



Grade K

Narrative Units

Unit 1: We're Already Readers and Writers

Unit 2: Noticing How Stories Work

Unit 3: Knowing Our Characters

Unit 4: What's the Big Idea?

Kindergarten Narrative Units of Inquiry **Essential Learnings**

Using an awareness of story organization and story elements, students talk, write, and draw about abstract ideas in texts they read and have had read to them.

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).

Kindergarten Narrative Unit 1 of 4: We're Already Readers and Writers

In this unit, students construct understanding of text by interacting with the ideas they have read, heard, or viewed in new and familiar texts (includes narratives, poetry, finger plays, rhymes, as well as nonfiction texts). By inviting students to bring in text and actively listen to stories they know and love, teachers and students create and build on a collection of common literary experiences. They ask and respond to questions about these texts as they develop and articulate their literary understanding and preferences. (*"I think Corduroy is looking for a family with Lisa, not just his lost button."* *"Do you think that Lisa can really talk to Corduroy?"* *"I mostly like books about real animals, like snakes!"*) Students orally present brief recitations (i.e., poems, rhymes, songs, etc.) and participate in whole class, small group, and/or partnership conversations about texts they have read and written. Teachers listen and guide students in their discussion of favorite texts, deliberately marking, labeling, and recording student references to character, setting, events, ideas, authors, and illustrators. Students write texts with others and independently that represent ideas about experiences and stories (includes drawing). Written texts may include journal entries, responses to literature, books, notes to families, etc.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Listen and build on each other's ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Discuss their reading preferences (RC 2.0, 2.1; LR 3.0, 3.3; FW pp. 33-35)
- Participate in the reading and discussion of stories, poems, rhymes, and songs (RC 2.0, 2.4; LR 3.0, 3.3; LS 1.0; SA 2.0, 2.1, 2.2)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)

Kindergarten Narrative Unit 2 of 4: Noticing How Stories Work

In this unit, students construct understanding of a variety of familiar and new narrative texts. They recognize and use the book patterns they discover (i.e., language patterns, structural patterns, and refrain-type patterns) to enhance meaning making. (*"So the next page is going to say that part again."* *"The pattern changes at the end."*) Natural story structure (rise of action, height of action, resolution of conflict) will be highlighted in age-appropriate terms (to move beyond the notion of "beginning, middle, and end"). Students explore how predictable structures allow readers to anticipate, revise, and confirm thinking in support of understanding the text as a whole. (*"In The Chick and the Duckling, the chick finally realizes that he can't be a duckling but that they can still be friends"*). Students deliver brief recitations and oral presentations about familiar stories and interests (i.e., dramatization of *Billy Goats Gruff*). They communicate their thinking and questions about texts as well as share personal experiences and stories with the whole class, in small groups, and/or in partnerships, using coherent sentences/ideas. (*"Last night my first tooth fell out and I almost lost it down the sink!"*). Students' writing represents their ideas about experiences, stories, people, or events (includes drawing, labeling, and some approximate spelling). Students imitate mentor texts to produce a variety of writing such as books, lists, story posters, journal entries, responses to literature, etc.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Consider the whole story to determine and discuss what is important (RWA 1.18, RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.3; LS 1.0, 1.2; SA 2.0, 2.3)
- Refer to specifics in the text to support ideas (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; LS 1.0, 1.2; SA 2.0, 2.1)
- Recognize the rising action, climax, and resolution of story and use them to guide expectations and understanding (RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3)
- React and interact with the story (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; LS 1.0, 1.2; SA 2.3)
- Listen and build on each other's ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Share and orally present their own ideas, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)

Kindergarten Narrative Unit 3 of 4: Knowing Our Characters

In this unit, students recognize and use patterns of character behavior across texts and illustrations to construct understanding of the text as a whole. Students will explore text-evidence (e.g. characters' words, actions, feelings, appearances) to make inferences about characters (e.g., lazy, copycat, etc.) and determine their importance to the story and applications to real life. Ideas about recurring characters (e.g., Mrs. Wishy-Washy, Franklin, Frog, and Toad) and character-types (e.g. "The Wolf") are discussed, questioned, and shared with the whole class, in small groups, and/or in partnerships. Using precise language to describe characters' attributes, feelings, and the text as a whole are emphasized. Students deliver brief recitations and oral presentations about familiar stories and interests (i.e., role playing familiar characters: Gingerbread Man, Jack and Jill, Mrs. Wishy-Washy...). They communicate their thinking and questions about texts as well as share personal experiences and stories with the whole class, in small groups, and/or in partnerships, using coherent sentences/ideas. As students explore and discuss mentor texts, they try on approximations of these authorial decisions in their own writing. Written compositions include responding to literature as well as writing stories about familiar experiences (includes approximate spelling, some sight words, and illustrations).

