



## Literature Settings: Weather or Not

Essential Question

*"How does the author's use of setting affect the plot of a story?"*



### Dear Parents,

This six-week unit invites students to explore geography as it relates to seasons and weather. Students explore how these settings are presented in- and affect events in- literature.

### Reading Literature and Informational Text

Students will use context clues to determine the meaning of words and phrases as they read. When reading stories and poems, they will learn to determine the theme and summarize. Referring to the text, they will use specific details to describe the setting and draw inferences. Students will integrate information as they compare the themes and pattern of events in stories from different cultures. When reading informational text, they will use specific details to help them determine the main idea and summarize as well as explain procedures, ideas, and/or concepts. Students will use facts from two texts on the same topic in order to write or speak about the subject.

### Reading Foundational Skills (Word Knowledge and Fluency)

Students will read books and poems fluently with purpose and understanding. They will use their knowledge of letter sounds, spelling patterns and word part meanings (roots words and affixes) to read unfamiliar words. Students will use the context of the text to help them self-correct word meaning and check for understanding.

### Writing

Students will take notes and put information in categories while remembering an experience or gathering information from print and technology. As they write their own informational texts, they will introduce a topic, develop it with factual information and definitions, and include a concluding statement. Students will strengthen their writing as needed by planning, revising, and editing their work; with help, students will publish their writing using available technology.

### Listening and Speaking

Students will discuss grade-level topics and texts. They will ask and answer questions to contribute to the discussion and elaborate on the remarks of others.

### Language (Conventions of Standard English and Vocabulary)

Students will use pronouns such as *who*, *whose*, *whom*, *which*, *that* and adverbs such as *where*, *when*, and *why*. They will use words such as *can*, *may* and *must* in speaking and listening. Students will sequence adjectives within sentences according to conventional patterns, such as, *a small, red bag* rather than *a red, small bag*. They will use correct capitalization and spell grade-appropriate words correctly, using references as needed. Students will use multiple strategies to help them clarify the meaning of unknown words and phrases.

### Handwriting & Keyboarding

Fourth graders are expected to maintain legible manuscript and cursive on lined paper with proper proportion, size and spacing. They will begin using keyboarding skills for a variety of class work. Students will consistently use the home keys and type words and sentences without looking at the keyboard. They will learn to use Spell Check and Thesaurus.