Fundamentals - Reading Fiction

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation, from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Fiction encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Anything is possible when you read fiction, as skillful writers capture your imagination. When it comes to reading, you can't get any better than that!

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

After completing interactive lessons teacher should begin the writing workshop Narrative Writing/Cynthia Rylant author study.

Transfer

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplilshments are desired?

- Recognize different types and structures of fiction (fantasy, traditional tales, and realistic);
- Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution);
- Understand the narrative, chronological structure of fiction (beginning, middle, and end);
- Understand how to read a dramatic play differently from a narrative fiction text;
- Retell stories using story structure elements and key details and determine their central message or theme;
- Compare and contrast two or more versions of the same story;
- Use personal schema and textual evidence to make predictions and connections;

- Infer characters' traits and feelings using personal schema and textual evidence;
- Understand differences in the points of view of characters;
- Ask questions to help clarify thinking and deepen understanding;
- Distinguish between external and internal conflicts in fiction and how these affect the resolution of the plot;
- Use literary language to create mental images or visualize what is taking place in a text;
- Determine the meaning of nonliteral or figurative language as it is used in a text; and
- Identify the author's tone and their emotional response to a text.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

Fiction stories encompass fantastical, magical, traditional, historical, mythological, or realistic subgenres.

Fiction stories contain specific story elements that accompany a particular subgenre.

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What type of fiction is this story?
- Can I easily identify the story elements?
- What am I thinking as I read?
- What connections can I make to the main characters or across books?
- What do I know about this tale? Is it familiar?
- What is the central message or theme?

Application of Knowledge and Skill

Students will know...

Students will know...

- Text features and structures
- Word meaning through use of context clues
- How to make an inference
- Determine important information
- Synthesize text

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Synthesizing: Good readers synthesize or combine important textual information with existing knowledge or summarize what was read and form new ideas or opinion.
- Text Features and Structures: Good readers are better able to recognize and understand text when they are familiar with text structure and genre features (e.g., story elements, characters, plot, setting problem/solution, cause/effect, temporal sequence, illustrations, Table of Contents, headings, bold

print, Index, captions, etc.)

- Finding Word Meaning (Vocabulary): Good reader use context clues to find the meaning of unfamiliar words. Good readers possess a broad range of domain-and academic-specific vocabulary, fostering deeper understanding of topics and subjects.
- Making Inferences: Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations.
- Determine Importance: Good readers identify key ideas, themes, or topics and distingish between important and unimportant information.

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

activate
analyze
central
character
characteristics
chronological
conflict
connections
cultural
dialogue
drama elements
evidence
examine
examples
exploring
genre
identify
infer
literary
message
monitor
mood
moral
narrator
plot
predictions
purpose
quest
resolution

Tier 2 and 3 Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	The Adventures of Spider	The Gods and Goddesses of Olympus	Jalapeño Bagels	King Midas and the Golden Touch	The Korean Cinderella	The RoughFace Girl
Tier 2	ashamed brilliant custom deserve determined echoed festival gathered greedy	calm cruel customs feasted furious mysteries quarrels theories universe	braided culture dough international	admire fragrances miserable precious restored scent statue transformed vanished wealth	blame celebrate deserve dismay protested scolded widow	ashamed cruel curve faith invisible vanished

	imagine mended mischief naughty noticed pretended shelter village	violent				
Tier 3	beeswax burial cassava cozy croak fastened feast footpaths magician messenger mourn puny stalk thatched traps waistline	ambrosia banished chariot constellations fluid immortal lyre mortals myths nectar nymphs overthrow sickle thrones thunderbolt trident	bagel batch Bubbe challah change empanadas de Calabaza jalapeño chiles lox pan dulce Panadería Yiddish	bequeath bewildered chamber dungeon enchantment hue porridge recoiled throne trespassing	bidding feeble hoarse hull magistrate matchmaker nobleman palanquin tokgabi	buckskin charred haughtily moccasins raven runner scarred wigwam

