

**Fourth Grade**

**ELA**

**Comprehensive Curriculum Activities**

**Timeline**

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## 4th Grade ELA Unit Notes

- ☞ These units are guidelines to help you pull the CC into your teaching.
- ☞ Units can be used out of order; however, unit 8 should stay at the end since it is a review of previous units.
- ☞ You can substitute your activities for these, but make sure the GLEs are covered. Please note that many guiding questions are higher-order.
- ☞ Assessments can be changed to suit your needs.
- ☞ Unit assessments are just examples; ideally, you should create a unit test using GLEs and guiding questions.
- ☞ BLM numbers are the page numbers on them
- ☞ Literacy Strategies are found when you click on the link in the CC.
- ☞ If you substitute activities, look at the terms used in the CC, our students often could do what the LEAP asked if they understood the terminology used in the question!
- ☞ If you feel your students are not reading on a level high enough to do Literature Circles competently, you should be doing small group reading with them to bring up their reading level. (Differentiated Instruction)
- ☞ Once Literature Circles are established, you should continue them throughout the year.
- ☞ Unit 4: Research, unit 6: Nonfiction, and unit 7: Biographies, can be tied into science or social studies, giving more time for ELA.
- ☞ Most units conclude with a writing and presentation activity to be rubric scored – perfect for DIG Folders and portfolios. Good way to integrate technology; Word, PowerPoint, internet research, etc.
- ☞ Your Basal has lots of rubrics you can use if needed.

# 4<sup>th</sup> Grade ELA

Unit #: 1

Unit Title: Read All About It

Time Frame: 4 weeks

## Unit 1 Guiding questions:

1. Can students use graphic organizers to compare/contrast a variety of texts, including fiction and nonfiction?
2. Can students respond to texts by using prior knowledge and life experiences?
3. Can students identify the elements of a myth and a legend?
4. Can students describe a character's traits, actions, relationships, and motivation?
5. Can students use "pre reading", and "during reading" comprehension strategies as they read and respond to various genres?
6. Can students discuss texts with one another?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  GLEs: # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1 - Genre</b> <b>CC Act. 5,6</b> <b>Resources:</b> Trade books of different genres, fiction/nonfiction cards, BLM # 6, 7, 8, basal	<b>Act. 5:</b> Genre (see act) Give st. BLM #6 - genre characteristics, start a reading notebook, give st. BLM # 7 – Read. Invent. <b>T. will read aloud a different genre book each day all week.</b>  <b>Assessment: (I)</b> fiction/nonfiction cards – show book, have st. hold up correct card <b>GLEs:</b> 4, 12, 14e	Basal activities	Basal activities	<b>Act. 6:</b> Define Genres (see act.) st. will complete BLM # 8 – compare/contrast with T. help  <b>Assessment: (I)</b> Look at compare/contrast charts  <b>GLEs:</b> 11, 13, 14d, 14e	Basal activities

<b>Week: 2 Read. Strategies</b> <b>CC Act. 7,8,9</b> <b>Resources:</b> Folktales, reading notebook, BLM # 10	<b>Act 7:</b> Before Reading (see act) T. models before reading strategies using a folktale Act. 8 During reading (see act) T. models during reading activities w/same book <b>Assessment: (I)</b> Look at responses in reading notebooks <b>GLEs:</b> 2, 3, 5a, 5c, 5d, 7, 8, 9, 11, 13, 14b, 14d, 14e, 18, 19	Basal Activities	Basal Activities	<b>Act. 9:</b> Examine Elements (see act) T. can use Basal story for this activity. Use BLM # 10 – Chapter Matrix Poster  <b>Assessment: (I)</b> Look at Chapter Matrix Posters  <b>GLEs:</b> 3, 5b, 5c, 7, 11, 14c, 20e, 21	Basal Activities
<b>Week: 3</b> <b>CC Act. 4, 10, 11</b> <b>Resources:</b> Trade books, IF modeling, Lit. Circle materials BLM #10	<b>Act. 4,10,11</b> Literature Circles IF will model Literature Circles to classes, share all materials needed <b>Assessment: (F)</b> Use Literature Circle Rubric to grade each group <b>GLEs:</b> 5a, 5b, 11, 13, 14b, 14c, 17, 18, 19d, 20e, 21, 22, 23b – f, 24, 26b, 37	Basal Activities  Literature Circles	Basal Activities  Literature Circles	Basal Activities  Literature Circles	Basal Activities
<b>Week: 4</b> <b>CC Act. 12</b> <b>Resources:</b> Reader's Theater Scripts, props (optional)	<b>Act. 12</b> Reader's Theater T. will select a play. St. will be given roles in small groups. St. will practice reading their parts together to practice fluency and choral reading. T. should let students present play when they are ready (may take several days of practice) <b>Assessment: (F)</b> BLM # 31 Use presentation Rubric to grade each group <b>GLEs:</b> 9, 10, 22, 34	Basal Activities  Reader's Theater	Basal Activities  Reader's Theater	Basal Activities  Reader's Theater	Basal Activities  <b>Unit 1 Assessment: (F)</b> Develop a rubric or check sheet for students' reading notebooks and reading inventories.

