

# Grade 4- Unit 3 Writing - Fantasy

## Unit Focus

Fourth grade writers will be reading fantasy and will try some of the craft ideas they read in these texts such as fantastical worlds and magical objects or characters. From their work as readers of fantasy students learn that heroes are flawed; villains have motivations; and characters tend to go on quests that end happily. Students will use qualities from past units, especially narrative, and take a fantasy piece through the writing process. Students will carefully study the usual structures of fantasy: one starts in the real world and then the characters are transported to a magical one (as in Narnia or Harry Potter) and another is one that creates, right from the start, an alternate reality, often one which has a kind of medieval quality to it, with castles, dragons, monarchies, and legends. Students will review the significance of a good lead and ending, showing emotions/feelings - not just telling, and storytelling rather than summarizing. Writers will spend time thinking of characters, settings, and problems that fantasy stories can include and learn to make thoughtful choices to piece them together.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(CCSS.ELA-LITERACY.W.4.3)</i> <ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(CCSS.ELA-LITERACY.W.4.3.A)</i></li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations. <i>(CCSS.ELA-LITERACY.W.4.3.B)</i></li> <li>Use a variety of transitional words and phrases to manage the sequence of events. <i>(CCSS.ELA-LITERACY.W.4.3.C)</i></li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely. <i>(CCSS.ELA-LITERACY.W.4.3.D)</i></li> <li>Provide a conclusion that follows from the narrated experiences or events. <i>(CCSS.ELA-LITERACY.W.4.3.E)</i></li> </ul> </li> <li>Writing</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use the writing process to thoughtfully produce and publish with a variety of tools for an intended audience, purpose, and message (Product Creation)</p> <p>T2 Conceive of imaginative approaches to create fantasy stories (Imagining)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting to make their writing better.</p> <p><i>Students will keep considering...</i></p> <p>Q1 How do fiction writers draw on all they know to craft effective stories?</p> <p>Q2 How do writers utilize a variety of strategies to develop their stories more precisely and effectively?</p> <p>Q3 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?</p>	
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Certain story elements and terminology are associated with different genres</p> <p><i>Students will be skilled at...</i></p> <p>S1 Analyzing published authors and exemplar texts to emulate in their writing</p>		

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) <i>(CCSS.ELA-LITERACY.W.4.4)</i></li> <li>○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(CCSS.ELA-LITERACY.W.4.5)</i></li> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.4.1)</i> <ul style="list-style-type: none"> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). <i>(CCSS.ELA-LITERACY.L.4.1.A)</i></li> <li>○ Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. <i>(CCSS.ELA-LITERACY.L.4.1.B)</i></li> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). <i>(CCSS.ELA-LITERACY.L.4.1.D)</i></li> <li>○ Form and use prepositional phrases. <i>(CCSS.ELA-LITERACY.L.4.1.E)</i></li> <li>○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* <i>(CCSS.ELA-LITERACY.L.4.1.F)</i></li> </ul> </li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.4.2)</i> <ul style="list-style-type: none"> <li>○ Use correct capitalization. <i>(CCSS.ELA-LITERACY.L.4.2.A)</i></li> <li>○ Use commas and quotation marks to mark direct speech and quotations from a text. <i>(CCSS.ELA-LITERACY.L.4.2.B)</i></li> <li>○ Use a comma before a coordinating conjunction in a compound sentence. <i>(CCSS.ELA-LITERACY.L.4.2.C)</i></li> </ul> </li> <li>● Use knowledge of language and its conventions when</li> </ul>	<p>K2 Fantasy writers have to suspend disbelief in order to write the best fantasy story</p> <p>K3 Just like other genres of writing, fantasy writing has an appropriate organization and flow</p> <p>K4 The use of quality writing traits from past units can help in various genres</p> <p>K5 Writers of fantasy need to be thoughtful with their choices of characters, settings, and problems/quest</p> <p>K6 Vocabulary: relative pronouns (who, whose, whom, which, that), relative adverbs (where, when, why), verb tense, adjectives order, prepositional phrase, complete sentences, fragments, run-ons, capitalization, punctuation (commas, question marks, exclamation points, quotations), compound sentences, conjunctions (FANBOYS- for, and, nor, but, or, yet, so), similes, metaphors</p>	<p>S2 Applying the basic skills of spelling, capitalization, and punctuation properly to their writing</p> <p>S3 Developing and revising writing with support from teacher and peers</p> <p>S4 Engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly</p> <p>S5 Establishing a situation and introduce a narrator or characters</p> <p>S6 Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style</p> <p>S7 Incorporating elements of fantasy such as magical lands or characters into personal narratives</p> <p>S8 Producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>S9 Providing a conclusion that follows from the narrated experiences or events</p> <p>S10 Suspending disbelief to write the best fantasy story</p> <p>S11 Using a variety of transitional words, phrases, and clauses to manage the sequence of events</p> <p>S12 Using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations</p> <p>S13 Writing to develop imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>S14 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>S15 Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>S16 Form and use prepositional phrases.</p> <p>S17 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>S18 Use correct capitalization.</p> <p>S19 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>S20 Use a comma before a coordinating conjunction</p>
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## Stage 1: Desired Results - Key Understandings

writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.4.3)*

- Choose punctuation for effect.\* *(CCSS.ELA-LITERACY.L.4.3.B)*

- 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)*

- 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)*

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. *(CCSS.ELA-LITERACY.L.4.5.A)*

### Student Growth and Development 21st Century Capacities Matrix

#### *Creative Thinking*

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

#### *Collaboration/Communication*

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

in a compound sentence.

S21 Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

S22 Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

S23 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

S24 Choose punctuation for effect.\*