Tier 2 and 3 Vocabulary - Shared Texts

Shared Text	**“Cheese for Dinner: A Tale from Mexico"**	**“The Last Bicycle”**	**“Molly and the New Neighbors”**	**“Pandora’s Box”**
Tier 2	enormous frustration reflection	celebrated desperation exhaustion priceless scarce valuable	consequences deed entertainment intentions interrupted neighbors	contract curious narrator penalties wisdom
Tier 3	boulder burrow chops cowered lunged snarled unwary	clamored cobblestone francs gestured identification liberate merci beaucoup official outbreak stashed stationmaster town square	clambered gaze ornate pestered savoring shriek snorted sprinted stern wilting	chariot craftsman creature evils flitted leafing mortals newlyweds padlocked squabbled

uniform
vineyards

Learning Goal 1

Students will build schema, identify key genre features and identify reading strategies.

IRA 1 Target: Narration From the Imagination

Readers understand that fiction texts are created from the writers' imaginations and are not true.

- Learn about the fiction genre and explore several types of fiction texts, including traditional literature and realistic fiction.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

IRA 2 Target: Following the Story's Time Line

Readers understand that fiction stories are told using a chronological text structure or in the order of time.

- Explore a realistic fiction story.
- Learn how to identify important signal words that note passage of time as a story unfolds from beginning to middle to end.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	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.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

IRA 3 Target: Who's Telling the Story?

Readers of fiction identify the narrative perspective in texts.

- Learn that fiction writers tell or narrate their stories from differnt points of view
- Explore the difference between first- and third-person narration

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

IRA 4 Target: The Key Elements in Fiction Stories

Readers' understanding of the key elements in fiction deepens their enjoyment and appreciation of the text.

- Learn that identifying the five basic elements of fiction stories (characters, setting, problem, plot, and resolution) enhances their engagement and comprehension.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

IRA 5 Target: What's the Theme or Universal Message?

Readers understand that writers of fiction often impart an important idea, lesson, or moral.

- Learn how to cmbine background knowledge with clues from the text to infer the theme of a story.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

IRA 6 Target: A Closer Look at Traditional Literature

Readers deepen their understanding of the different beliefs of people around the world when reading traditional literature from a variety of cultures.

- Learn that traditional literature includes literary language, cultural language, and common characterustics that help readers derive enjoyment and deeper understaning of the text.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

IRA 7 Target: The Trickery Feature

Readers are entertained by predictable features of traditional tales as they learn important lessons.

- Learn how the characters in traditional literature often use trickery to complete a quest.
- Use understanding of genre to help make predictions and deepen understandings as a plot unfolds.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

IRA 8 Target: Understanding the Language of Ancient Tales

Readers of traditional literature encounter literary and cultural language challenges.

- Learn how to determine the meaning of unfamiliar words and phrases used in traditional folk literature.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

Confer with students during independent reading to assess their ability to use context clues and any surrounding illustrations to determine the meaning of unfamiliar vocabulary words.

Give Formative assessment (Level P) "The Boy Who Cried Wolf", approximately 2 weeks into the instruction of this unit.

Learning Goal 2

Students will independently apply reading strategies and skills demonstrate understanding of the fiction genre and its key features.

Mini-Lesson 1 Target: Examining the Cast of Characters

Readers of fiction identify the main or central characters to follow as the story unfolds.

- Identify a main characters' physical attributes, traits, motivations, and feelings to deepen understanding of fictional texts.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mini-Lesson 2 Target: What's the Purpose of These Ancient Stories?

Readers understand that the underlying purpose for telling myths through the ages was to explain why things happened in the natural world.

- Learn to read a myth.
- Infer what mystery of life a myth is explaining.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.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.
LA.SL.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.

Mini-Lesson 3 Target: Types of Characters in Fiction

Readers understand that writers use many different types of characters to tell their stories.

- Learn the literary terms fpr identifying different types of characters
- analyse the impact of different characters on the unfolding of a plot.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

Conference Questions:

- What type of character do you find most interesting in your reading? Why?

- What types of characters did you encounter in your reading today?