## 4<sup>th</sup> Grade ELA

**Unit #: 2**

**Unit Title: The Writing Process**

**Time Frame: 4 weeks**

### Unit 2 Guiding questions:

7. Can students write expository, descriptive, narrative, and persuasive compositions?
8. Can students write formal and informal letters, book reports, and informational reports?
9. Can students write a multi-paragraph composition with an introduction and conclusion with supporting details in a logical order?
10. Can students use standard punctuation, capitalization, usage, mechanics, spelling when writing?
11. Can students use effectively use the writing process (prewriting, drafting, revising, editing, and publishing)?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,6</b> <b>Resources:</b> Writing examples, writer's notebook, dictionary, internet	<b>Act. 5:</b> Why Write?(see act) Brainstorm a list of examples of writing. Discuss authors' purposes for writing. Let students use internet to put best websites in their notebooks <b>Assessment: (I)</b> Check writer's notebooks <b>GLEs:</b> 8, 16, 18, 41a&c, 48	<b>Act. 6:</b> Gather from your world (see act.) St. collect ideas, words, etc. to keep in their writer's notebook. <b>Assessment: (I)</b> Check writer's notebook <b>GLEs:</b> 3, 23b  Basal activities	Basal activities	Basal Activities	Basal activities
<b>Week: 2</b> <b>CC Act. 7,8,</b> <b>Resources:</b> Various texts, IF modeling, compare/contrast worksheet (IF) Various adds	<b>Act. 7:</b> Works Worth Reading (see act.) St. bring writing samples to class, discuss why they are worth reading. St. classify works as to writing mode. IF will model a compare/contrast graphic organizer. In pairs, st. will compare/contrast 2 works. <b>Assessment: (I)</b> Pairs will share compare/contrast conclusions with class.	Basal Activities	<b>Act. 8:</b> The Power of Words (see act.) T. leads st. to brainstorm what makes an effective add. Class decides on a product to "sell", st. create an add describing it. With T. help, st will. create a rubric to grade the adds <b>Assessment: (F)</b> Adds will be graded using a rubric created by the class <b>GLEs:</b> 18, 22, 23a – d, 37, 39	Basal activities	Basal Activities

