

# MP1 - Narrative

Content Area: **Language Arts**  
Course(s): **Lang. Arts 4**  
Time Period: **Marking Period 1**  
Length: **MP1**  
Status: **Published**

## Essential Questions

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- How can I be a productive member of the classroom community?
- What are some different genres of fiction and nonfiction books and how can I differentiate between them?
- Why is it important to monitor my own reading?
- How does reading a memoir help others to understand an author's point of view?
- Why is the development of story elements integral to crafting a story?

## Big Ideas

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### Core Concepts:

- Classroom Community
- Genre
- Monitoring Reading
- Memoir
- Story Elements

### Mini-Lesson Umbrellas:

- MGT.U1 - Being a Respectful Member of the Classroom Community
- MGT.U2 - Getting Started with Independent Reading
- LA.U5 - Understanding Fiction and Nonfiction Genres
- WAR.U1 - Introducing a Reader's Notebook
- MGT.U3 - Living a Reading Life
- WAR.U3 - Writing Letters
- LA.U13 - Studying Memoir
- LA.U24 - Thinking About the Setting in Fiction Books
- LA.U26 - Understanding Characters' Feelings, Motivations, and Intentions
- LA.U25 - Understanding Plot
- SAS.U5 - Summarizing

### Core Reading:

- **Text Set: Friendship:** The Other Side, Better Than You, The Dunderheads, Snook Alone
- **Text Set: Figuring Out Who You Are:** Junkyard Wonders, Heroes, A Boy and a Jaguar, La

Mariposa, The Gold-Threaded Dress

- **Text Set: Empathy:** The Crane Wife, The Boy and the Whale, Symphony Whales, Step Right Up: How Doc and Jim Key taught the World About Kindness
- **Text Set: Illustration Study-Craft:** Gecko, Dingo, Giant Squid: Searching for a Sea Monster, Eye to Eye: How Animals See the World, Magnificent Birds
- **Text Set: Memoir:** The Scraps Book: Notes from a Colorful Life, Play Ball!, The Upside Down Boy, Twelve Kinds of Ice
- **Text Set: Author Study-Allen Say:** The Bicycle Man, The Lost Lake, Tea with Milk, The Sign Painter, Kamishibi Man
- **Text Set: Illustrator Study-Floyd Cooper:** Meet Danitra Brown, Ma Dear's Aprons, Ruth and the Green Book, These Hands, A Dance Like Starlight
- **Text Set: Telling a Story with Photos:** Wolf Island, A Bear's Life, The Seal Garden, A Little Book of Sloth, Face to Face with Whales

**Core Writing:** Narrative

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### 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:** Lesson- LA.U13.RML3

Students will complete weekly “menus” or tasks using their Chromebooks. Students will be completing the skills based off of the unit that is being taught. For a specific skill, “Writers tell about a memory of a time, place, person or an event in their lives and why it is important to them” students will use their Chromebooks to type their memoir and record a reading of their writing on FlipGrid.

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### Cross-Curricular Integration

**Integration Area:** Social Studies

- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources,

climate, transportation, technology, and/or the labor force play in economic opportunities.

**Activity:**

Students choose a New Jersey region and write a postcard from that region describing landforms, attractions, and important information about that region.

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**Career Education Integration**

9.2.5 CAP1- Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

9.2.5 CAP2- Identify how you might like to earn an income

9.2.5 CAP3-Identify qualifications needed to pursue traditional and nontraditional occupations

9.2.4 CAP4-Explain the reasons why some jobs and careers require specific training, skills, and certifications and examples of these requirements

**Activity:** Lesson- MGT.U3.RML2, MGT.U3.RML3

Using the supplemental reading from the Finding Out Who You Are text set, students can explain how the knowledge and skills of an elementary school student lay the foundation for future success.

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**Enduring Understandings**

**Literature**

RL.4.1 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 Determine the key details to identify theme in a story, drama, or poem and summarize 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.4.4 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 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 Know and apply grade level phonics and word analysis skills in decoding words.

RF.4.3a 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 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a 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 [M] 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 [M] Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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

SL.4.1c [M] 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 [M] Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

SL.4.4 [M] 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 [M] 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.4.3 [M] Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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

W.4.3b [M] Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c [M] Use a variety of transitional words and phrases to manage the sequence of events.

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

W.4.3e [M] Provide a conclusion that follows from the narrated experiences or events.

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.4.10 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.4.1e [M] Form and use prepositional phrases.
- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2a Use correct capitalization.
- L.4.2b [M] 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.4.3b 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.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 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**

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### **Fountas and Pinnell Classroom**

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