Outcomes

Students are able to:

- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Describe abstract concepts using sophisticated language (e.g., pride, jealousy) (RWA 1.18; RC 2.0; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Connect ideas represented in the text and apply to life outside the text (applied level of comprehension) (RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Seek and name abstract concepts in text (using what they know about character, setting, and events) (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Use knowledge of character and story to make relevant predictions (RWA 1.18; RC 2.0, 2.2, 2.5; LR 3.0, 3.3; LS 1.0, 1.2; SA 2.0, 2.3)
- Describe character traits using sophisticated language (e.g., proud, jealous, sly)
- Synthesize character traits and draw conclusions about characters based on their actions and feelings (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Share and orally present their own ideas, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)

Kindergarten Narrative Unit 4 of 4: What's the Big Idea?

Students integrate their growing understanding of literary elements (including new and well-known characters, themes, plots, and settings) to anticipate, discover, and respond to abstract concepts/ideas in texts (e.g., In *Swimmy*, cooperation, courage, bravery, creativity are manifested throughout the text). They read and listen to a wide variety of familiar and unfamiliar narrative texts. As students engage in whole class, small group, and partnership conversations, teachers listen for students' attempts to articulate abstract concepts/ideas and lift their language. (i.e., "He keeps going"... "Yes, that shows us that the Little Engine That Could is so determined, he never gives up.") Students question, discuss, and share insights about what the text might reveal about life. During brief recitations and oral presentations, students relate experiences, stories, and/or interests speaking audibly in complete, coherent sentences. Students write responses to literature that address their understanding of the abstract concepts/ideas in texts. They also write texts about familiar events and interests (e.g., poetry, letters, stories, books, posters, articles...) using conventional and approximate spelling.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate their understanding of the messages and meanings of narrative texts (RWA 1.3; RC 2.0, 2.2, 2.3, 2.5; LR 3.0, 3.1, 3.2; LS 1.0, 1.2; WS 1.1; LC 1.1, 1.7; LS 1.0, 1.2; SA 2.0, 2.1; FW p. 34)
- Draw inferences, conclusions, or generalizations about the text and support them with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4, 2.5; LR 3.0, 3.1, 3.2; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.1, 2.3; FW pp. 25, 34)
- Describe abstract concepts using sophisticated language (e.g., pride, jealousy) (RWA 1.18; RC 2.0; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Connect ideas represented in the text and apply to life outside the text (applied level of comprehension) (RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Seek and name abstract concepts in text (using what they know about character, setting, and events) (RWA 1.18; RC 2.0, 2.3, 2.5; LR 3.0, 3.3; WS 1.0, 1.1; LS 1.0, 1.2; SA 2.0, 2.3)
- Consider the whole story to determine and discuss what is important (RWA 1.18; RC 2.0, 2.2, 2.3, 2.4, 2.5; LR 3.3; LS 1.0, 1.2; SA 2.0, 2.3)
- Refer to specifics in the text to support ideas (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; LS 1.0, 1.2; SA 2.0, 2.1)
- Share and orally present their own ideas, using complete, coherent sentences/ideas (LS 1.0, 1.2; FW pp. 25, 29)
- Compose a variety of written pieces to share their ideas and stories for authentic, self-selected purposes and audiences (WA 1.0; RC 2.0; WS 1.0; LC 1.0, 1.2; FW pp. 34, 37)
- Write responses to literature that demonstrate understanding of the text(s) reflecting the specific unit work (i.e., discuss how the author...discuss why the character...) and supporting ideas with textual references and personal experiences (RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5; LR 3.0, 3.3; WS 1.0; FW pp. 34-35)



Grade 1

Narrative Units

Unit 1: How Do Our Books Go?

Unit 2: How Do We Talk About Books?

Unit 3: Characters: The Life in Literature!

Unit 4: What is This Really About?