	<b>GLEs:</b> 14e&f, 16, 18, 20 a-e, 24				
<b>Week: 3</b> <b>CC Act. 9</b> <b>Resources:</b> clay Books, LEAP 21 Writing Rubric(BLM # 2,3) Writer's checklist (BLM# 4), computer	<b>Act. 9:</b> In My Opinion (see act.) St. make an animal with clay. St. trade; "make revisions" and discuss. T. will relate this to revising writing. St. write a book report. St. will trade and check each other's rough drafts using the writer's checklist. St. can write final on the computer (optional) <b>Assessment: (F)</b> T, assess using BLM # 2 <b>GLEs:</b> 20 a-d, 22, 23 a-g, 26c, 28, 29, 36d, 47	Basal Activities	Basal Activities	Basal Activities	Basal Activities
<b>Week: 4</b> <b>CC Act. 10,11</b> <b>Resources:</b> Writing prompts, LEAP 21 Writer's Checklist, LEAP 21 Rubric: BLM # 2,3,4 RAFT: BLM # 12	<b>Act. 10, 11:</b> Writing (see act.) Writing compositions using the writing process. "Students will write at least three paragraphs and construct rubrics for organization, content, and conventions". * Act. 11 is a prewriting strategy called RAFT. You may use it, or 4 square, or 6+1 Traits. <b>Assessment: (F)</b> Writing will be scored using the writing rubric <b>GLEs:</b> 20 a-d, 23 a-g, 24, 27, 28, 29, 30 a&b, 31b-d	Basal Activities  Continue writing process  <b>Assessment: (I)</b> Teacher/student conferences on student writing at various stages	Basal Activities  Continue writing process	Basal Activities  Continue writing process	Basal Activities  Continue writing process  <b>Unit II Assessment: (F)</b> T. develops a rubric or check sheet for students' writer's notebook

## 4<sup>th</sup> Grade ELA

**Unit #: 3**

**Unit Title: Critical Thinking**

**Time Frame: 4 weeks**

### Unit 3 Guiding questions:

12. Can students make and confirm predictions?
13. Can students support differences between fact and opinion?
14. Can students identify the author's viewpoint?
15. Can students determine and justify solutions to problems in texts?
16. Can students use skimming and scanning skills in complex reading selections?
17. Can students recognize the importance of HOTS skills in the reading process? Do they consider prior knowledge and life experiences as they read?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,</b> <b>Resources:</b> BLM # 13 (Reciprocal teaching), basal story, Literacy Strategy, pg. 16	<b>Act. 5:</b> Quest. In my mind (see act.) Teach students the process of reciprocal teaching to enhance comprehension using your basal story. There are 4 parts, can do 1 per day. <b>Assessment: (I)</b> check BLM # 13 <b>GLEs:</b> 8, 14d, 15, 19d, 19e	Basal activities	Basal activities	Basal Activities	Basal activities
<b>Week: 2</b> <b>CC Act. 6,7</b> <b>Resources:</b> Story or basal, compare/contrast chart, BLM# 14: HOTS, reading response journals, Fact/opinion index cards	<b>Act. 6:</b> Reading More (see act) Using basal or another story, have students compare a character to themselves using compare/contrast worksheet. Then have students write a dialogue between themselves and the character. <b>Assessment: (I)</b> Give students index cards with "fact" written on 1 color card, and "opinion" written on another color. Read several	Basal Activities	<b>Act. 7:</b> Depth of Reading (see act) St. read a fictional story analytically, then create their own graphic organizer to illustrate specific components in their journals. T. goes over Bloom's BLM # 14 with students. St. use BLM # 14 to help them write 3 lower-level and 3 higher-level questions. <b>Assessment: (I)</b> Give students example questions and have them orally identify levels <b>GLEs:</b> 4, 7, 14 a&g, 16, 19 b&d	Basal activities	Basal Activities

	<p>story excerpts and have students hold up fact or opinion card as warranted.</p> <p><b>GLEs:</b> 14c, 19a,b,c,e</p>				
<p><b>Week: 3</b></p> <p><b>CC Act. 8</b></p> <p><b>Resources:</b> Current events from newspapers, magazines, books, internet, T. made rubric</p>	<p><b>Act. 8</b> Points of View (see act.) T. models seeing things from different viewpoints. T. picks a topic (can tie in Soc. Studies). St. investigate and write about it from several points of view.</p> <p><b>Assessment: (F)</b> T. made rubric</p> <p><b>GLEs:</b> 8, 15, 19c, 41a, 42, 43c,d,e,g, 44, 45, 50</p>	Basal Activities	Basal Activities	Basal Activities	Basal Activities
<p><b>Week: 4</b></p> <p><b>CC Act. 9</b></p> <p><b>Resources:</b> BLM # 15: T. made opinionare, St. made persuasion scale, BLM # 2,3: LEAP writing rubric, BLM # 31- Oral Presentation Rubric, Writer's notebooks</p>	<p><b>Act. 9</b> Take a Stance (see act.) T. will give students an opinionare about a topic (can be Soc. St.) After completing, st. read a book about topic, change their answers as needed, then write a persuasive composition to persuade others to see it from their point of view. Give orally. Can use technology, visuals, etc. to enhance presentations.</p> <p><b>Assessment: (F)</b> Oral Presentation Rubric LEAP Writing rubric</p> <p><b>GLEs:</b> 15, 19e, 26a, 30a, 31c,d, 34, 36a,c,d</p>	Basal Activities	Basal Activities	Basal Activities	<p><b>Unit III Assessment: (F)</b></p> <p>1. Before oral presentations, have students create a “power of persuasion” scale to judge the effectiveness of the presentations. Have them add “persuasive” words and phrases into their writer’s notebooks.</p> <p>2. Continue checking reading and writing notebooks.</p>



