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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2Fiction |
| **Grade Level:**4 |
| **Duration:**Trimester 1  |
| **Description:** The fiction unit of study exposes students to possibilities within 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 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** |
| **Concepts / Reading Skills:*** Types of fiction
* Story elements and key details
* Narrative and chorological structure of fiction
* Retell using story structure elements and key details.
* Theme or central message
* Compare and contrast
* Characters traits
* Point of view
* Questioning
* Internal, external conflicts and plot
* Tone
* Envisioning

**Understandings:** * Readers recognize structures of fiction such as fantasy, traditional tales, and realistic.
* Readers identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution).
* Readers understand a narrative, and chronological structure of fiction (beginning, middle, and end)
* Readers retell stories using story structure elements and key details and determine their central message or theme.
* Readers compare and contrast two or more versions of a story by using personal schema and textual evidence.
* Readers infer characters' traits and feelings using textual evidence from a text.
* 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.
* Determine the meaning of nonliteral or figurative language as it is used in a text.
* Identify author's tone and their emotional response to text.
* Use literary language to create mental images or visualize what is taking place in a text.
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| **Learning Targets**  |
| *Connecting literacy with additional content areas. The standards below will be addressed within this unit.** [RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

* [RL.4.2](http://www.corestandards.org/ELA-Literacy/RL/4/2/) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

* [RL.4.3](http://www.corestandards.org/ELA-Literacy/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).

* [RL.4.4](http://www.corestandards.org/ELA-Literacy/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 mythology (e.g., Herculean).

* [RL.4.5](http://www.corestandards.org/ELA-Literacy/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.

* [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

* [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

* [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) Know and apply grade-level phonics and word analysis skills in decoding words.

* [RF.4.3.A](http://www.corestandards.org/ELA-Literacy/RF/4/3/a/) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

* [RF.4.4](http://www.corestandards.org/ELA-Literacy/RF/4/4/) Read with sufficient accuracy and fluency to support comprehension.

* [RF.4.4.A](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) Read grade-level text with purpose and understanding.

* [RF.4.4.B](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

* [RF.4.4.C](http://www.corestandards.org/ELA-Literacy/RF/4/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

* [SL.4.1](http://www.corestandards.org/ELA-Literacy/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.

* [SL.4.1.A](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
* S[L.4.1.B](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

* [SL.4.1.C](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/) Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.

* [SL.4.1.D](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

* [SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

* [SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.

* [W.4.4](http://www.corestandards.org/ELA-Literacy/W/4/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

* [W.4.5](http://www.corestandards.org/ELA-Literacy/W/4/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 | *World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)

*Career Readiness Practices:* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Demonstrate creativity and innovation
* Use technology to enhance productivity, increase collaboration and communicate effectively

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science: Computing Systems**   • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.**Life Literacies and Key Skills:** **Information and Media Literacy*** 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

**Technology Literacy*** 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.

**Life Literacies and Key Skills: Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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| **Essential Questions** |
| * How do readers identify fiction texts?
* How do readers name and describe story elements?
* How do readers compare and contrast elements of a story?
* How do readers understand the way the narrator's point of view influences the story?
* How do readers think about them?
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| **Student Learning Objectives** |
| ***Students will …*** * Recognize structures of fiction such as fantasy, traditional tales, and realistic.
* Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution).
* Understand a narrative and chronological structure of fiction (beginning, middle, and end)
* Retell stories using story structure elements and key details and determine their central message or theme.
* Compare or contrast two or more versions of a story by using personal schema and textual evidence.
* Infer characters' traits and feelings using textual evidence from a text.
* Understand differences in the points of view of characters.
* Determine the meaning of nonliteral or figurative language as it is used in a text.
* Identify author's tone and their emotional response to text.
* Use literary language to create mental images or visualize what is taking place in a text.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Readers immerse themselves in different types of fiction.**

- Review and discuss different fiction genres and explore several of the fiction texts, including literature and realistic fiction. (Fiction, pg.35)* **Readers think about what they already know about fiction.**

– Conduct a class inquiry and create a chart of what they already know about fiction. (Fiction, pg.39) * **Readers read just right fiction books.**

– Create routines for choosing just right fiction chapter books, and a book on deck to read next.* **Readers monitor for understanding by retelling with a beginning, middle, and an end.**

- Teach how to identify important signal words that note the passage of time as the story unfolds from beginning to middle to end. **(**Fiction, pg. 42)* **Readers monitor for understanding by retelling at the end of each chapter using chapter titles.**

