

# Z April: SW Reading: Fiction

Content Area: **English**  
Course(s):  
Time Period: **April**  
Length: **6-8 Weeks**  
Status: **Obsolete**

## Unit Overview

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### DESCRIPTION

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.

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.

## Enduring Understandings

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Students will: n Recognize different types and structures of fiction (fantasy, traditional tales, and realistic); n Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution); n Understand the narrative, chronological structure of fiction (beginning, middle, and end); n Understand how to read a dramatic play differently from a narrative fiction text; n Retell stories using story structure elements and key details and determine their central message or theme; n Compare and contrast two or more versions of the same story; n Use personal schema and textual evidence to make predictions and connections; n Infer characters' traits and feelings using personal schema and textual evidence; n Understand differences in the points of view of characters; n Ask questions to help clarify thinking and deepen understanding; n Use literary language to create mental images or visualize what is taking place in a text; n Determine the meaning of nonliteral or figurative language as it is used in a text; and n Identify the author's tone and their emotional response to a text. The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

## Essential Questions

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How do good readers read a fiction text?

## **Instructional Strategies & Learning Activities**

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### Interactive Read-Aloud Lessons

Lesson 1: Tell Me A Story: The Appeal of Fiction uses Fables by Arnold Lobel, Anansi the Spider: A Tale from the Ashanti by Gerald McDermott, and The Mary Celeste: An Unsolved Mystery from History by Jane Yolen and Heidi Elisabet Yolen Stemple. Rationale: Readers understand that fiction texts are not real but are created from the writers' imaginations. Students will learn about the fiction genre and explore several types of fiction, including traditional folktales and fables from diverse cultures and realistic fiction. Common Core State Standards: RL.3.1, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: What a Story! uses Mirette on the High Wire by Emily Arnold McCully. Rationale: Readers recognize that fictional stories follow a chronological or sequential text structure and include five basic story elements. Students will learn how to demonstrate understanding of fictional stories by using the text's structure and features to retell the key details in order. Common Core State Standards: RL.3.1, RL.3.2, RL.3.5, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: The Oral Tradition uses Anansi the Spider: A Tale from the Ashanti by Gerald McDermott. Rationale: Readers appreciate that folktales are stories that come from all over the world and have been passed down through storytellers from various cultures. Students will learn the common elements in traditional folktales to enhance their enjoyment and understanding of these enduring tales. Common Core State Standards: RL.3.1, RL.3.2, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: What's the Reason? uses Anansi Does the Impossible!: An Ashanti Tale retold by Verna Aardema. Rationale: Readers recognize why folktales have been told and passed down from generation to generation, as well as how they reflect the values or beliefs of a culture and explain the wonders of the world and/or entertain those who hear them. Students will learn how identifying why these tales were created and retold will help them connect with the texts more deeply. Common Core State Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.9, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: What's the Message? uses Zen Shorts by Jon J. Muth. Rationale: Readers activate their schema and notice important details as they read and think deeply about the universal idea in a text. Students will learn how to use their background knowledge and evidence from the text to infer the author's message or theme. Common Core State Standards: RL.3.1, RL.3.2, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Questioning, Making Inferences, Determining Importance, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Getting to Know the Characters uses Fables by Arnold Lobel. Rationale: Readers of fiction closely follow the details about the main character(s) as the story unfolds. Students will learn how to use the rich descriptions and dialogue in the text to understand the characters' traits, problems, actions, and feelings. Common Core State Standards: RL.3.1, RL.3.3, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: How Did You Feel? uses Fables by Arnold Lobel and Zen Shorts by Jon J. Muth. Rationale: Readers notice writers' use of imagery to set a tone and impact their emotional response. Students will learn that a writer's choice of words and accompanying illustrations influence their mood and feelings about a text. Common Core State Standards: RL.3.1, RL.3.7, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Putting a Puzzle Together in Our Minds uses The Mary Celeste: An Unsolved Mystery from History by Jane Yolen and Heidi Elisabet Yolen Stemple. Rationale: Readers understand that some fiction writers do not always explicitly tell them everything they want readers to know and understand. Good readers combine their own background knowledge with what the writer has written to infer ideas or draw conclusions. Students will learn how to analyze details in a mystery story to unravel the puzzle and draw their own conclusions. Common Core State Standards: RL.3.1, RL.3.4, RL.3.6, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.1, W.3.10 Skills and Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

## Mini-Lessons

Lesson 1: The Importance of Character in Fiction uses "Gu Dong Is Coming!" by Xu Li from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers understand the importance of following the main characters' actions as the story unfolds. Students will learn how to identify characters' traits, motivations, and/or feelings to deepen their understanding of fictional texts. Common Core State Standards: RL.3.1, RL.3.3, RL.3.7, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Engaging in Discussion/ Collaborating

