Unit 4

Content Area: **Language Arts**
Course(s): **E/LA 4**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- What are the characteristics of fantasy stories texts ?
- What similar themes exist in fairy tales?
- What are the different types of figurative language, and how can I use them?
- How do I find information to research a topic, and how can I present my information?
- What are the differences between fantasy texts and fairy tales?

Big Ideas

Core Concepts:

- Fantasy
- Fairy Tales
- Figurative Language
- Research Writing

Mini-Lesson Umbrellas:

- LA.U21 - Studying Fantasy
- LA.U22 - Studying Fairy Tales

Core Reading:

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

Core Writing: Research

Cross-Curricular Integration

Integration Area: Social Studies

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Activity:

The students will work in groups to reflect on the different stories that we read this year in Language Arts class and choose one story that shows evidence of how the characters contributed to the well-being of Milltown and the United States of America. Students will present their findings to the class.

CSDT Technology Integration

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Activity: Research Process Piece

Students will research a topic and create a slideshow to display their information. They will include various pieces of data to communicate their ideas effectively.

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

Language Domain

Foundational Skills: Reading Language

L.RF.4.3 [M] 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 [M] Read with sufficient accuracy and fluency to support comprehension.

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

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

L.RF.4.4c [M] 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 [M] Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2d [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.WF.4.3a [M] Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3b [M] 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 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 Use apostrophes for possession.

L.KL.4.1a [M] 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 Use punctuation for effect.

L.KL.4.1d [M] 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.4.2b 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.4.2c [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.VI.4.3a [M] Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.VI.4.3b [M] Determine the meaning of words and phrases that allude to significant characters found in literature.

L.VI.4.3c [M] Recognize and explain the meaning of common idioms, adages, and proverbs.

Reading Domain

RL.CR.4.1 Refer to details and examples as textual evidencewhen 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 and when explaining what the 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 Summarize an informational text and interpret the author's purpose or main idea citing key details in from the text ; summarize 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.TS.4.4. 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.

RI.TS.4.4 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.

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

RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences 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 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations, support central ideas.

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

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

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

Writing

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.4.4a Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4b[M] 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[M] 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.WR.4.5[M] Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6[M] Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information , and; provide a list of sources.

W.RW.407[M] 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 tasks, purposes, and audiences.

Speaking and Listening

SL.PE.4.1 [M] 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 [M] Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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

SL.PE.4.1c [M] 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 [M] Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2 [M] 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 [M] Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.4.4 [M] 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 [M] Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6 [M] 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