Dec. SW READING Fiction Gr. 4

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

Unit Overview

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.

Enduring Understandings

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 Distinguish between external and internal conflicts in fiction and how these affect the resolution of the plot; 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

How do good readers read fiction?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Narration From the Imagination uses Jalapeño Bagels by Natasha Wing, The Gods and Goddesses of Olympus by Aliki, and The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. Rationale: Readers understand that fiction texts are created from the writers' imaginations and are not true. Students will learn about the fiction genre and explore several types of fiction texts, including traditional literature and realistic fiction. Common Core State Standards: RL.4.1, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Following the Story's Time Line uses Jalapeño Bagels by Natasha Wing. Rationale: Readers understand that fiction stories are told using a chronological text structure or in the order of time. Students will explore a realistic fiction story and learn how to identify important signal words that note the passage of time as the story unfolds from beginning to middle to end. Common Core State Standards: RL.4.1, RL.4.4, RL.4.5, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 3: Who's Telling the Story? uses Jalapeño Bagels by Natasha Wing and The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. Rationale: Readers of fiction identify the narrative perspective in texts. Students will learn that fiction writers tell or narrate their stories from differentpoints of view and explore the difference between first- and third-person narration to deepen their understanding of texts. Common Core State Standards: RL.4.1, RL.4.6, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: The Key Elements in Fiction Stories uses The Rough-Face Girl by Rafe Martin. Rationale: Readers' understanding of the key elements in fiction deepens their enjoyment and appreciation of the text. Students will learn that identifying the five basic elements of fiction stories—characters, setting, problem, plot, and resolution—enhances their engagement and comprehension. Common Core State Standards: RL.4.1, RL.4.2, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: What's the Theme or Universal Message? uses The Rough-Face Girl by Rafe Martin and The Korean Cinderella by Shirley Climo. Rationale: Readers understand that writers of fiction often impart an important idea, lesson, or moral. Students will learn how to combine their background knowledge with clues from the text to infer the theme of a story. Common Core State Standards: RL.4.1, RL.4.2, RL.4.9, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Questioning, Making Inferences, Determining Importance,

Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: A Closer Look at Traditional Literature uses The Korean Cinderella by Shirley Climo and King Midas and the Golden Touch by Charlotte Craft. Rationale: Readers deepen their understanding of the different beliefs of people around the world when reading traditional literature from a variety of cultures. Students will learn that traditional literature includes literary language, cultural language, and common characteristics that help readers derive enjoyment and deeper understanding of the text. Common Core State Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: The Trickery Feature uses The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. Rationale: Readers are entertained by predictable features of traditional tales as they learn important lessons. Students will learn how the characters in traditional literature often use trickery to complete a quest and will use their understanding of the genre to help make predictions and deepen their understanding as the plot unfolds. Common Core State Standards: RL.4.1, RL.4.2, RL.4.7, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Making Inferences, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Understanding the Language of Ancient Tales uses The Gods and Goddesses of Olympus by Aliki. Rationale: Readers of traditional literature encounter literary and cultural language challenges. Students will learn how to determine the meaning of unfamiliar words and phrases as they are used in traditional folk literature. Common Core State Standards: RL.4.1, RL.4.4, L.4.4, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Examining the Cast of Characters uses The Gods and Goddesses of Olympus by Aliki. Rationale: Readers of fiction identify the main or central characters to follow as the story unfolds. Students will learn to identify the main characters' physical attributes, traits, motivations, and feelings to deepen their understanding of fictional texts. Common Core State Standards: RL.4.1, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Engaging in Discussion/Collaborating

Lesson 2: What's the Purpose of These Ancient Stories? uses The Gods and Goddesses of Olympus by Aliki. Rationale: Readers understand that the underlying purpose for telling myths through the ages was to explain why things happened in the natural world. Students will learn to read this type of fiction and infer what mystery of life the myth is explaining. Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.9, W.4.10 Skills and Strategies: Questioning, Making Inferences, Text and Genre Features/Structure, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Types of Characters in Fiction uses The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst. Rationale: Readers understand that writers use many different types of characters to tell their stories. Students will learn the literary terms for identifying the different types of characters and analyze their impact on the unfolding of the plot. Common Core State Standards: RL.4.1, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Listening and Responding

