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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:**Unit 2 Fiction |
| **Grade Level:**5 |
| **Duration:**Trimester 1  |
| **Description:**The fiction unit of study exposes students to the 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 will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each type of fiction. Students will also learn and apply specific reading skills and strategies that will enable them to infer character's 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
* Retell
* Summarize
* Main idea
* Theme
* Envisionment
* Structure of fiction
* Point of view
* Using text evidence
* Comparing / contrasting texts
* Inference

**Understandings:** * Readers recognize fantasy, traditional tales and realistic fiction.
* Readers retell with the beginning, middle and end of a story.
* Readers identify characters, setting, plot, conflict and resolution.
* Readers determine the theme of a story.
* Readers compare and contrast texts with text evidence.
* Readers utilize strategies before, during, and after reading to enhance comprehension.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** [RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

* [RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

* [RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

* [RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

* [RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

* [RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.

* [RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

* [RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

* [RL.5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

* [RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) Know and apply grade-level phonics and word analysis skills in decoding words.

* [RF.5.3.A](http://www.corestandards.org/ELA-Literacy/RF/5/3/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.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) Read with sufficient accuracy and fluency to support comprehension.

* [RF.5.4.A](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/) Read grade-level text with purpose and understanding.

* [RF.5.4.B](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

* [CCSS.ELA-LITERACY.RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

* [SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

* [SL.5.1.A](http://www.corestandards.org/ELA-Literacy/SL/5/1/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.

* [SL.5.1.B](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.

* [SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

* [SL.5.1.D](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

* [SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

* [SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

* [W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

* [W.5.3.A](http://www.corestandards.org/ELA-Literacy/W/5/3/a/) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

* [W.5.3.B](http://www.corestandards.org/ELA-Literacy/W/5/3/b/) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

* [W.5.3.C](http://www.corestandards.org/ELA-Literacy/W/5/3/c/) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

* [W.5.3.D](http://www.corestandards.org/ELA-Literacy/W/5/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely.

* [W.5.3.E](http://www.corestandards.org/ELA-Literacy/W/5/3/e/) Provide a conclusion that follows from the narrated experiences or events.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**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.
* Utilize critical thinking to make sense of problems and persevere in solving them
* Demonstrate creativity and innovation

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

**Computer Science: Computing System**   • 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: Technology Literacy*** 9.4.5.TL.5: Collaborate digitally to produce an artifact.

**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

**Information and Media Literacy:*** 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue
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| **Essential Questions** |
| * How do readers identify fiction texts?
* How do readers name and describe story elements?
* How do readers compare themes across texts?
* 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?
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| **Student Learning Objectives** |
| ***Students will:**** Readers recognize fantasy, traditional tales, and realistic fiction.
* Readers identify characters, setting, plot, conflict, and resolution.
* Readers determine the theme of a story.
* Readers identify the beginning, middle and end of a story.
* Readers explain how the narrator's point of view influences the events of a story.
* Readers utilize strategies before, during and after reading to enhance comprehension.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:*** **Readers think about what they already know about the different types of fiction.**

 – Conduct a class inquiry to find out what the students already know about fiction.* **Readers immerse themselves in a variety of fiction texts (fantasy, traditional tales, and realistic fiction).**

– Explain the various types of fiction: fantasy, traditional tales and realistic fiction. (Fiction Unit, pg. 35-39)* **Readers understand that stories are often structured chronologically.**

- Model how readers envision as they read. (Fiction Unit, pg. 40-44)* **Readers monitor for understanding by retelling with a beginning, middle, and an end.**

– Model how readers retell and think about the work of readers at the beginning, middle, and end.* **Readers think about the story elements as they read.**

– Demonstrate how readers think about character, setting, and plot as they read stories. (Fiction Unit, pg. 45-48)* **Readers place story elements within a chronological structure.**

- Model how to retell with the story elements in a chronological beginning, middle, end structure. (Fiction Unit, pg. 49)* **Readers think about the conflict (problem) and resolution (solutions as they read)**

 **-** Model how readers think about the conflict and resolution as they read. (Fiction Unit, pg. 45-48)* **Readers pay attention to how time passes in stories.**

**-** Introduce the specific language that indicates time passing. (Fiction Unit, pg. 80-83)* **Readers can better understand characters by paying attention to their actions, thoughts and dialogue**.

- Demonstrate how paying attention to a character’s actions and thoughts can help the reader learn about a character. (Fiction Unit, pg. 50-53)* **Readers pay attention to how the narrator's point of view influences the story.**

- Explain first person, second person and third person and how the point of view influences the story. (Fiction Unit, pg. 54-57) * **Readers understand that there are different types of characters**.

- Demonstrate how the conflict causes the character to change. (Fiction Unit, pg. 85-89)* **Readers of fiction need to understand plot structure.**

- Model a plot diagram. (Fiction Unit, pg. 97-102) * **Readers understand that the theme of a story is the author's message or lesson learned.**

– Demonstrate how readers think about the theme or lesson learned at the end of a story (introduce some universal themes in literature. (Fiction Unit, pg. 66-69) * **Readers uncover the themes of a story in order to build a deeper understanding of the story.**

- Explain how the character's conflict (problem) leads to the theme (what the character learned). (Fiction Unit, pg. 112-116) * **Readers think across texts.**

– Model how readers think across texts, looking for similarities and differences by thinking about the story elements.* **Readers compare themes across texts.**

– Demonstrate how readers think about common themes across texts by thinking about the problems the characters faced. (Fiction Unit, pg. 117-122* **Readers support their thinking by using text evidence to think across texts.**

– Model how readers use text evidence from more than one text when supporting their thinking.**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.
* Students can infer and interpret character traits and think about character motivation as well as personal connections.
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| **Materials** |
| **Materials:** * Schoolwide Fiction Unit
* Leveled library
* Book Bags / boxes
* Chart paper
* Markers
* Anchor chart post-its
* Work of readers chart
* Flexible seating options
* Smart Board activities
* Raz Kids / Storia
* CD Player for audio books

  **Mentor Texts:** * Birthday Surprises: Ten Great Stories to Unwrap by Joahanna Hurwitz
* The Can Man by Laura E. Williams
* Journey by Patricia MacLachlan
* The Raft by Jim LaMarche
* Hewitt Andersen’s Great Big Life by Jerdine Nolen
* Peppe the Lamplighter by Jim LaMarche (Diversity)
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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
* Schoolwide / 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*** Teacher 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  |