First Grade Narrative Units of Inquiry

Essential Learnings

Using their knowledge of how stories are structured and organized, students express their ideas about the abstract concepts that are central to the texts read to and by them, orally and in writing.

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 1 Narrative Unit 1 of 4: How Do Our Books Go?

In this unit students construct understanding of text by exploring how story structures and organization can guide their consideration of central ideas/abstract concepts. In order to strengthen their notion of central ideas/abstract concepts and how they are established, students examine the connection between the form and function of variously organized stories (e.g., (a) *If You Give a ...*, (b) *The Kite*, (c) *Two Greedy Bears*, and standard stories). They comment on the ways that grade level narrative texts are organized (e.g., (a) The mouse keeps getting new ideas that get him into more trouble, (b) The family keeps having more and more problems, (c) The fox keeps eating more and more of the cheese...). With teacher modeling and support, students use their understanding of these organizational patterns to develop and express central ideas and abstract concepts (e.g., (a) The mouse finally came back to the first thing he was looking for, (b) The family got even more than they wanted because they never gave up, (c) The bears argued so much that they never actually got what they wanted...). Students deliver oral and written presentations about important life events and personal experiences. Students try-on authorial decisions that they notice in stories they read, (e.g., story structures, transition words, dialogue, beginnings/endings...) to write about their own life experiences (e.g., short story/paragraph, mini-chapter books, and poems) and responses to literature.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; WS 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1, 2.2, 2.4; FW pp. 25-27, 48-52)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Demonstrate an understanding of fictional structures (i.e., standard story, circular, episodic, etc.) and use them to understand the central idea (RC 2.0, 2.1, 2.5-2.7; LR 3.0, 3.1, 3.3; WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.2, 2.3, 2.4; FW pp. 25-27, 48-52)

- Discuss their purpose(s) for reading narrative text (RC 2.0; LR 3.0, 3.3; LC 1.0, 1.1; LS 1.0; FW pp. 25, 48-52)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme)* (RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

* 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 1 Narrative Unit 2 of 4: How Do We Talk About Books?

In this unit, students construct understanding of rich literature in a way that increasingly focuses on central ideas/abstract concepts. They use textual elements (i.e., story elements, structural patterns, language patterns) and features of the text (i.e., title, photographs, illustrations, etc.) that support their understanding of the text's fundamental issues/ideas. Students' emerging language for describing common story ideas (e.g., "good," "bad," "sad") grows in sophistication (e.g., toward more precise word choices such as greed, frustration, disappointment, relief, hope, etc.). Teachers mark (highlight) and reinforce students' natural reactions to the stories they read as essential to talking about books. Students engage in academic text-based discussions that reflect their growing understanding of the meanings and messages of texts (e.g., "This author writes a lot of stories about the importance of families", "When the character says...she's showing how she really feels about...", "The illustrator uses dark colors to make the story more spooky", "This title gives you a hint that there's going to be some trouble....."). Using their growing appreciation and understanding of the roles of authors and illustrators and their contributions to print materials, students explore and compose a wide range of written texts (e.g., stories, books, invitations, cards, letters, lists, notices, signs, and posters) for authentic self-selected audiences and purposes. Students deliver oral presentations and write about their own life experiences and responses to literature organized around a central idea (e.g., "I want to be like my big brother...", "My family celebrations are important...", "The book *Stellaluna* makes me think about how everyone doesn't have to be the same").

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; WS 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1, 2.2, 2.4; FW pp. 25-27, 48-52)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Identify/explore central ideas/abstract concepts using sophisticated language (RC 2.0, 2.6, 2.7; LR 3.0, 3.3; WS 1.0-1.2; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.4, 1.5; SA 2.0-2.2; FW pp. 48-52)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme)* (RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

* 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 1 Narrative Unit 3 of 4: Characters: The Life in Literature!