**4<sup>th</sup> Grade ELA**  
**Unit #: 4**                      **Unit Title: Research\***                      **Time Frame: 4 weeks**

**Unit 4 Guiding questions:**

18. Can students determine which resources are appropriate for a specific purpose?
19. Can students locate, read, and interpret information on timelines, charts, graphs, diagrams, schedules, tables, and maps?
20. Can students paraphrase information and take notes from multiple sources?
21. Can students produce a bibliography?
22. Can students use available technology to publish a variety of works?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,6</b> <b>Resources:</b> BLM # 16: Sample Research Rubric, Internet, website: <a href="http://www.webquest.org">www.webquest.org</a>  BLM # 17: KWL chart	<b>Act. 5:</b> Start With the End In Mind (see act) Use website to let students examine reports and answer questions. T. help students create a research report rubric. <b>Assessment: (I)</b> Check student-created rubric <b>GLEs:</b> 14a, 41a, b, 43a	<b>Act.6:</b> Begin With an Interest (see act.) T. models a research project, posts a poster of the stages. St. brainstorm questions and pick several to put on a KWL chart. <b>Assessment: (I)</b> Teacher/student conferences at regular intervals. <b>GLEs:</b> 14a, 19d, 23a&b, 35, 43a-g	Basal activities	Basal Activities	Basal activities
<b>Week: 2</b> <b>CC Act. 7,8</b> <b>Resources:</b> BLM # 18: ISP Chart, research folders, rubric (This week is focused on beginning the research report. It will not be completed until week 4)	<b>Act. 7:</b> Self-Selected Research Topics (see act.) T. models how to narrow your topic, generate questions, etc. T. passes out research folders and ISP charts. <b>Assessment:(F)</b> T. made rubric for beginning of research project. Include title/topic, related key	<b>Act 8:</b> Mini – Lessons (see act) This is ongoing throughout the research project. T. guides students through the process by conducting daily whole – class and individual lessons on topics needed to complete the report.	Basal activities	Basal activities	Basal Activities

	words/phrases to research, list of resources, 5 guiding questions. <b>GLEs:</b> 19d, 23a, 23b, 23d, 44, 48	<b>Assessment:(I)</b> T. observations during conferences <b>GLEs:</b> 19b, 41a,b, 43a,b,c, 48			
<b>Week: 3</b> <b>CC Act. 9</b> <b>Resources:</b> IF model lesson, Research folder, transparency of encyclopedia page, Literacy Strategies: Pg. 22; Split-page note taking, pg. 3; GISTing	<b>Act. 9:</b> Divide and Conquer (see act) (do all week) IF will model how to use split – page note taking strategy. IF will model GISTing. These strategies will help students find and organize their information for their report. <b>Assessment: (I)</b> T. observation <b>GLEs:</b> 14f, 33, 41b, 43a, 44, 45, 46, 49	<b>Act 9:</b> (continued) St. continue GISTing from each source and draft a rough outline.  Basal Activities	Basal Activities	Basal Activities	Basal Activities
<b>Week: 4</b> <b>CC Act. 10</b> <b>Resources:</b> Research folders, BLM # 19: Info. For Bibliography, BLM # 16: Research Rubric BLM # 31: Oral Presentation Rubric	<b>Act. 10:</b> Publish and Present (see act) (do all week) St. use their outlines to write their research report. Rough drafts are read by peers, st. make revisions and conference with T. They go over rubric, and decide how to share report. St. are given bibliography materials to create a bibliography (see act) <b>Assessment: (I)</b> T. conferences <b>GLEs:</b> 23c-g, 26b, 34, 36a-c, 37, 38	Basal Activities	Basal Activities	Basal Activities	Basal Activities  <b>Unit IV Assessment: (F)</b> Rubric for research report Rubric for Oral Presentation

