



# Grade 4

## Narrative Units

*Unit 1: Motive Makes the World Go 'Round*

*Unit 2: People Are People Wherever You Go*

*Unit 3: We're Not in Kansas Anymore*

## **Fourth Grade Narrative Units of Inquiry** **Essential Learnings**

**Students articulate a cohesive interpretation of texts' theme(s) (including texts that represent unfamiliar social and historical contexts), orally and in writing. They demonstrate how character (types, motives, traits, development) works in conjunction with other elements to reveal some insight about life or human nature (i.e., theme). They attempt to define their own perspective and those represented in the text.**

Note: Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository text" (RC 2.0).

### **Grade 4 Narrative Unit 1 of 3: Motives Make the World Go 'Round**

In this unit, students construct understanding by exploring how the interaction of characters (protagonist, antagonist, etc.), their motives, and plot creates conflict and drives the story. Students analyze the characters' "internal" and "external" story to understand their motivations, mind-sets, emotions, relationships and decisions and perspectives of characters they meet in stories. They examine the relationship between the character's actions and motives and how it affects the story. Understanding that characters can be flat, round, static, dynamic, etc., students use awareness of character to consider conflict and resolution and interpret texts' themes. Students use textual evidence to deduce and support a thesis about character type and how this impacts the story. They engage in academic informal and formal discussions that reflect an analysis of their understandings and insights of grade level appropriate texts. Using their knowledge of how authors create characters students compose narrative compositions that analyze character motivations, interactions and conflicts of characters to interpret theme. Students try on authorial decisions as they compose personal narratives in depicting characters/people. They compose a wide range of written text for authentic purposes and audiences such as: responses to literature (e.g., what is motivating this character to...), literary analysis, narratives, summaries, and real world correspondence.

### **Outcomes**

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0-1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 103-106)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW p. 103)
- Articulate an interpretation of a plausible theme that reveals some insight into life and/or human nature (RC 2.0; LR 3.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3)
- Use knowledge of character change, conflict and/or resolution to interpret the text's theme(s) (RC 2.0; LR 3.0, 3.2, 3.3; WS 1.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3; FW p. 104)
- Analyze plausibility of characters' motives and actions based on what they've read (RC 2.0, 2.3, 2.4; LR 3.0, 3.3; WA 2.0, 2.2; SA 2.0, 2.1, 2.3)

- Use knowledge of character types (e.g., protagonist, antagonist, flat, round, static, dynamic) to discuss specific characters' roles in stories (RC 2.0, 2.3, 2.4; LR 3.0, 3.3, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 104)
- Describe the function and effect of common literary devices/figurative language (e.g., simile, metaphor, hyperbole, personification)\*(RC 2.0; LR 3.0, 3.5; SA 2.0, 2.1; FW p. 103)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0; WS 1.0-1.2; WA 2.0-2.2, 2.4; FW p. 119)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work (i.e. examine and interpret character motive-discuss characters intentions and goals) and support ideas with textual references (RC 2.0; LR 3.0, 3.3;WA 2.2; LC 1.0; FW p. 104)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0, 2.1, 2.4; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 120-123)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; LC 1.0, 1.1-1.5; LC 1.0-1.7; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 98, 122-123)

\* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

### **Grade 4 Narrative Unit 2 of 3: People Are People Wherever You Go**

In this unit, students construct understanding of the text as a whole by discovering, analyzing various archetypal themes (plot patterns, images) and character types (cleverness, bravery, silliness, and triumph over diversity) in traditional tales from several cultures and understand their roles across cultures. Students understand the archetypal recurrences of archetypal patterns and appreciate the richness of other cultures at the same time preserve and celebrate their uniqueness. They analyze characters, studying how their importance in the whole story determines how they are developed. They use this awareness to consider how character types function in a range of text from classic to contemporary text. Students actively discuss, question and examine how characters function in different types of texts. They engage in text-based academic informal and informal conversations that reflect their understanding of archetypal themes and characters. Students' responses orally and in writing might address: compare/contrast character type(s), conflict, perspective and/or theme. Students write narrative compositions that demonstrate a range of authorial decisions.

