



BOE Approved 5/17

Cliffside Park Public Schools

Literacy

<p>Unit Name: Fiction Reader's Workshop</p> <p>Resource: Reader's Workshop, Schoolwide</p> <p>Duration: 4-6 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres. 			
<p>Essential Question</p> <ul style="list-style-type: none"> What do readers use in order to recognize different types and structures of fiction? 			
<p>Focus of Standards</p>			
<p>Student Outcomes</p> <p>IRA 1 I can explore the fiction genre and learn about the different types of fiction texts.</p> <p>IRA 2 I can explore realistic fiction stories and identify important signal words/phrases that note the passage of time.</p> <p>IRA 3</p>	<p>Skills</p> <ul style="list-style-type: none"> Making Connections/Schema, Text and Genre Features/Structure Determining Importance Making Inferences 	<p>Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Assessment of Key Comprehension Strategies My Reading Log and Reflection 3-5 Running Record Where Are My 	<p>Resources</p> <p>Mentor Texts</p> <ul style="list-style-type: none"> <i>Adventures of Spider: The West African Folktales</i> <i>The Gods and Goddesses of Olympus</i> <i>Jalapeno Bagels</i>

time.

ML 5

I can identify the elements of drama to better understand and enjoy this genre.

ML 6

I can use different strategies to determine the meaning of common words and phrases used in myths.

ML 7

I can identify the writer's tone about the subject.

ML 8

I can make and write about my text-to-self connections to better understand the text.

ML 9

I can identify the conflict in a story and differentiate between internal and external conflicts.

ML 10

I can compare and contrast stories with similar themes.

- DRA (Spring)

Benchmarks

- DRA (Fall, Winter, Spring)
- Grade 4 Fiction Reading Assessment – The Boy Who Cried Wolf
- Grade 4 Fiction Reading Assessment – Night Watch

Alternative

- Character study project with rubric
- Reader to relay information to student.
- Oral responses and/or illustrations in lieu of written answers on graphic organizers for the Third Grade Fiction Unit of Study

Student Forms

- *What Type of Fiction is This?*
- *Fiction Interview*
- *Who's Telling the Story*
- *How Readers Infer Time*
- *Characters in Folktales*
- *Types of Character Bookmark*
- *Reading Response Rubric-Fiction Stories*
- *Types of Conflict in Fiction*

Digital Texts

- *RAZ Kids*

Classroom Library Materials

- Leveled Libraries
- Reader's Notebooks
- Sticky Notes
- Book Baggies
- Graphic Organizers
- Highlighters
- Markers
- Chart Paper
- Clipboards
- Chromebooks

Additional Materials

- "How Spider Helped a Fisherman" (pp.

			<p>32–38) in <i>The Adventures of Spider</i></p> <ul style="list-style-type: none"> • Pages 4–17 in <i>The Gods and Goddesses of Olympus</i> • Create a three-column chart with the headings "Vocabulary," "Places," and "Gods and Goddesses." • Pages 18–31 in <i>The Gods and Goddesses of Olympus</i> <p>Word Study/Spelling</p> <ul style="list-style-type: none"> • Flocabulary
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NJ Student Learning Standards (2016)

Reading Standards for Literature

Key Ideas and Details

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.

RL.4.2: Determine the key details to identify theme in a story, drama, or poem and summarize the text.

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).

Craft and Structure

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.

RL.4.5: Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.

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.

Integration of Knowledge and Ideas

RL.4.7: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

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.

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.

Speaking and Listening

Comprehension and Collaboration

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language and Standards

Conventions

L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Effective Language Use

L.4.3: Use language to enhance meaning and achieve particular effects when writing or speaking.

Vocabulary Acquisition and Usage

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.

L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Writing Standards

Research to Build and Present Knowledge

W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

NJSLS Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Connections and Activities

- Invite students to retell the tale "Why Spiders Live in Dark Corners" to a partner or other student.. Have them share their bookmark and ask him or her to identify Spider's character type based on the retelling of the tale. W.4.8, 4-LS1-1, 4-LS1-2
- Have students bring in and share favorite recipes that reflect their cultural heritage. Invite students to share their families' recipes in class and have fun brainstorming ways to combine some of the recipes, like Pablo's family did when they made jalapeño bagels. Create a class book of family recipes and new "hybrid" recipes. SL.4.4, 6.1.4.D.13, 8.1.5.B.1

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies (Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level T and up that address the same enduring understanding of the Grade 4 Fiction Unit of Study.</p> <p>Have students research the connections digitally between Greek myths and the modern-day Olympics and share with their class.</p> <p>Students select another realistic fiction story from the classroom library and complete the handout "From Beginning to End".</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Use a picture walk to activate students' prior knowledge about the Grade 4 Fiction Unit of Study.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 4 Fiction Reading Unit of Study.</p>

<p>Many modern-day companies take their name, logo, or theme from ancient Greek myths. Have students select one of the key Greek gods or goddesses and determine a product that they might advertise. Have them draw an illustration and write a short description of their product.</p> <p>Invite students to write their own plays. Display the anchor chart "Elements of Drama" for students to reference for the literary, technical, and performance elements of drama. Students can then invite their classmates to help them perform their original plays for the rest of the class, or groups can switch plays and perform another group's play using their dialogue and stage directions.</p> <p>Encourage students to read another short historical fiction story.</p> <p>Invite students to write their own short folktale that expresses the theme of courage.</p>	<p>To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing learning or identifying key points at the end of the lesson on Fiction (Folktales, etc)</p> <p>Access to word/picture banks to reference in tasks that require reading in the Grade 4 Fiction Unit of Study.</p> <p>Extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question about a story or strategy from the Fiction unit.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Anticipation guide before reading the fiction stories, determine what the student knows about the genres covered.</p> <p>Visuals and illustrations to be used for comprehension of Tier 1 and Tier 2 terms.</p> <p>Word/picture bank available for students' reference.</p> <p>*Also See IEPs/504s and At-Risk Learners Modifications</p>	<p>Text to speech/Oral reading</p> <p>Supply Students with Graphic Organizers: Use Fourth Grade graphic organizers from the Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>Beginning, Middle, and End, Inferring the Theme, Characteristics of Traditional Literature, Understanding a Character, Analyzing Trickster Tales, Examining the Cast of Characters, From Beginning to End, Tone and Mood, Identifying and Resolving Conflict, and Common Themes: Making Connections Across Texts</i></p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 4 Fiction Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Fiction unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 4 Fiction Reading Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: <i>What We Know About Fiction, Transition Words, Elements of Fiction Stories, Common Themes in Literature, Elements of Trickster Tales, Who's Who? Examining the Cast of Characters in Greek Myths, Character Traits Scavenger Hunt, and Common Themes in Folktales</i></p>
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		The above can be taped or glued into student notebooks for easy reference.
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*Also See ELL Modification

Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>