Unit 2

Content Area: **Language Arts**
Course(s): **E/LA 4**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- How can I make sense of what an author is trying to say?
- How can I share what I've read about with others?
- What are some things that cause characters to change throughout a story?
- How are poems different from stories and dramas?
- How do I know what to capitalize when I'm writing?
- What techniques do authors use to make their story more interesting, and how can I include these techniques in my own writing?

Big Ideas

Core Concepts:

- Analyzing Literary Texts
- Writing About Reading: Reading Response Prompts
- Characters and Problems in Stories
- Capitalization
- Author's Techniques

Mini-Lesson Umbrellas:

- LA.U28 - Analyzing the Writer's Craft in Fiction Books
- LA.U9 - Thinking About Themes
- LA.U3 - Studying Authors and Their Processes
- LA.U17 - Reading Informational Text Like a Scientist
- LA.U10 - Reading Like a Writer: Analyzing the Writer's Craft
- LA.U24 - Thinking About the Setting in Fiction Books
- LA.U6 - Studying Poetry

- LA.U7 - Exploring Different Kinds of Poetry
- LA.U25 - Understanding Plot
- LA.U27 - Understanding a Character's Traits and Development

Core Reading:

- Text Set: Author Study-Allen Say: Tea with Milk, Kamishibi Man, The Bicycle Man, The Lost Lake, The Sign Painter, Grandfather's Journey
- 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: Author/Illustrator Study-Douglas Florian: Insectlopedia, Mammalabilia, Lizards, Frogs, Polliwogs, On the Wing, In the Swim
- Text Set: Friendship: Mangoes, Mischief, and Tales of Friendship
- Text Set: What it Means to Be a Family: Jalapeno Bagels, In Our Mother's House, The Matchbox Diary
- Text Set: Author Study-Patricia McKissack: The Honest-to-Goodness Truth, Goin' Someplace Special, A Million Fish...More of Less

Core Writing: Opinion

Cross-Curricular Integration

Integration Area: Math

4.OA.C. Generate and analyze patterns.

Activity:

Students will use mathematical principles to write their own poems. For example, they can write "Square poems" where a 2 line poem has 2 syllables on each line, a 3 line poem has three syllables on each line, and so on. They can also analyze poems in our poetry unit to find meter patterns.

CSDT Technology Integration

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

Activity: Opinion Process Piece

As the class works together to brainstorm ideas for Opinion Process Writing Pieces, talk about the environment and what new products have been made to help the environment. Some may include hybrid and electric vehicles, solar panels, etc. Students may choose topics related to this for their Opinion pieces. For example, an opinion might be "I think that people should only be able to drive hybrid or electric cars."

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.

Language Domain

Foundational Skills: Reading Language

L.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4a Read grade-level text with purpose and understanding.

L.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

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

Foundational Skills: Writing Language

L.WF.4.2b Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2c Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.3a Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3b Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3c Use independent clauses and coordinating conjunctions.

L.WF.4.3d [M] Form irregular verbs; form and use progressive tenses.

L.WF.4.3e Form and use possessive nouns and pronouns.

L.WF.4.3f [M] Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3g Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3h Use apostrophes for possession.

L.KL.4.1a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1b [M] Choose words and phrases to convey ideas precisely.

L.KL.4.1c Choose Use punctuation for effect.

L.KL.4.1d 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.VL.4.2a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.42c 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.VI.4.3d [M] Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

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

RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2[M] Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text

RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4[M] Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.PP.4.5[M] Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6[M] Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations, support central ideas.

RL.CT.4.8 Compare, and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

Speaking and Listening

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

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

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

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

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

SL.PI.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. (Students may present multiple, evidence-based solutions to reduce the impacts that climate change have on humans.)

SL.UM.4.5 Add audio recordings and visual displays of data to presentations when appropriate to

enhance the development of main ideas or themes.

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

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

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

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

W.WP.4.54 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4a[M] Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4b Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4c Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4d With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.4.4e After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7 Write routinely over extended time frames (with 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.

Resources

Fountas and Pinnell Classroom

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