

MP4 - Research

Content Area: **Language Arts**
Course(s): **Lang. Arts 4**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- Since the author does not overtly identify the theme to a text, how does the reading discover the theme?
- How does an author acquire ideas and information for their writing?
- What is always true about poetry? What are some possible attributes a poem may have?
- What are the differences between fantasy texts and fairy tales?

Big Ideas

Core Concepts:

- Identifying Theme
- Author's Craft
- Poetry
- Fantasy
- Fairy Tales

Mini-Lesson Umbrellas:

- LA.U9 - Thinking About Themes
- WAR.U5 - Introducing Different Genres/Forms for Responding to Reading
- WAR.U4 - Using Graphic Organizers to Share Thinking About Books
- SAS.U7 - Reading in Digital Environments
- LA.U3 - Studying Authors and Their Processes
- LA.U28 - Analyzing the Writer's Craft in Fiction Books
- LA.U6 - Studying Poetry
- LA.U7 - Exploring Different Kinds of Poetry
- LA.U21 - Studying Fantasy
- LA.U22 - Studying Fairy Tales

Core Reading:

- **Text Set: Author Study-Patricia McKissack:** A Million Fish...More of Less, Goin' Somewhere Special, The Honest-to-Goodness Truth, Stitchin and Pullin
- **Text Set: Coping with Loss:** The Dam, Dad's Camera, Eight Days, Hachiko Waits
- **Text Set: What it Means to Be a Family:** Jalapeno Bagels, In Our Mother's House, The Matchbox

Diary, Buffalo Bird 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?
- **Text Set: Fantasy:** The Wolves in the Walls, Weslandia, Night of the Gargoyles,
- **Text Set: Fairy Tales:** Beauty and the Beast, The Twelve Dancing Princesses, The Dragon Princess, Rumpelstiltskin, Brave Red Smart Frog: A New Book of Old Tales
- **Text Set: Cinderella Stories:** The Rough Faced Girl, Sootface, Cendrillon, Domitila, The Persian Cinderella, Yeh-Shen

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

Core Writing: Research

Technology Integration

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks.

Activity: Lessons- LA.U7.RML1-5

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Students will create a lyrical, free verse, a limerick, a haiku, and a concrete poem for their “menu” on their Chromebooks. They will use the poems, "Shivery Winter Song" and "What Terry Told Me While We Were Eating Our Ice Cream" from What Are You Glad About? What Are You Mad About?" and more as a guide. They will make a slideshow of their poems using Google Slides.

Cross-Curricular Integration

Integration Area: Math

4.OA.A. Use the four operations with whole numbers to solve problems.

Activity:

Students will create word problems involving one or more of the four mathematical operations. They will need to use proper sentence structure, grammar, and conventions.

Enduring Understandings

Anchor Standards

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of the text.

NJSLSA.R8. Delineate and evaluate the argument and the specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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.4.5[M] Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RL.4.6[M] 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[M] 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[M] 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[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.

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

RI.4.3 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 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 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.4.6[M] Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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[M] Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9[M] 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[M] 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.4.4b[M] Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

RF.4.4c[M] 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.4.4[M] Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5[M] With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6[M] 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.4.7[M] Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8[M] 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[M] 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[M] 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[M] 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 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- 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 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 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b[M] Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.4c[M] Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5a[M] Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- L.4.5b[M] Recognize and explain the meaning of common idioms, adages, and proverbs.
- 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