In this unit, students examine known and new characters to discover how they function in stories. They make generalizations about character types (e.g., Chester the "cautious" type; Lilly the "free-spirit" type, etc.) and connect character issues (e.g., "Ira is trying to deal with his fear of the dark...") with central ideas/abstract concepts in text. They study the role of anthropomorphic animals (e.g., *Stellaluna*) in texts, contrasting them with non-fiction treatment (e.g., "Facts about Fruit Bats") to strengthen their awareness of the purpose of fiction. They will consider how the common author decision to have animals represent human issues affects how they see the book and its ideas. Students discuss, compare, and contrast characters within and across texts in oral and written responses to literature (e.g., "Lilly and Chester are totally different from each other", "George is a naughty character who's always getting into trouble just like..."). Students build and orally present an ongoing repertoire of stories, rhymes, songs, and poems. Using their knowledge of how mentor authors write about people, students incorporate a range of authorial decisions to produce a variety of texts (e.g., Pen-Pal letters, stories, biography of a friend or relative, interview, dialogue, persuasion, description) for authentic audiences and purposes.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; WS 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1, 2.2, 2.4; FW pp. 25-27, 48-52)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Identify/explore central ideas/abstract concepts using sophisticated language (RC 2.0, 2.6, 2.7; LR 3.0, 3.3; WS 1.0-1.2; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.4, 1.5; SA 2.0-2.2; FW pp. 48-52)
- Express personal views about the actions of a character and speculate on own behavior in a similar situation (RC 2.0, 2.5, 2.6; LR 3.0, 3.1, 3.3; WS 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.2-2.4; FW pp. 25-27, 48-52)
- Confirm and adjust thinking as story unfolds based on evidence of character and plot in text (RC 2.0, 2.5, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; LC 1.0; LS 1.0-1.2, 1.4, 1.5; SA 2.0, 2.2; FW pp. 25-27, 48-52)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme)*(RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Make generalizations about character types based on actions, traits, etc. (RC 2.0, 2.5, 2.6; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.2; FW pp. 25-27, 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

* 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 1 Narrative Unit 4 of 4: What is this Really About?

In this unit, students construct understanding of texts by examining the central ideas and abstract concepts in texts. In order to fully appreciate critical differences, they will initially consider several books on the same topic to recognize that ideas emerging from texts are different despite similar content (e.g., fish in fictional texts: *Swimmy*, *The Rainbow Fish*, *Big Al*, etc. all include fish characters but demonstrate different ideas/abstract concepts). Subsequently, they will examine how common ideas/abstract concepts are portrayed differently across texts. For example, friendship is treated differently in the texts *The Rainbow Fish* and *Chester's Way*. By looking at how different texts treat the same issues (e.g., friendship, cooperation, bravery, fear, etc.), students will refine and revise their own ideas about life issues (e.g., Some friends might act like that but other friends act more like...everybody is different...) Students' language for making comparisons will be lifted towards more sophisticated phrases through modeling and framing. Students orally present and write responses to literature that include their insights about ideas/abstract concepts portrayed in the texts. Students write narrative and expository texts with a clear focus and descriptive sensory details, using language conventions (punctuation, grammar) and maneuvers (word play, onomatopoeia, speech bubbles, dialogue) to enhance their messages for their intended audience. Students independently select a variety of writing applications and genres (personal "how to"/advice books: *how to be a good friend*, *how to be brave*, *how to get along with your brother*... poetry, memoir, stories, research articles...) for their own important messages.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.1, 3.3; WS 1.0; WS 2.0, 2.1; LC 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1, 2.2, 2.4; FW pp. 25-27, 48-52)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.5, 2.6, 3.0, 3.3; WS 1.0, 2.0; LC 1.0, 1.1; LS 1.0-1.5; SA 2.0-2.2; FW pp. 25-27, 48-52)
- Expand knowledge of life issues by noting and comparing different aspects of a central idea (e.g., friendship) across texts (RC 2.0, 2.6, 2.7; LR 3.0, 3.3; WS 1.0-1.2; WA 2.0, 2.1; LC 1.0, 1.1-1.8; LS 1.0, 1.4, 1.5; SA 2.0-2.2; FW pp. 48-52)
- Write/draw responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2, 2.6, 2.7; LR 3.0, 3.3; LC 1.0, 1.1-1.8; WS 1.0, 1.1-1.3; WA 2.0-2.2; FW pp. 26-27, 50-51)
- Describe the function and effect of common literary devices (e.g., rhythm, rhyme) *(RC 2.0; LR 3.0, 3.3; WS 1.0-1.3; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.1, 1.4, 1.5; SA 2.0, 2.1; FW pp. 48-52)
- Orally rehearse and revise writing throughout the writing process for clarity and coherence (WS 1.0; WA 2.0, 2.1; LC 1.0, 1.1; LS 1.0, 1.4, 1.5; SA 2.0, 2.1, 2.2; FW pp. 26-27; 50-51)

* 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 2

Narrative Units

*Unit 1: Where We've Been and What We Know
About Stories*

Unit 2: Characters: What Are They All About?