**\* This entire research unit could be tied into a science or social studies topic. That will give you extra time to complete this plus your basal activities.**

**4<sup>th</sup> Grade ELA**  
**Unit #: 5**                      **Unit Title: Poetry**                      **Time Frame: 4 weeks**

**Unit 5 Guiding questions:**

23. Can students define or give examples of types of poetry?
24. Can students explain why people read poetry?
25. Can students identify literary devices used by poets?
26. Can students express how a poet helps them understand a concept, compare objects or ideas, or provide a new way to look at a subject?
27. Can students describe the mood or feeling created by a poem?
28. Can students use poetic language and form to express their own thoughts and feelings?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud* to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,11</b> <b>Resources:</b> Writer's notebook, various types of poems, chart paper, chart: pg. 56 of CC	<b>Act. 5:</b> Poetry Corner (see act) T. introduces poetry by reading different forms. St. define poetry. St. will compare forms of poetry on a chart. (CC pg. 56) <b>Assessment: (I)</b> Poetry Chart, poetry definition in writer's notebook <b>GLEs:</b> 7, 11, 12, 18	<b>Act.11:</b> Collecting Seeds for Poetry (see act) (ongoing) Have students "collect" ideas, words, thoughts, pictures, etc. in their writer's notebooks for future poetry. <b>Assessment: (I)</b> T. checks student notebooks <b>GLEs:</b> 8, 19e, 23a, b	Basal activities	Basal Activities	Basal activities
<b>Week: 2</b> <b>CC Act. 6,9</b> <b>Resources:</b> Travel magazines, post cards, writer's notebook, Carl Sandburg's poem "Fog", post-it notes, poems	<b>Act. 6:</b> Use my Senses (see act) T. conducts focus lessons to teach imagery, voice, and word choice throughout week <b>Assessment:(I)</b> Students use the poem "Fog" to find the poetic device used, what comparisons the poet is making, and discuss their interpretations of poem	Basal activities	Basal activities	<b>Act. 9:</b> Literary Devices Workshop (see act) T. will do a mini-lesson on figurative language. T. reads examples and discusses. St. work in groups to find examples and share their top three with class <b>Assessment: (I)</b> T. uses a T. made check sheet during share time. <b>GLEs:</b> 6, 19b, 25	Basal Activities

	<b>GLEs:</b> 22, 23b, 25				
<b>Week: 3</b> <b>CC Act. 7,8</b> <b>Resources:</b> Writer's notebook, chart paper, poems, BLM # 2-3 LEAP Writing Rubric, Lit. Strategy: Questioning the Author; pg. 12	<b>Act. 7:</b> Learn from Authors (see act) St. work in groups with different poems to "experience" poetry and describe how it makes them feel. Then switch poems and compare responses <b>Assessment: (I)</b> Use questions from Questioning the Author to start a class discussion <b>GLEs:</b> 7, 16, 18	Basal Activities	<b>Act. 8:</b> Poetry Panel of Experts (see act) Choral Reading for Fluency: In pairs or groups, st. pick a favorite poem and practice reading it orally with expression. St. then research the poet and write a composition stating why they like the poem, citing specific examples of reasons. <b>Assessment: (F)</b> Leap Writing Rubric Oral Reading Rubric (T. made) <b>GLEs:</b> 9, 10, 17, 24, 34, 36c, 37	Basal Activities	Basal Activities
<b>Week: 4</b> <b>CC Act. 10,12</b> <b>Resources:</b> Writer's notebook, BLM # 1: Voc. Self - Awareness Chart, magazines, newspapers, poems, BLM # 20 – 23: Formula Poems, BLM # 24: Poetry Rubric	<b>Act. 10:</b> Sounds of Poetry (see act) T. reads poems to show that they have rhythm or cadence. St. add poetic terms to their voc. charts or writer's notebooks. St. work in groups to find examples of poetic word choices from magazines, etc. <b>Assessment: (I)</b> Check writer's notebook <b>GLEs:</b> 6, 12, 19b	<b>Act. 12:</b> Poems for Publication (see act) St. use formula poem BLMs to write poetry. St. will create an original poem using the writing process <b>Assessment: (F)</b> T. made check list for poetry <b>GLEs:</b> 12, 22, 23a – g, 25, 34	Basal Activities	Basal Activities	<b>Unit V Assessment: (F)</b> T. made assessment using guiding questions as a guide, writer's notebook check sheet

