MP3 - Explanatory

Content Area: **Language Arts**
Course(s): **Lang. Arts 4**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- What are the three main reasons authors write and how do they differ from one another?
- What are some things that cause characters to change throughout a story?
- Why are text features as important as paragraph writing when reading informational texts?
- What is the difference between a historical fiction text and a biography?
- Why is it important to only include key details when summarizing a text?

Big Ideas

Core Concepts:

- Author's Purpose
- Historical Fiction
- Character Traits
- Text Organization
- Summarizing
- Biographies

Mini-Lesson Umbrellas:

- LA.U8 - Thinking About the Author's Purpose and Message
- LA.U23 - Studying Historical Fiction
- LA.U27 - Understanding a Character's Traits and Development
- LA.U16 - Noticing How Nonfiction Authors Choose to Organize Information
- WAR.U4 - Using Graphic Organizers to Share Thinking About Books
- LA.U19 - Using Text Features to Gain Information
- LA.U18 - Learning Information from Illustrations/Graphics
- SAS.U5 - Summarizing
- LA.U14 - Studying Biography

Core Reading:

- **Text Set: Historical Fiction:** Uncle Jed's Barbershop, The Glorious Flight, The Buffalo Storm, The Houdini Box, Dad, Jackie, and Me

- **Text Set: Biography-Individuals Making a Difference:** Fly High, Six Dots, Farmer Will Allen and the Growing Table, The Secret Kingdom
- **Text Set: Vanishing Cultures:** Sahaha, Himalaya, Amazon Basin, Frozen Land, Far North
- **Text Set: The Idea of Home:** The Lotus Seed, Red Butterfly, Grandfather's Journey, My Name is Sangoel
- **Text Set: Exploring Identity:** The Royal Bee, Imagine, Crown: An Ode to the Fresh Cut, Be Water My Friend, Rickshaw Girl
- **Text Set: Poetry:** Shape Me a Rhyme, On the Wing, A Place to Start a Family, What Are You Glad About? What Are You Mad About?

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

Core Writing: Explanatory

Technology Integration

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Activity: Lesson- LA.U18.RML1

The students will discuss how author's use a variety of illustrations and graphics to provide information. They will use the books Parrots Over Puerto Rico or A Secret Kingdom as a reference. Students will use the internet to search up pictures, create pictures, or import pictures they drew to accompany their explanatory writing.

Diversity Integration

Objective : Students will be able to examine the conditions that African Americans were faced with during segregation. Students will be able to identify how individuals and groups responded to the violation of fundamental rights and how supporting the community can help with these situations.

Activity:

- Discuss segregation.

- Share answers to questions / Journal Entry

- Highly Capable students will be participating in an independent book study with additional books from Floyd Cooper

Cross-Curricular Integration

Integration Area: Social Studies

 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Activity: Lesson- LA.U23.RML4.

The students will explore how historical fiction is always imagined, but is based on real people, places or events. The class will discuss this in reference to The Glorious Flight, The Houdini Box, and Dad, Jackie and Me. Students will work in groups researching the real events that the books were based on.

Enduring Understandings

Anchor Standards
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R7. Integrate and evaluate content presenteded in diverse media and formats, including visually and quantitatively, as well as in words.

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.4.1   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.

RI.4.2   Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3[M] Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4[M] 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.4.5[M] Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.

RI.4.7[M] 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.4.9   Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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   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[M] 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.4.2[M]   Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a[M] Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b[M] Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.4.2c[M] Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W.4.2d[M] Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e[M] Provide a conclusion related to the information or explanation 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.4.9b   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.4.1a[M] Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b[M] Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c[M] Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d[M] Order adjectives within sentences according to conventional patterns.

L.4.1f   Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g[M] Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2a   Use correct capitalization.

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[M] Choose words and phrases to convey ideas precisely.

L.4.3b[M] Use punctuation for effect.

L.4.3c[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).

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

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

Fountas and Pinnell Classroom

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