# Unit 3

Content Area: **Language Arts**
Course(s): **E/LA 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?
- How can I figure out the meaning of a word or phrase I am unfamiliar with when reading?
- Why are text features as important as paragraph writing when reading informational texts?
- Why is it important to only include key details when summarizing an informational text?
- How can I explain a topic clearly to my audience?

## Big Ideas

**Core Concepts:**

- Author's Purpose
- Context Clues
- Text Features
- Summarizing Informational Texts
- Explanatory Writing

**Mini-Lesson Umbrellas:**

- LA.U28 - Analyzing the Writer's Craft in Fiction Books
- WAR.U5 - Introducing Different Genres/Forms for Responding to Reading
- LA.U23 - Studying Historical Fiction
- LA.U8 - Thinking About the Author's Purpose and Message
- LA.U14 - Studying Biography

**Core Reading:**

- Text Set: Perseverance: Rescue and Jessica
- Text Set: Coping with Loss: Dad's Camera, Eight Days, Hachiko Waits
- Text Set: Illustrator Study-Floyd Cooper: A Dance Like Starlight, These Hands, Ruth and the Green Book
- Text Set: Historical Fiction: Uncle Jed's Barbershop, The Houdini Box, Dad, Jackie, and Me
- Text Set: Taking Action, Making Change: Follow the Moon Home, Emmanuel's Dream, One Hen, The Promise
- Text Set: Biography-Individuals Making a Difference: Fly High, Six Dots, Farmer Will Allen and the Growing Table

**Core Writing:** Explanatory

## Cross-Curricular Integration

Integration Area: Science

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Activity: Lesson-Guided Reading Groups

Students will use guided reading books to explore how plants and animals are built to survive. Each guided reading group will explore a different plant or animal and report out their findings to the rest of the class.

## 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 as we read Ruth and the Green Book.
- Share answers to questions / Journal Entry

LGBTQ

What is the difference between a historical fiction text and biography?

Sewing the Rainbow Flag, Gale Pitman - Library Media selection only

## CSDT Technology Integration

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Activity: Biography Unit

Throughout the biography unit, discuss how the different people improved the lives of others. Talk about some more current technological tools or inventions that have helped students in their lives. Talk about how their lives would be different without these technologies.

## 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.**
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.4.2a [M] Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2b [M] 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.4.2d 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.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 Form irregular verbs; form and use progressive tenses.

L.WF.4.3e [M] 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 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 [M] 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 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 [M] Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.442b [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.VL.442c 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.

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.

RI.CR.4.1[M] Refer to details and examples as textual evidence s when explaining what an informational 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 citing key details from the text.

RI.CI.4.2 [M] 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 [M] 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.

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

RI.PP.4.5 [M] Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

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

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

RI.AA.4.7 [M] Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

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.

RI.CT.4.8 [M] Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

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.

Writing

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

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

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

and examples related to the topic.

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

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

W.IW.4.2e[M] Provide a conclusion related to the information or explanation 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 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[M] 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, 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 AloudsGrade 4
- Reading Mini-Lessons Grade 4
- Word Study Grade 4