Mini-Lesson 4 Target: Characters May Change Over Time

Readers recognize that conflicts and experiences often cause a character to change over the course of the story.

- Recognize when and why characters may change over time.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mini-Lesson 5 Target: Tips for Reading and Discussing Drama

Readers are able to identify the similarities and differences between the text structures and genre features of narrative stories compared with dramatic play scripts.

- Learn the essential elements of drama.
- Learn how to read a play to ensure enjoyment and understanding of the text.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those

	that allude to significant characters found in literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

Conference Questions

- How is reading a play different from reading a story?
- What did you enjoy most about reading a play?

As your approaching the completion of the unit (approximately 5 weeks in) administer Formative Assessment for "Nightwatch" (Level P).

Mini-Lesson 6 Target: How Myths Have Influenced Our Language Today

Readers of myths often discover familiar words and/or phrases that are used in today's culture.

- Determine the meaning of some common vocabulary words and popular expressions that originated from Greek myths.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

Conference Questions

- What new connections to Greek mythology did you encounter today?
- What is an idiom?
- What are some other popular expressions, company names, or product names you know of that originated in Greek mythology?

Reader Response Journal

- Provide students with old magazines and newspapers. In groups, ask them to cut out any advertisements that allude to Greek mythology. Groups can then display their findings on a sheet of chart paper and share with the class. Conduct a whole-class conversation regarding the influence of Greek mythology on today's language.

Mini-Lesson 7 Target: Setting a Tone and Creating a Mood

Readers of fiction identify the writer's tone about the subject of a text.

- Identify the writer's tone about the subject of a text.
- Explain how the words and illustrations contribute to an exotional response.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

Conference Questions:

- How do the text's language and illustrations work together in creating tone and mood?
- Why is it important for readers to identify the tone of a text and their emotional response to what they read?

Mini-Lesson 8 Target: Responding and Making Connections to Texts

Readers personally relate to the texts they are reading and make connections to their life experiences, other texts, and/or issues in the world around them.

- Make text connections (text, self, world) to develop critical comprehension skills and enhance enjoyment and undestanding of a text.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mini-Lesson 9 Target: Stories Have Conflict or Tension

Readers of fiction notice the clues that reveal the conflict or tension in a story and how it moves forward to get

resolved.

- Identify the problem or struggle in a story.
- Differentiate among types of internal and external conflicts.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.5	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.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Formative Assessment Opportunities

Conference questions:

- What are the two main types of conflict in stories?
- How does conflict or tension move a story forward?
- Do you think it would be difficult to resolve an inner conflict? Why?

Mini-Lesson 10 Target: Making Connections Across Texts

Readers often encounter similar themes and topics among the fictional texts they read.

- Compare and Contrast the treatment of similar themes and topics in traditional literature from different

cultures.

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.5	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.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (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.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Summative Assessment

Students will read the stories "Kissy Face" by Nancy Jean Northcutt from Highlights® Magazine and "Firefly and Ape" retold by George Shannon from Spider Magazine in order to answer selected and constructed response questions.

"Kissy Face" by Nancy Jean Northcutt

- Using Text and Genre Features/Structure
- Determining Importance
- Making Inferences
- Finding Word Meaning (Vocabulary)
- Synthesizing

21st Century Life and Careers

Select all applicable standards from the applicable standards

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Formative Assessment and Performance Opportunities

Please see lesson specific formative assessment opportunities listed under each target.

Approximately 2 weeks into the unit, administer the Fiction Reading Assessment for The Boy Who Cried Wolf (level P)

As you are approaching the completion of the unit (after approximately 5 weeks), administer the Fiction Reading Assessment for Night Watch (level P).

Accommodations/Modifications

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected books
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

Unit Resources

Please see lesson-specific resources listed within each target above.

Anchor charts are available to download via Fundamentals Unlimited.

Schoolwide Running List of Independent Titles - Skill/Strategy Based

Epic Books for additional books:

https://www.getepic.com/

Interdisciplinary Connections

- Greek Mythology

SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.