– Demonstrate how readers retell at the end of each chapter by using the chapter title.* **Readers monitor for understanding by creating chapter titles after reading chapters when there isn’t one.**

- Model how readers create chapter titles when there is only chapter numbers.* **Readers think about point of view and identify who is telling the story.**

– Model how readers figure who is telling the story. **(**Fiction, pg. 48)* **Readers identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution).**

– Model how readers think about story elements as they read. (Fiction, pg.52)* **Readers retell with the beginning, middle, and end by thinking about the story elements.**

– Demonstrate the work of readers in the beginning, middle, and end of stories. **(**Fiction, pg. 56)* **Readers determine the central message or theme of a story.**

– Demonstrate how readers think about the problems of stories to help them think about themes. (Fiction, pg.59) * **Readers think about theme by asking themselves, “What did the author want to teach me about life?’**

- Model how readers think about theme at the end of the story, thinking about life lessons learned. **(**Fiction, pg. 62)* **Readers think about common themes in literature.**

– Explain how common themes come up in literature again and again, just like in life. **(**Fiction, pg. 63)* **Readers think about different kinds of characters in fiction stories.**

 – Discuss different types of characters. **(**Fiction, pg. 93)* **Readers infer characters' traits and feelings using text evidence.**

– Model how readers recognize that conflicts and experiences often cause a character to change over the course of a story. (Fiction, pg.100)* **Readers identify the author's tone and their emotional response to text.**

– Explain how the words and illustrations contribute to their emotional response. (Fiction, pg.114)* **Readers distinguish between external and internal conflicts in fiction and how these affect the resolution of the plot.**

- Model how readers identify the problem or struggle in a story and differentiate among types of internal and external conflicts. (Fiction, pg.123)* **Readers compare texts by thinking about the story elements.**

- Model how readers think about story elements and look to see how they are similar and different.* **Readers think across texts by thinking about theme.**

- Model how readers compare themes across texts.* **Readers use text evidence when thinking across texts.**

- Model how readers use text evidence to support their thinking.* **Celebrate all readers have learned about fiction.**

**Strategies for Differentiated Instruction:****English Language Learner (ELL)** * Provide students with any necessary print strategies and sight words.
* Point out the faces characters make during a story and how their mouth and eyes can tell how they are feeling.
* Practice these skills in a text appropriate for their ability.

**Special Education:*** Provide students with any necessary print strategies and sight words through IRLA assessments.
* Practice interpreting a character’s facial expressions in a just-right book.
* Practice learned skills in a text appropriate for their ability.

**At-risk:*** Provide students with any necessary print strategies and sight words.
* Continue small group work with students to practice fluency and reinforce comprehension skills.
* Practice basic beginning, middle, and end retells.

**G & T:*** Provide students who are above level with the appropriate books and activities that can challenge their thinking.
* Reinforce inferencing, the use of dialogue, and visualizing in above-grade-level texts.
* Ensure retell is practiced throughout their independent reading books.
* Reinforce inferencing, the use of dialogue, comparing/contrasting and visualizing.
* Students can integrate ideas across parts of a text.
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| **Materials** |
| **Materials:** * Schoolwide Fiction Unit
* Lucy Calkins Interpreting Characters: The Heart of the Story
* Leveled library
* Book Bags / boxes
* Chart paper
* Markers
* Anchor chart post- its
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Mentor Texts:** * Jalapeno Bagels by Nastasha Wing (Diversity)
* The Rough Faced Girl by Rafe Martin (Diversity)
* Cheese for Dinner: A Tale from Mexico retold by Judy Goldman (Diversity)
* Molly and the New Neighbors by Mark Gartside from Spider Magazine
* The Last Bicycle by Betty X. Davis from the Spider Magazine (Diversity)
* Tiger Rising by Kate DiCamillo
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| **Assessments** |
| Formative:* Teacher observations
* Skills checklists
* Teacher created tests
* Reading notebook
* Read Works comprehension assessments
* News ELA comprehension assessments
* IXL reading assessments

Summative:* Teacher’s College Independent Reading Level Assessment (IRLA) as needed
* Fluency assessment
* Rubrics
* District created inter-disciplinary assessments
* Lucy Calkins Fiction, Nonfiction, Historical Fiction, and Research Assessments
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| **Modifications** |
| **English Language Learners*** + Charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Provide students with pictures from the story and have them put the pictures in the correct order
	+ Raz Kids / Storia
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct order
* Raz Kids/ Storia
* Partner reading
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct sequence
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |