

# Fourth Grade English Language Arts

## Second Trimester

### November 5 – March 16

#### **November: Persuasive Essay**

##### **Mastering the Media & Crafting Editorials**

##### **Essential Questions:**

How is reading magazines, newspapers, and the Internet different from reading books?

What is the purpose of magazines, newspapers, and the Internet?

How can we use our writing to change the world?

##### **Skills:**

Students will be able to:

- Use their growing knowledge of magazines, newspapers, and the Internet to begin to navigate through them effectively
- Use these media to discover new genres
- Use these media to gather information that answers their questions about the world
- Understand the elements and forms of persuasive writing
- Craft their own written arguments using research gathered in the companion reading unit
- Discover the power of their words to influence people

#### **December: Poetry-A Deep Look at Interpretation**

##### **Essential Questions:**

What does it mean to interpret a poem?

How do we interpret a poem?

Why would we interpret a poem?

What inspires us as poets?

How can we write poetry that uses mood and imagery to convey a deeper image?

What message is the author expressing through his/her poetry?

### **Skills:**

Students will:

- Read poetry
- Identify free verse, cinquain, limerick, haiku
- Find topics for poetry in their writers notebooks
- Compare and contrast
- Use figurative language, word relationships, and nuances in word meanings (similes, metaphors, idioms, repetition, pattern, rhyme, alliteration, onomatopoeia, adages, proverbs, antonyms, and synonyms)
- Interpret simple poems
- Defend interpretation with evidence from the poem
- Explain the process of interpretation

## **First ½ of January: Language Appreciation Linking Punctuation**

### **Essential Questions:**

How can linking punctuation enhance a sentence and affect meaning?  
How can we use linking punctuation to strengthen the ideas in our sentences?

### **Skills:**

Students will:

- Become aware of the use of linking punctuation in a sentence
- Recognize the uses of linking punctuation
- Recognize the artful uses of linking punctuation
- Understand the power of a well constructed sentence
- Gain practice using the comma, semi-colon, colon, and dash in conventionally correct ways
- Experiment with artful uses of linking punctuation
- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Observe rules of grammar, punctuation, capitalization, and spelling

## Second ½ of January-February: Biography

### Essential Questions:

How does closely studying the life of another person provide us with perspective on our own?

Why do biographers write biographies?

To what extent does the perspective of the biographer influence the structure of the biography?

What key information about the life of a person is essential to include in a biography report?

What are the components of a well-written research paper based on a biography?

What techniques do writers use to enhance research papers?

### Skills:

Students will:

- identify the text features of a biography
- complete a graphic organizer based on research
- identify and evaluate the structure of different biographies
- make text-to-self connections
- choose a subject for their biography based on their interests and experiences with the help of their Writers Notebook
- research and collect information through reading biographical information
- use text features of biographies in writing their own biographies
- use techniques to add voice:
  - using quotes from a person
  - revise to create a strong lead
  - explore the concept of recurring lines
  - revise to include a powerful conclusion
- distinguish between relevant and irrelevant information
- use organization, content knowledge, visuals, and delivery techniques while presenting orally
- learn proper spelling of content area words
- use legible print and/or cursive writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- use a variety of spelling resources, such as dictionaries, to support correct spelling
- use the writing process: prewriting, drafting, revising, proofreading, editing, and publishing
- observe rules of grammar, punctuation, capitalization, and spelling

## March: Author Study

### Essential Questions:

How does reading multiple books by one author help us learn about how authors create characters and bring them to life?

What can we learn about the development of a character from a mentor author to improve our own writing?

### Skills:

Students will:

- Look across texts by the same author to find similarities and differences
- Collaborate with others to research an author and characters through multiple texts
- Learn how to use a mentor author to guide their writing
- Analyze and trace a character through multiple books
- Recognize patterns that occur in the difference writing techniques the author uses to bring the characters to life
- Write about characters they research and write through the lenses of those characters
- Summarize text
- Describe how a narrator's point of view influences how events are described
- Use the writing process
- Use legible print or cursive writing
- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Observe rules of grammar, punctuation, capitalization, and spelling