

Grade 4- Unit 3 Reading - Fantasy

Unit Focus

Fourth graders have read myths, legends, and traditional tales which lay a foundation for understanding how fantasy authors draw on the traditions of narrative tales to create fantastical stories and quests that reveal messages about heroism and good vs. evil. Fantasy is often about the emergence of something good, even in the darkest times or in the weakest of us. It's likely that theme - of the essential goodness and courage of mankind - that makes fantasy stories so hopeful, intense, and ultimately satisfying.

Students will delve into what the story is really about by exploring the psychological and physical journey of the character, the importance of setting, and recognizing how the writer makes the story believable so the reader is able to suspend disbelief.

Reading Skills: Interpreting

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS.ELA-LITERACY.RL.4.2) ○ 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). (CCSS.ELA-LITERACY.RL.4.3) ○ 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). (CCSS.ELA-LITERACY.RL.4.4) ○ Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS.ELA-LITERACY.RL.4.9) • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.4.1) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic.</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)</p> <p>T4 Generate and capture ideas to pursue in future writing about reading (Analyzing)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use text structures and features to understand, question, and interpret text.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers connect with characters whose traits resonate with their own values and</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do readers use known structures and patterns to comprehend a complex text?</p> <p>Q2 What is this text really about?</p> <p>Q3 Theme: How do readers interpret the impact of challenges and lessons learned by imaginary characters in fantasy worlds to develop and apply bigger ideas about themes in their own world?</p>	

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> ○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS.ELA-LITERACY.L.4.1.A) ○ Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS.ELA-LITERACY.L.4.1.B) ○ Form and use prepositional phrases. (CCSS.ELA-LITERACY.L.4.1.E) ○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (CCSS.ELA-LITERACY.L.4.1.F) 	<p>beliefs (e.g., sense of adventure, protecting the weak, courage, justice).</p> <p>U6 Theme: Readers look for patterns in characters to grow theories about characters and theme.</p>	
Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)
<p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.4.2) <ul style="list-style-type: none"> ○ Use correct capitalization. (CCSS.ELA-LITERACY.L.4.2.A) ○ Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS.ELA-LITERACY.L.4.2.B) ○ Use a comma before a coordinating conjunction in a compound sentence. (CCSS.ELA-LITERACY.L.4.2.C) ● 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. (CCSS.ELA-LITERACY.L.4.4) <ul style="list-style-type: none"> ○ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.4.4.A) ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-LITERACY.L.4.5) <ul style="list-style-type: none"> ○ Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS.ELA-LITERACY.L.4.5.A) 	<p><i>Students will know...</i></p> <p>K1 Fantasy is a genre of fiction that uses magic and other supernatural phenomena. It takes place in imaginary worlds where magic and magical creatures are common.</p> <p>K2 Fantasy story structure is often a quest narrative in which a character goes on a journey to achieve something.</p> <p>K3 Fantasy characters play expected roles i.e. hero, villain</p> <p>K4 Themes emerge from characters' inner struggles.</p> <p>K5 Vocabulary: relative pronouns (who, whose, whom, which, that), relative adverbs (where, when, why), progressive (I was walking, I am walking, I will be walking) verb tenses, Order of adjectives (A small red bag rather than a red small bag.), prepositional phrases, complete sentences, fragments, and run-ons, capitalization, commas and quotations, direct speech and quotations, commas, coordinating conjunction, compound sentence.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Making generalizations about fantasy as a genre, i.e. story elements, structure, common stereotypes or character roles, after reading the text. Use Interpreting the lesson or theme in a story.</p> <p>S2 Analyzing character actions, traits and motivation</p> <p>S3 Reading closely to acquire new vocabulary from context;</p> <p>S4 Reading critically and citing analysis with evidence from across the text</p> <p>S5 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>S6 Form and use the progressive (I was walking, I am walking, I will be walking) verb tenses.</p> <p>S7 Order adjectives within sentences according to conventional patterns (A small red bag rather than a red small bag.)</p> <p>S8 Form and use prepositional phrases</p> <p>S9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>S10 Use correct capitalization</p> <p>S11 Use commas and quotations to mark direct speech and quotations from a text.</p> <p>S12 Use a comma before a coordinating conjunction in a compound sentence</p>