Unit 3: Culture: The Soil of Stories

*Unit 4: What Statement Does the Solution
Make?*

Second Grade Narrative Units of Inquiry

Essential Learnings

Using their knowledge of text elements, students seek and discuss the abstract issues in text, orally and in writing. They use their knowledge of characters, culture and plot resolution to discuss the impact of stories. They gain insight into their responsibilities as readers, writers, listeners, and speakers to develop new understandings of their world and themselves.

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 texts" (RC 2.0).

Grade 2 Narrative Unit 1 of 4: Where We've Been And What We Know About Stories

In this unit students continue to examine how common ideas/abstract concepts reoccur across text (e.g., jealousy in Princess Pooh and Julius Baby of the World) They compare and contrast texts that share common ideas to understand how authors treat ideas differently (e.g. "Both poems are about younger brothers and sisters but in Do Not Enter she thinks her little brother is a pain, but in the poem by Nikki Grimes she protects her little sister and takes care of her.") In the process, students develop their perspectives by refining and revising their own ideas about the abstract concepts. Through whole group and small group discussions of texts, students listen to and consider the ideas and experiences of others (e.g. "I teach my older brother how to do things and I take care of him too.") Students elaborate on their understanding of the ideas in texts (e.g. "The poems tell about how it might feel to be an older brother or sister.") Oral and written responses are organized around a central idea/thesis statement (e.g., "It's not easy being an older/younger sibling.") Students describe, orally and in writing, personal experiences and stories and include relevant details about characters, setting, and plot in a logical sequence (e.g. letters, responses to literature, stories, poetry, etc.) Using what they know about narrative texts, students compose their own pieces for authentic audiences and purposes making deliberate 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, 2.2, 2.5; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0-2.2; FW pp. 64, 67-70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2, 2.5; SA 2.0, 2.1, 2.2; FW pp. 64, 67-70)
- Expand knowledge of life issues by noting and comparing different aspects of a central idea across texts (RC 2.0; LR 3.0, 3.1; WS 1.0; WA 2.0-2.1; LS 1.0-1.3, 1.7-1.9; SA 2.0-2.2; FW pp. 25, 68, 70)
- Identify central ideas/abstract concepts in the text (RC 2.0, 2.3; LR 3.0, 3.1, 3.4; WS 1.0, 1.1, 1.2; WA 2.0, 2.1, 2.2; LS 1.0, 1.3, 1.8; SA 2.0, 2.1; FW pp. 67-68)
- Articulate their own perspective about issues/ideas presented in texts (RC 2.0, 2.2; LR 3.0-3.2; WA 2.0; LC 1.0; LS 1.0, 1.2, 1.3, 1.5-1.9; SA 2.0-2.2; FW pp. 26-27, 70)

- Analyze and examine characters within and across texts to make generalizations about character types (RC 2.0; LR 3.0-3.1; WS 1.0; WA 2.0-2.2; LC 1.0; LS 1.0, 1.8, 1.9; SA 2.0-2.2; FW pp. 25-27; 68, 70)
- Describe the function and effects of common literary devices (e.g., rhythm, rhyme, alliteration, onomatopoeia)* (RC 2.0; LR 3.0, 3.4; LC 1.0, 1.3; LS 1.0; RWA 1.0, 1.6; FW pp. 28-29)
- Write responses to literature that demonstrate an understanding of text reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0; 1.1-1.9; SA 2.0-2.2; FW p. 70)
- Compose narrative texts for authentic purposes (e.g. describe and explain familiar objects events and experiences) (RC 2.0, LR 3.0, 3.1-3.3; WS 1.0, 1.1-1.2, 1.4; WA 2.0, 2.1, 2.2; FW pp. 26, 69)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0, 1.1, 1.2, 1.4; WA 2.0-2.2; LC 1.0, 1.1 - 1.8; FW p. 64)

* 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 2 Narrative Unit 2 of 4: Characters- What are they all about?