### **Outcomes**

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0-1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 103-106)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW p. 103)
- Articulate an interpretation of a plausible theme(s) that reveals some insight into life and/or human nature (RC 2.0; LRA 3.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3)
- Use knowledge of character change, conflict and/or resolution to interpret the text's theme (RC 2.0; LR 3.0, 3.2, 3.3; WS 1.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3; FW p. 104)
- Use knowledge of character types (e.g., protagonist, antagonist, flat, round, static, dynamic) to discuss specific characters' roles in stories (RC 2.0, 2.3, 2.4; LR 3.0, 3.3, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 104)
- Develop and support a theory about character type(s) (RC 2.0; LR 3.0, 3.3, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 104)
- Understand character's motives (RC C 2.3, 2.4; LR 3.0, 3.3; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 104)
- Draw conclusions about character archetypes and the roles they play within and across text (RC 2.0; LR 3.0, 3.1, 3.3, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 103)
- Identify and apply their knowledge of the different forms of conflict (man vs. man, man vs. nature, man vs. self, man vs. society, man vs. technology) and how they contribute to one's understanding of theme (RC 2.0, 2.4; LR 3.0, 3.1, 3.2, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 103)
- Recognize and discuss the elements and purposes of different forms of imaginative literature (e.g., fantasies, fables, myths, legends, and fairy tales) (RC 2.0, 2.4; LR 3.0, 3.1, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 103)
- Describe the function and effect of common literary devices/figurative language (e.g., simile, metaphor, hyperbole, personification)\*(RC 2.0; LR3.0, 3.5; SA 2.0, 2.1; FW p. 103)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0; WS 1.0-1.2; WA 2.0-2.2, 2.4; FW p. 119)
- Compose multiple grade level texts including responses to literature, literary analysis, narratives, summaries, and real world correspondence (WS 1.0-1.2, 1.4; WA 2.0-2.2, 2.4)

- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work (i.e. compare/contrast character type, conflict, perspective or theme) and support ideas with textual references (WA 2.2; LC 1.0)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0, 2.1, 2.4; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 120-123)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; LC 1.0, 1.1-1.5; LC 1.0-1.7; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 98, 122-123)

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### **Grade 4 Narrative Unit 3 of 3: We're Not in Kansas Anymore**

In this unit, students examine how setting (time/place/social historical context) impacts the story and character. Students consider the relevance of the setting to the story's conflict and explore how characters are revealed through their setting and circumstances. They apply what is known about motive and character-types to texts that are removed from their own social and historical context. They recognize the contrast between their own perspective and those represented in the text. Students engage in academic conversations that reflect their understanding of the interconnection between setting and character. Student responses might include considering the social/historical context, personal perspective. They try on authorial decisions in their own written and oral presentations for authentic purposes and audiences.

### **Outcomes**

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0-1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 103-106)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW p. 103)
- Articulate an interpretation of a plausible theme(s) that reveals some insight into life and/or human nature (RC 2.0; LR 3.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3)
- Use knowledge of the situation/setting and character's traits to understand motives (RC 2.0, 3.0-3.4; FW pp. 103-104)
- Recognize how a specific context impacts story (RC 2.0, 3.0-3.4; FW pp. 103-104)
- Compare and contrast their own perspective to those represented in the text (RC 2.0, 3.0-3.4; FW pp. 103-104)
- Examine the relationship between the character's actions and motives (RC 2.0; LR 3.0, 3.2, 3.3; WA 2.0, 2.2; SA 2.0, 2.1, 2.3; FW p. 104)
- Analyze plausibility of character's motives and actions based on what they've read (RC 2.0, 2.3, 2.4; LR 3.0, 3.3; WA 2.0, 2.2; SA 2.0, 2.1, 2.3)
- Develop and support a theory about character type(s) (RC 2.0; LR 3.0, 3.3, 3.4; WA 2.0, 2.2; SA 2.0, 2.3; FW p. 104)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0; WS 1.0-1.2; WA 2.0-2.2, 2.4; FW p. 119)
- Describe the function and effect of common literary devices/figurative language (e.g., simile, metaphor, hyperbole, personification)\*(RC 2.0; LR 3.0, 3.5; SA 2.0, 2.1; FW p. 103)
- Compose multiple grade level texts including responses to literature, literary analysis, narratives, summaries, real world correspondence (WS 1.0-1.2, 1.4; WA 2.0-2.2, 2.4)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and support ideas with textual references (WA 2.2; LC 1.0)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0, 2.1, 2.4; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 120-123)
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