

Grade 4 ELA Unit 4

<p>Established Goals: Standards</p> <p>Reading: Literature RL.4.1, RL.4.2, RL. 4.6, RL.4.9</p> <p>Reading: Informational Text RI.4.1, RI.4.2, RI.4.4, RI.4.5 RI.4.6, RI.4.7</p> <p>Reading: Foundational Skills RF.4.4</p> <p>Writing W.4.2, W.4.6, W.4.8, W.4.10</p> <p>Speaking & Listening SL.4.1, SL.4.3, SL.4.4</p> <p>Language L.4.1, L.4.2, L.4.3, L.4.5 L.4.6</p> <p>Reading Street 4.4 Benchmark and Weekly Tests NJ Model Curriculum Unit 4 (optional)</p>	Transfer	
	<p><i>Students will be able to:</i> Identify Learning Outcomes</p> <ul style="list-style-type: none"> Summarize informational text Context clues help to determine the meaning of words/phrases 	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> When you summarize you need to state the main idea and key details Information can be presented visually, orally or quantitatively Context clues help to determine the meaning of words/phrases 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> What does summarizing look like? How can I use context clues to help understand unknown words/phrases?
	Acquisition	
	KNOWLEDGE	SKILLS
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> How to refer to details and examples in a text How to summarize How to use context clues to determine the meaning of words/phrases How to compare/contrast, identify cause/effect and problem and solution in a text How to use text and graphic features in a selection (examples: charts, diagrams and timelines) Understand main idea and details Stories have lessons or themes 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explain an answer using details and examples from the text Summarize a piece stating the main idea and key details Determine meaning of unfamiliar words and phrases in a selection Determine the overall structure of information in a text Read and interpret text and graphic features Write a paragraph(s) with a clear topic, related information and a concluding statement Determine the theme of a story

Grade 4 ELA Unit 4

Grade 4 ELA Unit 4

Vocabulary	Instruction and Pacing (suggested order to teach)	
main idea, details, inferences, summarize, compare/contrast, point of view, interpret, text features, graphic features, topic, explanation, theme, lesson, moral	Summarize Context Clue Compare/Contrast Cause/Effect Problem/Solution Graphic Features Main Idea and Supporting Details Writing Process	5 weeks
	Unit Review and/or Unit Benchmark (optional)	1 week
Common Misconceptions	Proper Conceptions	
Students often confuse the main idea with the theme of the story. Oftentimes they chose a main idea that is too broad or too narrow. Students often confuse cause and effect .	The main idea of a paragraph is the <i>point of the passage, minus all the details</i> . It's the big picture - the Solar System vs. the planets. A theme is the central idea or ideas explored by a literary work. A cause-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).	
Resources		
New Jersey Model Curriculum, Journeys (Lessons 16-20) , ThinkCentral, Achieve3000, Imagine Learning, BrainPop, Learning Farm, Readworks.org		
ELL Resources: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/4u1.pdf http://www.everythingsl.net/in-services/graphic_organizers.php http://www.spellingcity.com/ https://www.pearsonsuccessnet.com/ http://www.parconline.org/take-the-test See 4 th grade ELL Pacing Guide for additional lesson specific resources		

Grade 4 ELA Unit 4

Differentiation and Accommodations

Provide graphic organizers
Provide additional examples and opportunities for additional problems for repetition
Provide tutoring opportunities
Provide retesting opportunities after remediation (up to teacher and district discretion)
Teach for mastery not test
Teaching concepts in different modalities
Adjust pace and homework assignments
Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, Word wall
Provide graphic organizers
Provide additional examples and opportunities for additional problems for repetition
Provide tutoring opportunities
Provide retesting opportunities after remediation (up to teacher and district discretion)
Teaching concepts in different modalities
Adjust pace and homework assignments
Offer performance tasks of varied levels
Include more scaffolding questions and tasks

ELL Differentiation and Accommodations (all of the above in addition to the following) :

Modify assessments (reduce multiple choice answers, simplify directions, read directions, stories, and questions aloud, provide word bank)
Allow use of picture/bilingual dictionaries, notes, text books for testing
Introduce test format prior to assessment
Modify homework assignments and study guides based on proficiency of the student

Use:

- **Hands-on manipulatives and realia** – connects abstract concepts with concrete experiences and student's own life
- **Pictures, Photos, Visuals** – provide support for harder concepts
- **Multimedia** – film clips, songs and chants, posters, computer games, etc... - related to concept solidify concepts into the students' deep memory
- **Demonstrations** – model step-by-step completion of tasks or model language to use with presentations – scaffolds and enhances learning
- **Related materials** – leveled books both fiction and nonfiction that supplement the theme of what is being taught
- **Gestures**, point directly to objects, or draw pictures.
- **Total Physical Response**

Assess background knowledge, teach pre-requisite skills

Focus on Vocabulary with:

- personal dictionaries
- content word wall
- cloze sentences
- word sorts
- visual vocabulary
- vocabulary through songs

Grade 4 ELA Unit 4

When introducing new concepts (grammar, writing genre, reading strategies etc.) use an anchor chart. <http://www.scholastic.com/teachers/top-teaching/2014/03/anchor-charts-effective-teacherstudent-tool>

21st Century Skills	Critical Thinking, Creative Thinking, Collaborating, Communicating, Technology/Media Literacy and Global Awareness
Instructional Strategies	<p>Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:</p> <ul style="list-style-type: none"> ● Communicating with students ● Using questioning and discussion techniques ● Engaging students in learning ● Using assessment in instruction ● Demonstrating Flexibility and Responsiveness
Interdisciplinary Connections	ELA, Science, Math, Social Studies and Technology

Unit 4 Performance Task (Optional)

What authentic performance task(s) will students demonstrate desired understanding(s)?

Students will choose an owl from New Jersey to research. Students will use authentic resources from the library and the internet to complete research on the characteristics of the owl, life span, diet, range, conservation status, etc. Upon completion of research, students will create a multimedia presentation in PowerPoint. Student should cite sources correctly in a Works Cited/Bibliography page.

Rubric

3—Student independently completes a PowerPoint presentation with (6) or more slides, photographs and information written in their own words. A ‘works cited’ slide is included.

2—Student completes research and PowerPoint presentation with minimal assistance. PowerPoint presentation contains 4-5 slides with research in their own words. A ‘works cited’ slide is included.

1—Student presentation contains less than 4 slides with little research.

0—Student presentation is not complete or off topic.

Grade 4 ELA Unit 4

ASSESSMENTS

Formative Assessment

Daily independent practice
Peer Discussions
Student Portfolio
Reading/Writing Conferences
Self-Evaluations
Anecdotal Notes
Open-Ended Responses
Journal Entries
Reading Logs
Exit Tickets

Summative Assessment

Weekly Tests
Technology Task (1)
Unit 4 Benchmark