



## Grade 4 - Unit 6 Reading - Fantasy Unit

### Unit Focus

Students will become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes within a story. Students will begin by exploring elements of fantasy and the characters' journey that reveal messages about heroism and good vs. evil. Students will pay attention to the lessons the character learns or how they change to determine the theme of the story. Partnerships are utilized to engage students in accountable talk to deepen conversations about their fantasy texts.

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Transfer                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |
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| <b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 4<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.4.1)</li><li>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS.ELA-LITERACY.RL.4.2)</li><li>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)</li><li>Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.4.3)</li><li>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. (CCSS.ELA-LITERACY.RF.4.3.A)</li><li>Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.4.4)</li><li>Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.4.4.A)</li><li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.4.4.C)</li><li>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)</li><li>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)</li></ul></li></ul></li></ul></li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.<br><b>T2</b> Listen, exchange, evaluate, and build upon ideas.          |                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Understanding(s)</b>                                                                                                                                                                                                                                                                                    | <b>Essential Question(s)</b>                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Students will understand that...</i><br><b>U1</b> Readers make inferences about a text by using text evidence to support their thinking.<br><b>U2</b> Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text.                                  | <i>Students will keep considering...</i><br><b>Q1</b> How do I support and prove my thinking?<br><b>Q2</b> How do I use what I know about this genre to tackle this text?                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Acquisition of Knowledge and Skill</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Knowledge</b>                                                                                                                                                                                                                                                                                           | <b>Skill(s)</b>                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Students will know...</i><br><b>K1</b> Fantasy story structure is often a quest narrative in which a character goes on a journey to achieve something.<br><b>K2</b> Fantasy characters play expected roles i.e. hero, villain<br><b>K3</b> Themes emerge from characters' inner and external struggles. | <i>Students will be skilled at...</i><br><b>S1</b> Making generalizations about fantasy as a genre, i.e. story elements, structure, common stereotypes or character roles, after reading the text.<br><b>S2</b> Analyzing character actions, traits and motivation. |

## Stage 1: Desired Results - Key Understandings

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (*CCSS.ELA-LITERACY.L.4.4.B*)
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (*CCSS.ELA-LITERACY.L.4.4.C*)

### Madison Public Schools Profile of a Graduate

Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)

**K4 Morphemes:** Latin Suffix -or, -er = “person who does, thing that does”, Latin Suffix -ify = “to make”, Latin Suffix -arium, -ary, -orium, -ory = “place, room”, Greek Suffixes -ology = “study of” and -ologist = “studier of, expert in”

**S3** Reading critically and citing analysis with evidence from the text.

**S4** Recognizing morphemes hold their own individual meaning.