Lesson 4: Characters May Change Over Time uses "Molly and the New Neighbors" by Mark Gartside from Spider Magazine from the Fiction Shared Texts. Rationale: Readers recognize that conflicts and experiences often cause a character 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.4.1, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Making Inferences, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

Lesson 5: Tips for Reading and Discussing Drama uses "Pandora's Box" by Ed Combs 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.4.1, RL.4.4, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding

Lesson 6: How Myths Have Influenced Our Language Today uses King Midas and the Golden Touch by Charlotte Craft, The Gods and Goddesses of Olympus by Aliki, and "Pandora's Box" by Ed Combs from the Fiction Shared Texts. Rationale: Readers of myths often discover familiar words and/or phrases that are used in today's culture. Students will learn how to determine the meaning of some common vocabulary words and popular expressions that originated from the Greek myths. Common Core State Standards: RL.4.1, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.5, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Setting a Tone and Creating a Mood uses The Rough-Face Girl by Rafe Martin. Rationale: Readers of fiction identify the writer's tone about the subject of a text. Students will learn how to identify the writer's tone and the mood created after reading a fictional text, and to explain how the words and illustrations contributed to their emotional response. Common Core State Standards: RL.4.1, RL.4.2, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6 Skills and Strategies: Using Schema, Making Inferences, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Responding and Making Connections to Texts uses Jalapeño Bagels by Natasha Wing. 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 text connections and writing

about these responses to their reading develops critical comprehension skills and enhances enjoyment and understanding of texts. Common Core State Standards: RL.4.1, RL.4.3, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Engaging in Discussion/Collaborating

Lesson 9: Stories Have Conflict or Tension uses “The Last Bicycle” by Betty X. Davis from Spider Magazine from the Fiction Shared Texts. Rationale: Readers of fiction notice the clues that reveal the conflict or tension in a story and how it moves forward to get resolved. Students will learn to identify the problem or struggle in a story and differentiate among types of internal and external conflicts. Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.7, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Making Connections Across Texts uses The Rough-Face Girl by Rafe Martin and “Cheese for Dinner: A Tale from Mexico” retold by Judy Goldman 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 the treatment of similar themes and topics in traditional literature from different cultures. Common Core State Standards: RL.4.1, RL.4.2, RL.4.5, RL.4.9, RL.4.10, SL.4.1, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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.

Integration of Career Readiness, Life Literacies and Key Skills

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these

	requirements.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
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).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will create original work in conjuction with the Writers Workshop fiction unit.

8.1.5.CS.1	Model how computing devices connect to other components to form a system.
	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students will read a vairiety of texts touching on other disciplines in both group and personal leveled texts.

Differentiation

- 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:

Students will be offered leveled texts based on skill and interest.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

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

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

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:

discussion

Teacher observation

worksheets

conferencing

teacher made texts

Summative Assessments

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:

Unit Assessments

Instructional Materials

Instructional materials for the Schoolwide, Inc. Fiction Unit.

Mentor texts: s The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst The Gods and Goddesses of Olympus by Aliki Jalapeño Bagels by Natasha Wing King Midas and the Golden Touch by Charlotte Craft The Korean Cinderella by Shirley Climo The Rough-Face Girl by Rafe Martin

Fiction SharedTexts “Cheese for Dinner: A Tale from Mexico” retold by Judy Goldman from Highlights® Magazine (Lexile Level: 510L) “The Last Bicycle” by Betty X. Davis from Spider Magazine (Lexile Level: 630L) “Molly and the New Neighbors” by Mark Gartside from Spider Magazine (Lexile Level: 570L) “Pandora’s Box” by Ed Combs

Standards

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.4.4	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.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of 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.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.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.4.5	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).