

MP2 - Opinion

Content Area: **Language Arts**
Course(s): **Lang. Arts 4**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- How can I figure out the meaning of a word or phrase I am unfamiliar with when reading?
- How can you share what you read about with others?
- What are the key differences between facts and opinions?
- What are some techniques an author uses to make their story more interesting and how can I include these techniques in my own writing?

Big Ideas

Core Concepts:

- Context Clues
- Writing About Reading
- Fact and Opinion
- Author's Techniques

Mini-Lesson Umbrellas:

- SAS.U2 - Using Context and Word Parts to Understand Vocabulary
- WAR.U5 - Introducing Different Genres/Forms for Responding to Reading
- WAR.U3 - Writing Letters to Share Thinking About Books
- SAS.U6 - Monitoring Comprehension of Difficult Texts
- LA.U3 - Studying Authors and Their Processes
- LA.U20 - Understanding Realistic Fiction
- LA.U17 - Reading Informational Text Like a Scientist
- LA.U15 - Exploring Persuasive Texts
- LA.U10 - Reading Like a Writer: Analyzing the Writer's Craft
- SAS.U3 - Understanding Connectives

Core Reading:

- **Text Set: Friendship:** Mangoes, Mischief, and Tales of Friendship
- **Text Set: Author/Illustrator Study-Douglas Florian:** Insectlopedia, Mammalabilia, Lizards, Frogs, Polliwogs, On the Wing, In the Swim
- **Text Set: Perseverance:** Rescue and Jessica, Strong to the Hoop, King for a Day, Razia's Ray of Hope, Barbed Wire Baseball

- **Text Set: Innovative Thinking and Creative Problem Solving:** Ivan: The Remarkable True Story of the Shopping Mall Gorilla, Hands Around the Library, One Plastic Bag, Parrots Over Puerto Rico
- **Text Set: Taking Action, Making Change:** Follow the Moon Home, The Promise, Emmanuel's Dream, Brothers in Hope, One Hen
- **Text Set: Biography-Artist: Mary Cassat:** Extraordinary Impressionist Painter, Radiant Child, Me: Frieda, Action Jackson, The East-West House

(Some readings from previous marking periods will be revisited.)

Core Writing: Opinion

Technology Integration

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks.
- 8.1.5.A.2 Format a document using a word processing application to enhance and include graphics, symbols, and/or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Activity:

Students will be able to draft, edit, and revise using a word processing program.

Cross-Curricular Integration

Integration Area: Science

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Activity: Lesson- SAS. U6. RML1

The students will learn to prepare for reading by using text features and resources. They will use the books Insectlopedia, Lizards, Frogs, and Pollywogs, and On the Wing as well as their science and social studies textbooks to explore this concept.

Enduring Understandings

Anchor Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Literature

RL.4.1[M] Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2[M] Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL.4.3[M] 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[M] Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

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[M] Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Informational 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.4.7 Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.

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

RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Foundational Skills

RF.4.3[M] Know and apply grade level phonics and word analysis skills in decoding words.

RF.4.3a[M] Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4[M] Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a[M] Read grade level text with purpose and understanding.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.4.1 Engage effectively in range of collaborative discussions (one-on-one and in groups and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

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.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g. visually, quantitatively, and orally).

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

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.

SL.4.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Writing

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

W.4.1a[M] 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[M] Provide reasons that are supported by facts from texts and/or other sources.

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

W.4.1d[M] Provide a conclusion related to the opinion presented.

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 (using the keyboard) as well as to interact and collaborate with others.

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.4.9a Apply grade 4 Reading standards to literature (e.g., "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].").

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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.4.1f[M] Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2a[M] Use correct capitalization.

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

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

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

L.4.3b Use punctuation for effect.

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).

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

L.4.5c[M] Demonstrate understanding of words by relating them to their opposites (antonyms) and to

words with similar but not identical meanings (synonyms).

L.4.6[M] Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Resources

Fountas and Pinnell Classroom

- Guided Reading Grade 4
- Interactive Read Along Grade 4
- Reading Mini-Lessons Grade 4
- Word Study Grade 4