**\*Read alouds during this unit should include poetry.**

**Unit #: 6      Unit Title: Reading and Writing Nonfiction      Time Frame: 4 weeks**

**Unit 6 Guiding questions:**

29. Can students identify informational texts?
30. Can students determine the purposes for reading informational texts?
31. Can students determine how informational text is organized?
32. Can students pose literal, interpretive, and evaluative questions?
33. Can students identify and use graphic aids, print features, and organizational aids found in informational texts?
34. Can students articulate their interests and pursue answers to their content questions by reading informational texts?
35. Can students write their own informational articles that include components studied in this unit?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud* to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,6</b> <b>Resources:</b> IF model lesson, Literacy Strategy: Professor Know-It-All; pg. 9 (materials provided by IF)	<b>Act. 5,6:</b> Introducing nonfiction and its elements IF model lesson; St. will practice note taking skills from PowerPoint presentation. St. will identify access features, purpose for writing nonfiction, nonfiction genres <b>Assessment: (I)</b> Professor Know-it-all activity <b>GLEs:</b> 7, 16, 18, 19a,	Basal activities	Basal activities	Basal Activities	Basal activities
<b>Week: 2</b> <b>CC Act. 7,8</b> <b>Resources:</b> Nonfiction texts, Writer's notebooks, Literacy Strategy: DR-TA; pg. 2	<b>Act. 7:</b> Structures of Nonfiction (see act) T. will review nonfiction structures by reading and discussing nonfiction texts, giving students opportunities to do hands-on activities with the texts. <b>Assessment: (I)</b> T. observations	<b>Act. 8:</b> Writer's Note Book (see act) St. will use the literacy strategy DR-TA to respond to informational texts in their notebooks <b>Assessment: (F)</b> T. will check writer's notebook with	Basal activities	Basal activities	Basal Activities

	<b>GLEs:</b> 8, 14e, 19b,c, 50	a T. made check sheet <b>GLEs:</b> 1, 8, 19e, 23a			
<b>Week: 3</b> <b>CC Act. 9,10</b> <b>Resources:</b> Writer's notebook, BLM # 2-3: LEAP Writing Rubric, informational books, Chart: CC act # 9, pg 71	<b>Act. 9:</b> Learn the Writing Process From Authors (see act) T. leads a discussion on the purposes of writing non fiction. Use chart to review (CC pg. 71) St. practice writing the components in their notebooks. <b>Assessment: (I)</b> T. checks notebooks <b>GLEs:</b> 14e, 16, 20a,b,c,d, 23a	<b>Act. 10:</b> Writing Process (see act) St. write an expository essay from a prompt. <b>Assessment: (F)</b> LEAP Writing Rubric <b>GLEs:</b> 20e, 23a,b,c,d,e,f,g, 24, 29,30a, 31a, 31b	Basal Activities	Basal Activities	Basal Activities
<b>Week: 4</b> <b>CC Act. 11</b> <b>Resources:</b> BLM # 26: Presentation Rubric	<b>Act. 11:</b> Presents to Others (see act) St. construct a presentation rubric. St. read their essays to class. Technology, visual aids, etc. can be used <b>Assessment: (F)</b> Presentation Rubric <b>GLEs:</b> 34, 36a,b,c,d, 37, 38	Basal Activities	Basal Activities	Basal Activities	<b>Unit VI Assessment: (F)</b> Writing and Presentation Rubrics, Writer's notebook check sheet

