Dec. SW Reading Fiction

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.

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

With prompting and support, students will: n Explain differences between fiction books that are realistic versus fantastical; n Recognize different types and structures of fiction (fantasy, traditional tales, and realistic); n Identify common story elements and key details in fictional texts (characters, setting, problem, and solution); n Understand the narrative structure of fiction (beginning, middle, and end); n Retell familiar stories using story structure and key details; n Compare and contrast two familiar tales; 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 Ask questions to help clarify thinking and deepen understanding; n Use strategies before, during, and after reading to enhance comprehension of texts; n Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; n Identify big ideas and supporting details within texts; n Synthesize information presented within and across fiction texts; n Use illustrations in a story to describe its characters, settings, and events; n Deepen their understanding of author's purpose as it relates to the fiction genre; and n Read expressively

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 books and stories?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Fiction: Real or Fantasy? uses “Could Be Worse!” by James Stevenson. Rationale: Readers distinguish realistic fiction from fantasy by noticing the details in the story. Students will discuss, define, and distinguish between elements of fiction stories that are realistic and/or fantasy. Common Core State Standards: RL.K.1, RL.K.3, RL.K.5, SL.K.1, SL.K.2, RL.K.2, RL.K.6, RL.K.7, RL.K.10, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Retelling a Familiar Tale: Common Structure and Story Elements uses Goldilocks and the Three Bears retold by James Marshall. Rationale: Readers retell familiar tales by identifying and describing the characters, setting, and main events in sequence. Students will recall and retell a traditional tale using a narrative structure and story elements. Common Core State Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.7, SL.K.2, RL.K.5, RL.K.10, SL.K.1, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding

Lesson 3: Rereading a Familiar Tale: A Closer Look at Character uses Goldilocks and the Three Bears retold by James Marshall. Rationale: Readers reread by studying the illustrations closely and thinking about what is happening so that they get a better understanding of the storyStudents will revisit Goldilocks and the Three Bears to examine how words and pictures are used to move stories along and develop character and plot. Common Core State Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.7, SL.K.1, RL.K.9, RL.K.10, SL.K.2, SL.K.4, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Traditional Tales: Problems and Solutions uses The Three Billy Goats Gruff retold by Paul Galdone. Rationale: Readers understand the elements of fiction by noticing when characters encounter a problem and work toward a solution to that problem. Students will be able to listen for and identify the antagonist in a traditional tale, as well as the conflict and solution or resolution in that tale. Common Core State Standards: RL.K.1, RL.K.3, SL.K.2, RL.K.2, RL.K.6, RL.K.7, RL.K.10, SL.K.1, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding

Lesson 5: Compare and Contrast Two Traditional Tales uses Goldilocks and the Three Bears retold by James Marshall and The Three Billy Goats Gruff retold by Paul Galdone. Rationale: Readers notice the similarities and differences in books by comparing and contrasting two stories that are alike. Students will revisit two traditional tales to identify and discuss how the characteristics are similar and different. Common Core State Standards: RL.K.1, RL.K.3, RL.K.5, RL.K.9, SL.K.4, L.K.6, RL.K.2, RL.K.10, SL.K.1, SL.K.2 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 6: Animals Can Talk: Characters With a Strong Voice uses I Broke My Trunk! by Mo Willems. Rationale: Readers infer characters' feelings and traits by thinking about what's happening in the story, studying the characters' facial and body language, and listening to what the characters say and think. Students will use the illustrations and text to describe each character's actions and emotions throughout the story. Common Core State Standards: RL.K.1, RL.K.7, SL.K.1, RL.K.3, RL.K.5, RL.K.6, RL.K.9, RL.K.10, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Problem Solved – Lesson Learned uses A Balloon for Isabel by Deborah Underwood. Rationale: Readers understand the writer's message by reading stories closely, following the characters, their problems, and how they are solved. Students will think about how characters face and solve problems and then identify the theme or lesson learned at the end of a story. Common Core State Standards: RL.K.1, RL.K.3, SL.K.2, SL.K.4, RL.K.2, RL.K.5, RL.K.9, RL.K.10, SL.K.1, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Pictures Tell a Story uses Wave by Suzy Lee. Rationale: Readers distinguish between realistic and fantasy fiction as they make predictions and determine the meaning of illustrations. Students will describe key details in the illustrations and tell a realistic story just like a storyteller would from beginning to end. Common Core State Standards: RL.K.1, RL.K.3, RL.K.7, SL.K.2, SL.K.4, L.K.6, RL.K.2, RL.K.5, RL.K.6, RL.K.10, SL.K.1, W.K.3 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Ready to Read Fiction! uses "Where Is Little Bear's Hat?" by Eileen Spinelli from Highlights High Five from the Fiction Shared Texts. Rationale: Readers use their schema of genre, text structure, and content to comprehend texts. Students will make predictions based on their background knowledge and textual evidence. Common Core State Standards: RF.K.4, RL.K.3, RL.K.5, RL.K.7, RL.K.1, RL.K.9, RL.K.10, SL.K.1, SL.K.2, SL.K.3, L.K.6 Skills and Strategies: Using Schema, Questioning, Making Inferences

Lesson 2: Say It Again uses "Waking Farmer Fred" and "Where Is Little Bear's Hat?" by Eileen Spinelli from Highlights High Five from the Fiction Shared Texts. Rationale: Readers use their knowledge of language structure to anticipate events in a text. Students will recognize how a repeating phrase or language pattern can

help them predict the events of a story. Common Core State Standards: RF.K.4, RF.K.1, RF.K.2, RL.K.1, RL.K.10, SL.K.1, SL.K.2, SL.K.3, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Reading Foundational Skills: Print Concepts and Features

