

MP4-Research

Content Area: **Language Arts**
Course(s): **Lang. Arts 4 Resource Room**
Time Period: **Marking Period 4**
Length: **MP 4**
Status: **Not 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
- LA.U3 - Studying Authors and Their Processes
- LA.U7 - Exploring Different Kinds of Poetry
- LA.U21 - Studying Fantasy
- LA.U22 - Studying Fairy Tales

Core Reading: *One or two books per text set*

- Text Set: Author Study-Patricia McKissack: A Million Fish...More of Less, Goin' Someplace 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

CSDT Technology Integration

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats

Activity:

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.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

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