**\*Read alouds during this unit should include nonfiction. This can be used with science or social studies.**

**Unit #: 7      Unit Title: Autobiographies and Biographies      Time Frame: 4 weeks**

**Unit 7 Guiding questions:**

36. Can students identify what makes a biography or an autobiography worth reading?
37. Can students determine how accurate a biography/autobiography is?
38. Can students identify criteria for making a biography/autobiography interesting?
39. Can students demonstrate how a biographer's or an autobiographer's writing style is used to "hook" the reader?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud* to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,6</b> <b>Resources:</b> Internet, Variety of biographies and autobiographies, BLM # 27: GISTing, BLM # 2,3,4: rubrics/checklist	<b>Act. 5:</b> Intro. to Biographies and Autobiographies (see act) St. look at books and critique. St. will use GISTing to write a paragraph about someone they like after researching them online. <b>Assessment: (I)</b> T. checks paragraphs <b>GLEs:</b> 19d, 21, 22, 23a, 23b, 23g, 39, 41a, 42	Basal activities	Basal activities	<b>Act. 6:</b> About Me (see act) St. brainstorm a list of questions to ask themselves. St. use list to write an autobiography of themselves, using the LEAP writer's checklist. <b>Assessment: (F)</b> LEAP rubric <b>GLEs:</b> 19d, 20a,b,c,d,e	Basal activities
<b>Week: 2</b> <b>CC Act. 7,8</b> <b>Resources:</b> a biography and an autobiography, chart paper, BLM # 28: Research Checklist, BLM # 29: G.O. Web	<b>Act. 7:</b> Focus Lesson (see act) T. will read 1 short biography, and 1 short autobiography. In groups, st. will use compare/contrast chart to compare a biography to an autobiography. <b>Assessment: (I)</b> Have students read conclusions from their chart. <b>GLEs:</b> 14e, 18, 43e, 45	Basal activities	<b>Act. 8:</b> Map it Out (see act) Discuss what is needed for a biography. St. choose a person to write about. St. use biography research checklist(BLM # 28) to plan their work. T. has conferences to go over plans with students. <b>Assessment: (I)</b> Look at st. plans <b>GLEs:</b> 8, 19d, 23a, 23b	Basal activities	Basal Activities
<b>Week: 3</b> <b>CC Act. 9</b> <b>Resources:</b> BLM # 27: GISTing, BLM	<b>Act. 9:</b> Know Your Subject (see act) (ongoing) St. use GISTing strategy to gather	Basal Activities	Basal Activities	Basal Activities	Basal Activities

# 30: Bibliography	important information about their person from a variety of sources. St. create a bibliography of their sources. <b>Assessment: (F)</b> Use T. made checklist to score bibliographies <b>GLEs:</b> 8, 14g, 19e, 23b, 42, 43a,b,c,e, 45, 46, 48, 49				
<b>Week: 4</b> <b>CC Act. 10,11</b> <b>Resources:</b> BLM # 2,3,4: Writing Rubric and Checklist, BLM # 26: Presentation Rubric	<b>Act. 10:</b> Final Publication (see act) (ongoing) Students write their biography using the writing process. <b>Assessment: (F)</b> LEAP writing rubric <b>GLEs:</b> 20a,b,c,d,e, 23c,d,e,f, 26b, 27, 28, 29, 30b, 31a,b,c,d, 32, 47	Basal Activities	Basal Activities	<b>Act. 11:</b> Showtime! (see act) Students will present their biographies to class and share everyday objects that reflect their person. <b>Assessment: (F)</b> Presentation rubric <b>GLEs:</b> 10, 23g, 34, 36a,c, 37, 38	Basal Activities  <b>Unit VII</b> <b>Assessment: (F)</b> Writing and Presentation Rubrics, T. made assessment

**\*Read alouds during this unit should include biographies and autobiographies. This can be used with Social Studies.**



## 4<sup>th</sup> Grade ELA

### Unit #: 8    Unit Title: Recommended By – Author Study

**Time Frame:** Last 4 weeks of school

#### Unit 8 Guiding questions:

40. Can students reflect on their literature experiences during the school year to choose a favorite author to research?
41. Can students analyze and articulate what is unique about the author's writing technique or body of work?
42. Can students explain how the author's life experience is reflected in his/her work?
43. Can students distinguish elements of the author's style that are appealing or effective?
44. Can students offer persuasive reasons why this author's work should be read?
45. Can students demonstrate how their writing has changed after learning about this author?