Lesson 3: Making Meaningful Connections uses "Could Be Worse!" by James Stevenson, Wave by Suzy Lee, and A Balloon for Isabel by Deborah Underwood. Rationale: Readers make connections to help them identify with the text, remember important information, and enhance understanding. Students will make personal connections that help them better understand the fiction texts they read. Common Core State Standards: RL.K.3, RL.K.2, RL.K.9, RL.K.10, SL.K.1, L.K.6 Skills and Strategies: Using Schema, Synthesizing

Lesson 4: Get Curious uses I Broke My Trunk! by Mo Willems. Rationale: Thoughtful readers generate questions as they read to deepen engagement and understanding. Students will ask questions about key details in a text to clarify meaning. Common Core State Standards: RL.K.1, SL.K.2, SL.K.3, RL.K.10, SL.K.1, L.K.6 Skills and Strategies: Questioning, Making Inferences, Speaking to Communicate, Listening and Responding

Lesson 5: Read With Expression uses I Broke My Trunk! by Mo Willems and "Waking Farmer Fred" by Eileen Spinelli from Highlights High Five from the Fiction Shared Texts. Rationale: Readers of fiction pay close attention to mood, dialogue, and text signals to enhance meaning and engagement. Students will use the story's mood, end punctuation, and other text signals to expressively reread texts. Common Core State Standards: RF.K.4, SL.K.6, RF.K.1, RL.K.3, RL.K.10, SL.K.1, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension, Reading Foundational Skills: Print Concepts and Features

Lesson 6: Characters Inside and Out uses Goldilocks and the Three Bears retold by James Marshall and The Three Billy Goats Gruff retold by Paul Galdone. Rationale: Readers describe characters' physical traits and personalities by studying the illustrations and paying close attention to what characters say and do. Students will infer and talk about character traits by using textual evidence. Common Core State Standards: RL.K.7, L.K.6, RL.K.1, RL.K.3, RL.K.10, SL.K.1, SL.K.2, SL.K.4, SL.K.6 Skills and Strategies: Using Schema, Making Inferences, Determining Importance

Lesson 7: Step Inside the Character's Shoes uses Wave by Suzy Lee. Rationale: Readers infer what the character might say and think by considering what's happening in the story and stepping into the character's shoes. Students will be able to infer a character's thoughts and dialogue by studying the illustrations and making connections to their own lives. Common Core State Standards: RL.K.7, L.K.6, RL.K.3, RL.K.5, RL.K.10, SL.K.1, SL.K.2, SL.K.6 Skills and Strategies: Using Schema, Making Inferences Lesson 8: Remembering Important Details uses A Balloon for Isabel by Deborah Underwood and "Camping at Grandma's" by Eileen Spinelli from Highlights High Five from the Fiction Shared Texts. Rationale: Readers know how to identify relevant and useful information. Students will identify the key points in a fictional text so they can remember the important details in a story. Common Core State Standards: RL.K.1, RL.K.3, RL.K.2, RL.K.7, RL.K.10, SL.K.1, SL.K.2, L.K.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance

Lesson 9: Retelling Stories With Meaning uses A Balloon for Isabel by Deborah Underwood and “Camping at Grandma’s” by Eileen Spinelli from Highlights High Five from the Fiction Shared Texts. Rationale: Readers retell stories to help them become more effective readers and communicators. Students will identify key points in a fictional text so they can remember and retell what is important to the story and why. Common Core State Standards: RL.K.2, RL.K.3, SL.K.2, SL.K.4, L.K.6, RL.K.6, RL.K.10 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding

Lesson 10: Celebrating Our Favorite Stories uses The Three Billy Goats Gruff retold by Paul Galdone. Rationale: Readers celebrate their favorite stories by performing the stories and writing reviews. Students will use readers theater and writing to celebrate their favorite books. Common Core State Standards: RL.K.3, L.K.6, RL.K.2, RL.K.9, RL.K.10, SL.K.1, SL.K.4, W.K.1 Skills and Strategies: Making Inferences, Synthesizing

Integration of career readiness, life literacies and key skills

	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Technology and Design Integration

Students will interact with the lessons using the Smartboard.

Utilize programs on the IPad.

Use websites to display literature in various ways for example www.storylineonline.net

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
	Describing a problem is the first step toward finding a solution when computing systems do not work as expected.
8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology.

Interdisciplinary Connections

Students will create drawings to express their understanding when they cannot write it.

Students will use journals to express thoughts and feelings in relation to the various texts.

1.2.2.Cr1a	Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
1.2.2.Cr1b	Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
1.2.2.Cr2a	Explore form ideas for media art production with support.
1.2.2.Cr2b	Connect and apply ideas for media art production.
1.2.2.Cr2c	Choose ideas to create plans for media art production.
	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
1.2.2.Pr4a	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
1.2.2.Pr4b	Practice combining varied academic, arts and media content to form media artworks.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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 individual leveled readers based on thier abilities and interests.

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 utiilized.

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

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

Worksheets

Teacher observation

Journal Response

Written Work

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

Schoolwide, Inc. Fiction unit instructional materials.

Mentor Texts A Balloon for Isabel by Deborah Underwood “Could Be Worse!” by James Stevenson Goldilocks and the Three Bears retold by James Marshall I Broke My Trunk! by Mo Willems The Three Billy Goats Gruff retold by Paul Galdone Wave by Suzy Lee Fiction Shared Texts “The Adventures of Spot” by Marileta Robinson from Highlights High Five “Camping at Grandma’s” by Eileen Spinelli from Highlights High Five “Waking Farmer Fred” by Eileen Spinelli from Highlights High Five “What Do You Think?” from Highlights High Five “Where Is Little Bear’s Hat?” by Eileen Spinelli from Highlights High Five

Leveled classroom Library for differentiated reading choices.

Standards

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
LA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an

	opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.