# 4th Grade – Reading Curriculum Unit Template

## Unit 2: Examining Characters and Theme through Fiction & Writing Personal Narratives

**Duration of Unit**: 7 weeks  
**School Year**: 2013-2014  
**Date Revised**: 6/25/14

### I – Desired Results

**Essential Learning** – What is it we want all students to know and be able to do?

**Essential Questions:**

1. What do literary characters and themes teach us about life?  
2. How do writers convey themes through narratives?

**Big Ideas/Understanding**

Readers use details to form ideas about characters, settings, and events.  
Readers identify themes in literature.  
Writers have intended messages/lessons/themes to convey to their audience through narrative stories.

**Student Objectives:**

Students will:

1. Cite text evidence to develop theories about characters and themes.  
2. Plan narrative stories around themes.  
3. Consider purpose and audience when: generating ideas, drafting, revising, editing, publishing.  
4. Students use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

### II – Evidence of Learning

**Assessment Package** – How will I assess mastery of essential learning?

**Performance Assessment:**

*This assessment will take more than one day.  
**Because of Winn Dixie Assessment**  
[http://achievethecore.org/content/upload/Because_of_Winn_Dixie_3L-MA.pdf](http://achievethecore.org/content/upload/Because_of_Winn_Dixie_3L-MA.pdf)

**Day One:**

Introduce passage with minimal commentary and have students read independently.  
With the whole class or small group, read excerpt out loud as students follow along. You could also do this before they read independently.
Ask the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to text, or more formal responses as appropriate.

**Day Two**
Using answers from questions and class discussion from day 1, explain why this is an appropriate title for the selection.
- Students should explain with evidence from text how Winn-Dixie looking into the library was the cause of Miss Franny falling, which led to the bear story and Opal realizing they were both lonely
- And this led to that dog is smiling at me and Opal suggesting they should all be friends
- An answer pulling on more from the text would include that Winn-Dixie’s “talent” and “huge heart” were traits that made all this possible.

**Day Three**
Reread passage. Then independently answer questions.


Rubric Criteria: (based on anchor sets)

**Writing**

At the end of the unit, use the on-demand Lucy Calkins’, writing prompt for narrative writing.

**ON-DEMAND PERFORMANCE ASSESSMENT PROMPT**

**Narrative Writing**

“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.”

“In your writing, make sure you:
- Write a beginning for your story
- Use transition words to tell what happened in order
- Show what your story is really about
- Write an ending for your story.”

**III – Learning Plan**

**Anchor Performance Tasks** – How do we equip students to perform the assessment?
**Anchor Activities/Performance Tasks:**
**READING**

**Task 1** - Students will describe how and why characters change (read, write, think.org graphic organizer)
- **CC.4.RL.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).

**Task 2** - Students will closely read a fictional narrative excerpt, “Grandfather’s Journey”, responding to text dependent questions and determining meaning of new vocabulary.
- **CC.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Task 3** - Using a mentor text read aloud, students will determine the theme of a story using supporting details.
- **CC.4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**Task 4** - Readers will summarize what they read, leaving out small details, using a graphic organizer to turn into a paragraph.

**Resources:**
- Nancy Boyles’ lessons on theme
- Lessons in Literacy #38, 40
- Collection of fiction books for modeling story elements
- Graphic organizers for character traits, summarizing, plot, story map, multiple plots organizer


Performance Assessment: You may need to copy and paste the link into your browser. The hyperlink seems to work at will. [http://www.achievethecore.org/content/upload/Mini_Assessment_SAP_Because_of_Winn_Dixie_Kate_Dicamillo_Final.pdf](http://www.achievethecore.org/content/upload/Mini_Assessment_SAP_Because_of_Winn_Dixie_Kate_Dicamillo_Final.pdf)
WRITING
Writing Tasks: (Checkpoints throughout the writing process piece)

Task 1: Ideas & Planning: Students develop ideas for personal narratives that convey themes or lessons. Students choose a graphic organizer or show written evidence of planning for personal narratives that are appropriate to audience and purpose.

Task 2: Drafting: Students will compose multiple personal narrative drafts from seed ideas.

Task 3: Revising: Students will select one personal narrative draft to revise and eventually bring to publication. During this revision stage, particular attention is paid to the Structure and Development areas of the Lucy Calkins’ narrative rubric and student checklist. (Lead, Transitions, Ending, Organization, Elaboration, and Craft)

Task 4: Editing: Students edit personal narratives for spelling and punctuation according to CCSS grade 4 language standards and grade 4 narrative standards through the use of Lucy Calkins’ student checklist and narrative rubric.

Task 5: Publishing: Each student produces a typed written final draft for sharing with an audience.

Teachers will assess student achievement of writing tasks through writing conferences and evaluation of published process piece.

WRITING RESOURCES
- Lucy Calkins Units of Study (Narrative) **also look at grade 3 narrative
- Craft Lessons (Ralph Fletcher & Jonnn Portalupi)
- Teaching the Qualities of Writing (KIT)

Unit Standards
Identified Priority Standards for all students to master:

CC.4.R.L.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.4.R.L.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).
**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.4** 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.)

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

**SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- **SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Supporting Standards:**

**CC.4.RL.4**
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).

**CC.4.RL.5**
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. Verse, rhythm, meter) and drama (e.g. Cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **L.4.2a** Use correct capitalization.
- **L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.
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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>L4.1f</strong></td>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
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<td><strong>SL.4.1b</strong></td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
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<td><strong>W.4.10</strong></td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td><strong>W.4.6</strong></td>
<td>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</td>
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**Integrated Standards**: (ie: technology, etc.)

**Foundational Standards**: (print concepts, phonological awareness, phonics and word recognition, fluency)