Ongoing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>CC Act. 1, 2, 3, 4</b> <b>Resources:</b> reading books, DOLs, DOVs, writing prompts, trade books	Students should be given time each day for daily independent reading. DOLs should be done daily. Vocabulary needs to be done daily. Can let students find one word per day to add to a vocabulary notebook, or do a DOV activity. (Basal voc. is separate) Daily writing can be done in journals or writer's notebook. See CC act. # 4 for ideas. Teachers should read aloud to students <u>daily</u> , after the genre study is over, you can read chapter books to them.  <b>GLEs:</b> # 2, 3, 9, 10, 20, 21, 22, 23, 24, 26, 31				
<b>Week: 1</b> <b>CC Act. 5,6</b> <b>Resources:</b> BLM # 32: Author Study Checklist, BLM # 33: bibliography, BLM # 2,3,4: Writing rubrics and checklist, variety of biographies	<b>Act. 5:</b> Explore Authors (see act) St. will use their reading notebooks to pick a favorite author to study. St. will research their author and list references. <b>Assessment: (I)</b> BLM # 32, 33 <b>GLEs:</b> 17, 19d,e, 41a, 42, 43a,b,c, 48	Basal activities	Basal activities	<b>Act. 6:</b> About the Author (see act) St. look at examples of book jacket biographical info. Class constructs a rubric and st. use it to create a book jacket bio for their author. <b>Assessment: (F)</b> Class-Constructed Rubric <b>GLEs:</b> 17, 22, 45	Basal activities
<b>Week: 2</b> <b>CC Act. 7</b> <b>Resources:</b> Literature Circle Materials, books, chart paper	<b>Act. 7:</b> Chart Your Author (see act) In groups of 4, st. will use the Literature Circle format to compare two books by the same author. Whole group will come together and discuss students' impressions of various authors on chart paper. <b>Assessment: (I)</b>	Basal activities	Basal activities	Basal activities	Basal Activities

	T. observation during circles and whole group activity <b>GLEs:</b> 5a,b,c,d, 10, 11, 14b,c,e,				
<b>Week: 3</b> <b>CC Act. 8</b> <b>Resources:</b> Chart from act. # 7	<b>Act. 8:</b> Why Do You Recommend This Author? (see act) Using chart from last week, st. analyze their author's works for effective use of literary devices. St. use this to write a letter recommending the book to the class. <b>Assessment: (F)</b> T. made rubric to score letters <b>GLEs:</b> 14b,c,d,e, 16a, 27, 29, 31b,c,d	Basal Activities	Basal Activities	Basal Activities	Basal Activities
<b>Week: 4</b> <b>CC Act. 9</b> <b>Resources:</b> BLM # 2,3,4 – Writing Rubric and Checklist, Internet, Websites: <a href="http://www.ala.org/booklist">www.ala.org/booklist</a> <a href="http://www.amazon.com">www.amazon.com</a> <a href="http://www.carolhurst.com">www.carolhurst.com</a>	<b>Act. 9:</b> Writing Book Reviews (see act) St. use online resources to read book reviews of Children's Lit. In whole group, st. list the features of a good book review. St. write a book review of three or more paragraphs using the writing process. <b>Assessment: (F)</b> Rubric scored book review <b>GLEs:</b> 20a,b,c,d,e, 21, 23d,e,f,g, 24, 26c,30a, 30b, 31b, 31c,d, 32	Basal Activities	Basal Activities	Basal Activities	<b>Unit VIII Assessment: (F)</b> T. made assessment