
- Empower Writers

<ul style="list-style-type: none"> • Weekly reading skills assessments • Weekly grammar assessments • Weekly spelling assessments • Unit assessments 	<ul style="list-style-type: none"> • Star • progress monitoring comprehension assessments • DIBELS online (when needed) 	<ul style="list-style-type: none"> • practice pages • workstations • journals • exit slips • class discussion/questions • progress monitoring comprehension assessments • digital Readworks • MobyMax
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