

Grade 4 Module 12
Genre Study: Fiction
Essential Questions:

Week 1: What are the characteristics of realistic fiction?

Week 2: What are the characteristics of traditional tales?

Week 3: What are the characteristics of historical fiction?

Overview

Reading Overview

Week 1: This week, you will revisit one or more of the following realistic fiction texts from earlier in the year for a week-long focus on genre:

- myBook, Book 1: *The Year of the Rat*
- myBook, Book 2: *Now You're Cooking!*
- myBook, Book 2: *Luq Sees the Light*
- myBook, Book 2: *On Sea Turtle Patrol*
- myBook, Book 2: *Cooper's Lesson*

Week 2: This week, you will revisit one or more of the following traditional tales from earlier in the year for a week-long focus on genre:

- myBook, Book 1: *Kitoto the Mighty*
- myBook, Book 1: *Catch Me If You Can*
- myBook, Book 1: *Prince Charming Misplaces His Bride*
- myBook, Book 1: *Percus and the Fall of Medusa*
- myBook, Book 2: *Thunder Rose*
- myBook, Book 2: *A Pair of Tricksters*
- myBook, Book 2: *In the Days of King Adobe*
- myBook, Book 2: *Ten Suns*

Week 3: This week, you will revisit one or more of the following historical fiction texts from earlier in the year for a week-long focus on genre:

- myBook, Book 1: *The Game of Silence*
- myBook, Book 1: *Rent Party Jazzy*

Writing Overview: Students will think about a change they would like to see in their school. They will write an editorial explaining what they would like to see changed and why. Students will use facts to support their opinions.

Module 1 Essential Question: What are the characteristics of realistic fiction?

Week 1	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	Teacher Choice OR <i>The Year of the Rat</i>	Realistic Fiction: dialogue, plot, point of view, setting 4R5 Characters* Point of View 4R6* Plot * Review Genre Characteristics: Synthesize Genre Knowledge and Pre sent Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Editorial City Chickens Instructional Vocabulary: Editorial Argument Claim Opinion Reason Fact	Argument: Editorial Introducing the focal text: City Chickens 4W6 p. W197-W200 Vocabulary 4R4 p.W201 Prewriting I: Preparing to Write 4W2a p. W202 Prewriting II: Establishing an Opinion 4W1a p. W203 Prewriting III: Choosing Support 4W1a p. W 204 Grammar: W284, W294, W304, W324, W289 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills		Communication	
	Decoding: Review Syllable Division Patterns Spelling: Review Syllable Division Patterns Fluency: Expression pp. T202–T205 4RF3a			

Week 2	Essential Question: What are the characteristics of traditional tales?			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	Teacher Choice OR <i>In the Days of King Adobe</i>	Traditional Tales:	Editorial	Argument: Editorial
		Literary Elements*	City Chickens	Drafting I: Beginning a Draft 4W2 p. W205
		Theme*	Instructional Vocabulary:	Drafting II: Integrating Argumentative Elements 4W1 p. W206
		Figurative Language*	Counterclaim Rebuttal Call to action	Drafting III: Completing the Draft 4W1d p. W207
Synthesize Genre Knowledge and Present		Formal language Informal language Testimony Fact Statistic Quotation Relevant Current Reliable	Revising I: Choosing Good Reasons 4W1a p. W208 Revising III: Conferencing 4SL1 p. W209 Grammar: W359, W309, W299, W314, W344 4L1 , 4L2	
	Bold means priority skill – teach with more depth *Means assessed at end of week or end of module		Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	
Foundational Skills		Communication		
Decoding: Compound Words Spelling: Compound Words Fluency: Intonation pp. T222–T225 4RF3a				

Week 3	Essential Question: What are the characteristics of historical fiction?			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	Teacher Choice OR <i>Rent Party</i> <i>Jazz</i>	Historical Fiction Literary Elements* Theme* Author's Craft* Synthesize Genre Knowledge and Present Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Editorial City Chickens Instructional Vocabulary: Dash Ellipsis	Argument: Editorial Revising III: Punctuation for effect 4L3b p. W210 Editing I: Spelling and Mechanics 4L2 p. W211 Editing II: Peer Proofreading 4L2 p. W 212 Publishing 4W2 p. 213 Sharing 4SL1 p. W214 Grammar: W349, W319, W254, W364, W264 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills		Communication	
	Decoding: Multisyllabic Words Spelling: Review: Affixes and Roots, Syllable Division Patterns, and Syllable Types Fluency: Phrasing pp. T242–T245 4RF3a			