Lesson 2: Characters Change uses Mirette on the High Wire by Emily Arnold McCully. Rationale: Readers recognize that some types of fiction include more complex characters who face conflicts and experiences that

may cause them to change over the course of the story. Students will learn how to recognize when and why characters may change over time. Common Core State Standards: RL.3.1, RL.3.3, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.1, W.3.10 Skills and Strategies: Using Schema, Making Inferences, Determining Importance, Engaging in Discussion/ Collaborating

Lesson 3: What Does It Mean? uses “The Claw” by Angela L. Fox from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers appreciate that fiction writers bring their stories to life by using rich descriptive language, as well as figurative language, to create vivid images for their readers. Students will learn how to determine the meaning of literal and nonliteral words and phrases to enhance their understanding of fictional texts. Common Core State Standards: RL.3.1, RL.3.2, RL.3.4, L.3.4, L.3.5, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Visualizing, Engaging in Discussion/Collaborating

Lesson 4: Setting a Tone and Creating a Mood uses Zen Shorts by Jon J. Muth. Rationale: Readers understand that fiction writers set a tone for their stories by using words and illustrations to reveal their attitude about a subject. Students will learn to identify the writer's tone and their own personal response after reading a story, as well as explain how a text's words and illustrations contributed to their mood. Common Core State Standards: RL.3.1, RL.3.7, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Engaging in Discussion/Collaborating

Lesson 5: The Big Picture uses Fables by Arnold Lobel. Rationale: Readers of fiction need to read closely to note how story elements contribute to the big idea or theme of the story. Students will learn how to use important information from the text to draw conclusions or infer the text's central message or theme. Common Core State Standards: RL.3.1, RL.3.2, RL.3.5, RL.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Making Inferences, Determining Importance, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

Lesson 6: Responding to Our Reading uses “The Claw” by Angela L. Fox from Highlights® Magazine from the Fiction Shared Texts. Rationale: 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. Students will learn that making connections, discussing, and writing about their reading develops critical reading skills and enhances comprehension and appreciation of texts. Common Core State Standards: RL.3.1, RL.3.2, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Text and Genre Features/Structure, Synthesizing, Engaging in Discussion/ Collaborating

Lesson 7: Whose Point of View? uses Fables by Arnold Lobel. Rationale: Readers understand that writers narrate fiction stories from different points of view. Students will learn how to identify who is telling the story and assess how point of view affects the plot, tone, and mood of a story in order to comprehend it more deeply. Common Core State Standards: RL.3.1, RL.3.2, RL.3.6, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: The Importance of Dialogue uses “The Private I’s and the Case of the Mixed-Up Message” by Wendi Silvano from Highlights® Magazine from the Fiction Shared Texts and Mirette on the High Wire by Emily Arnold McCully. Rationale: Readers understand the importance of dialogue in enhancing their understanding of a text. Students will learn how fiction writers use description and dialogue to reveal important information about the characters and move the plot along. Common Core State Standards: RL.3.1, RL.3.3, RL.3.5, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Visualizing, Making Inferences, Text and Genre Features/Structure, Engaging in Discussion/ Collaborating

Lesson 9: Making Connections Across Texts uses “The Private I’s and the Case of the Big Stink” by Wendi Silvano from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers often encounter similar themes and topics among the fictional texts they read. Students will learn how to compare and contrast story elements and themes of similar texts or books in a series written by the same author. Common Core State Standards: RL.3.1, RL.3.3, RL.3.9, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Using Schema, Determining Importance, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

Lesson 10: Tips for Reading a Play uses “Old Dog, New Tricks?” by Jeffrey B. Fuerst from Highlights® Magazine from the Fiction Shared Texts. Rationale: Readers are able to identify the similarities and differences between the text structures and genre features of narrative stories compared with dramatic play scripts. Students will learn the essential elements of drama and how to go about reading a play to ensure enjoyment and understanding of the text. Common Core State Standards: RL.3.1, RL.3.3, RL.3.5, RL.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).  Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

## **Technology and Design Integration**

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Students will interact with the SmartBoards, Chromebooks, and Document Camera.

CS.3-5.8.2.5.EC.1

Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

## **Interdisciplinary Connections**

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Mentor Texts and individual leveled reading choices in the nonfiction genre make natural connections to the disciplines in science, social studies, technology, math and the arts.

Nonfictional connections to STEM will be explored by the teacher in collaboration with the STEM teacher.

## **Modifications and Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

Modifications and accommodations in accordance with individual IEP

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.

- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Leveled readers

Individual book choices

Higher level questioning

grouping

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

### **Additional Benchmarks used in this unit:**

DRA

Aim's Web

Schoolwide Assessment

Linkit testing 3 times a year.

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions,

struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Worksheets associated with the unit

Discussion

Teacher conference

Teacher made assessments

Anecdotal records

## **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Summative Assessment Students will read the stories “Cranky Me” by Eileen Spinelli from Highlights® Magazine and “No Ordinary Frog” by Neal Levin from Highlights® Magazine in order to answer selected and constructed response questions.

## **Instructional Materials**

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See embedded in lesson above.

Supplemental:

Read alouds

Leveled Readers



## Standards

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LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	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.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- LA.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- LA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.