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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 4 Fantasy | | | | |
| **Grade Level:**5 | | | | |
| **Duration:**Trimester 2 | | | | |
| Description: Fantasy novels teach students to be better readers and to read with the setting in mind. With their exciting plots and young heroes, these novels entice children to read, and they draw kids into series that keep them reading and lead them up levels. Fantasy novels also teach readers to deal with complexity through multi-faceted, multiple plotlines, shifting timelines, tricky narrative structures, and complicated symbolism. The unit will be anchored with read-alouds of riveting fantasy novels and short texts. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Reading Skills:**   * Researching settings * Keeping track of problems * Comparing themes * Dealing with unknown vocabulary * Investigating symbolism * Reading across texts * Using text evidence * Interpreting Allegories | | | **Understandings:**   * Readers research settings by using details from the story. * Readers use graphic organizers to keep track of problems. * Readers recognize that themes are universal. * Readers employ strategies to define unknown vocabulary. * Readers deduce that symbolism often connects to the theme. * Readers analyze a story using critical lenses to identify stereotypes and gender norms. * Readers interpret metaphors and allegories that exist in fantasy. | |
| **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.  * [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:*   * 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.  (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. * Consider the environmental, social and economic impacts of decisions * Model integrity, ethical leadership, and effective management * 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: Technology Literacy**   * 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.   **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. | | |
| **Essential Questions** | | | | |
| * How do readers read with deep comprehension? * How do readers figure out unknown vocabulary? * How do readers analyze story elements? * How do readers identify symbols? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Develop close reading skills * Read with the setting in mind * Examine complex story elements and plots * Use strategies to deal with unknown vocabulary * Compare themes across texts * Understand symbolism, metaphors and allegories | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  ***Suggested Mini Lessons:***   * **Readers think about what they already know about fantasy.**   - Conduct a class inquiry to find out what students know about fantasy.   * **Readers form partnerships / book clubs.**   - Coach students on the importance of forming book clubs taking into consideration which fantasy books they wish to read and the pace in which they want to read.   * **Readers research the setting.**   - Investigate clues about the setting and important magical elements using blurbs and details from the beginning of the story. (Fantasy Book Clubs, pg. 3)   * **Readers pay attention to the main character and learn along side him or her.**   – Demonstrate how readers learn about the main characters by paying attention to their new experiences and what they are learning. (Fantasy Book Clubs, pg. 14)   * **Readers keep track of problems that multiply.**   - Teach readers to use charts, timelines and graphic organizers to keep track of the problems encountered in their fantasy books. (Fantasy Book Clubs, pg. 23)   * **Readers suspend judgments about characters and places.**   - Guide students through an inquiry to explore characters' motivations and actions. (Fantasy Book Clubs, pg. 30)   * **Readers think metaphorically.**   -Teach students how to think metaphorically, thinking about what problems the characters face. (Fantasy Book Clubs, pg. 40)   * **Readers learn real life lessons while reading fantasy books.**   – Model how fantasy books teach life lessons, and are not just fantasy stories. (Fantasy Book Clubs, pg. 48)   * **Readers think about the quests of the characters.**   **–** Model how the main character goes on a quest or journey in fantasy books; the quests may be internal as well as external. (Fantasy Book Clubs, pg. 58)   * **Readers compare themes.**   **-** Explain that most themes are universal and appear in more than one book. (Fantasy Book Clubs, pg. 68)   * **Readers use vocabulary strategies to figure out unfamiliar words.**   - Explain that vocabulary plays an important role in fantasy and model the toolkit of vocabulary strategies. (Fantasy Book Clubs, pg. 91)   * **Readers investigate complex characters.**   - Teach students that characters in fantasy books are not all good or all bad. (Fantasy Book Clubs, pg. 99)   * **Readers study symbolism.**   **-** Model how readers pay attention to things that come up again and again; demonstrate that repeated symbolism might connect to a possible theme. (Fantasy Book Clubs, pg. 103)   * **Readers interpret allegories.**   -Teach students that readers gain insight by interpreting metaphors and allegories. (Fantasy Book Clubs, pg. 112)   * **Readers pay attention to how cultures are portrayed in stories.**   - Explain that characters, setting and plotlines may vary across stories from different cultures. (Fantasy Book Clubs, pg. 122)   * **Readers read across texts with critical lenses.**   **-** Teach students that readers use critical lenses such as being alert to stereotypes and gender norms. (Fantasy Book Clubs, pg. 136)   * **Readers learn that reading fantasy can help improve reading skills across genres.**   - Teach students that fantasy reading skills such as interpretation and cross-text study can improve reading skills across genres. (Fantasy Book Clubs, pg. 144)   * **Readers celebrate all they have learned as readers of fantasy.**   + Explain that strong readers celebrate and reflect on what they have learned. (Fantasy Book Clubs, pg. 152)   **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * Provide students with an introduction about the book being read. * Pre-teach vocabulary * Pair student as a third with proficient English-speaking students.   **Special Education:**   * Have students stop halfway through the chapter or at the end of each chapter to ensure understanding. * Provide students with an introduction about the book. * Review skills in a simpler book before practicing in grade-level text.   **At-risk:**   * Have students stop halfway through the chapter or at the end of each chapter to ensure understanding. * Review skills in a simpler book before practicing in a grade-level text.   **G & T:**   * Provide students who are above level with the appropriate books and activities that can challenge their thinking. * Provide students who are above level with complex texts. * Have students share their thoughts and feelings about fantasy books they have read with a partner. | | | | |
| **Materials** | | | | |
| **Materials:**   * Fantasy Book Clubs * Leveled library * Fantasy books * 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:**   * The Thief of Always by Clive Barker * The Paper Bag Princess by Robert Munsch and Michael Martchenko * Mufaro's Beautiful Daughters by John Steptoe | | | | |
| **Assessments** | | | | |
| Formative:   * Teacher observations * Skills checklists * Teacher created tests * Reading notebook * Read Works comprehension assessments * News ELA comprehension assessments * IXL reading assessments * NJSLA practice tests   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 | | | | |
| **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 |
| **Additional 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 | | | | |