Unit 1

Content Area: **Language Arts**
Course(s): **E/LA 4**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- 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 can I participate actively in a guided reading group?
- Why is the development of story elements integral to crafting a story?

Big Ideas

Core Concepts:

- Building a Classroom Community
- Fiction and Nonfiction Genres
- Monitoring Reading
- Guided Reading Group Discussion Prompts
- Personal Narrative

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

Word Study Topics:

- WSA - Syllables

- LSR - Vowel Sounds, Consonant Sounds, Cursive
- SP - Phonogram Patterns

Core Reading:

- Text Set: Empathy: The Boy and the Whale, Step Right Up: How Doc and Jim Key taught the World About Kindness
- Text Set: Figuring Out Who You Are: Junkyard Wonders, La Mariposa, The Gold-Threaded Dress
- Realistic Fiction: Frindle
- Text Set: Friendship: The Dunderheads, The Other Side, Better Than You

Core Writing: Narrative

CRLLKS- 21st Century

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Activity: Narrative Process Writing Piece

Students will use chromebooks to type their personal narratives. They will use a graphic organizer to plan their piece and will use spell-check and other tools to revise their writing. They will also add graphics that relate to their story.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Activity: Lesson related to Frindle by Andrew Clements

In the book Frindle, the main character, Nick, makes up a new word and owns the rights to the word. While reading, this part of the text, have a discussion about the use of copyrights and how they are needed in our world. Explore digital images that have copyright restrictions and have a discussion about why this is the case.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

Activity:

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

Diversity Integration

Disabilities

How to authors help you to understand the characters? What traits make characters feel authentic? How to characters change and develop throughout the book?

Junkyard Wonders, Patricia Polacco

CSDT Technology Integration

Technology Integration

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

communicate about writing even when they are not sitting next to each other. Talk about reasons why this feature may have been added.

Activity: Narrative Process Piece

Show students the “Suggestions” feature in Google Docs which allows a teacher to provide feedback to

students about a particular section of the writing. Use this feature with students as they revise and edit their Narrative Writing Piece. Point out that this makes it possible for people to

Enduring Understandings

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 [M] Use independent clauses and coordinating conjunctions.

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

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

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

L.WF.4.3g [M] 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 Choose words and phrases to convey ideas precisely.

L.KL.4.1c [M] Choose 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.VI.4.3a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Reading Domain

RL.CR.4.1 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.

RL.CI.4.2 Summarize a literary text and interpret the author's theme in a story, drama, or poem and summarize 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.

RL.PP.4.5 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 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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.

Writing

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

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

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

W.NW.4.3d [M] Use concrete words phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

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

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed

by planning, revising, and editing.

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 [M] 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Resources

Fountas and Pinnell Classroom

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