In this unit, students analyze characters within and across multiple texts to better understand the whole story (e.g., *the grandmas in Thunder Cake, Chinatown, Jamaica Louise James; Henry from the Henry and Mudge series, Ramona from Ramona series, etc.). Characters' behavior from series books can be generalized to set expectations for future behavior within and among stories (e.g., *Ramona Quimby is the same character in the Ramona series as in the Henry Huggins series; Song Lee from Horrible Harry and Song Lee series). Students examine the physical traits, actions, and motives of characters to understand that there are certain types of characters who continually emerge within and among stories (e.g., *the grandmas in Thunder Cake, Chinatown, Jamaica Louise James). This knowledge of characters and character types can be used to anticipate the personality/actions of characters in unfamiliar stories (e.g., "The pig Julius is naughty sometimes and I notice the animals from Mrs. Brown Goes to Town kind of do the same thing. Or, we can use what we learned about Maya to help us understand Mrs. Brown"). They engage in academic discussions that lead them to discover how some characters follow stereotypical patterns (e.g., Big Bushy Mustache- "Ricky is embarrassed to look like his mom. Because he's a boy, he wants to be like his dad. In the end he's happy to look like his dad"), while others challenge and/or expand their perceptions of specific character types (e.g., Henry & Mudge- "Henry's mom is the one who knows how to camp, not the dad, and he loves camping because of her"). Students' emerging language for describing character traits (e.g., "bad", "nice", and "fun") is enriched to include more sophisticated phrases and terms like: jealous, mischievous, adventurous, busybody, know-it-all, bossy, lonely, etc...Students record their thinking in writing, using logical organization and details to demonstrate understanding of the stories they've read. Using what they know about narrative texts, students compose their own pieces for authentic audiences and purposes. In oral and written narratives, students share experiences, events and their impressions of the people and characters they know.***

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 2.2, 2.5; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2, 2.5; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Analyze and examine characters within and across texts to make generalizations about character types (RC 2.0, 2.2; LR 3.0, 3.1; WS 1.0; WA 2.0, 2.1; LS 1.0, 1.2; SA 2.0-2.1; FW pp. 25-27, 68-70)
- Use generalizations about a character (within and across texts) to set expectations for behaviors in future events or stories (RC 2.0; LR 3.0-3.1; WS 1.0; WA 2.0; LS 1.0; SA 2.0)
- Recognize when characters are stereotyped (RC 2.0; LR 3.0-3.1; WS 1.0; WA 2.0; LS 1.0; SA 2.0)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)

Grade 2 Narrative Unit 3 of 4: Culture: The Soil of Stories

In this unit students explore the influence of culture on the creation of stories. By comparing and analyzing several versions of the same story across cultures (e.g., Hansel and Gretel, Little Red Riding Hood, "rags to riches" stories, etc.) students discover the impact of culture on story. For example, the setting of several similar stories can be studied to understand how they reflect the geographical and/or historical reality of specific cultures. Students compare and contrast purposefully chosen stories such as various Cinderella stories or tales from around the world (e.g. Crow Boy, The Great Ball Game) to discover "universal themes" and "character types" while making inferences about how stories, traditions and practices reflect and impact culture. Students apply their understanding of stories as they read and discuss literature representing cultures from around the world. They use expository text and social studies explorations to gain additional information and new perspectives into the cultures represented in the stories they read. Students engage in interviews, discussions, and real world correspondence (letters to family and community members) to research and gain insights into diverse cultures and their own family stories and histories. They use this knowledge to help craft stories of themselves and the people around them. Students share their own stories through dramatizations, narrative presentations and writing (e.g. narratives, descriptions, poetry, and plays). Students write responses to literature to compare/contrast the ideas and literary elements within and across text.

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text(s) and the author's intent (RC 2.0, 2.2, 2.5; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2, 2.5; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Expand knowledge of life issues by noting and comparing different aspects of a central idea across texts (RC 2.0, 2.2; LR 3.0, 3.1, 3.3; WS 1.0, 1.1; WA 2.0; LC 1.0-1.3, 1.5-1.9; SA 2.0, 2.1; FW pp. 67-70)
- Articulate the impact story has on their beliefs about life and human nature (LR 3.0; WS 1.0; WA 2.0; LS 1.0; FW pp .vii, 23, 25, 68)
- Identify central ideas/abstract concepts in the text (RC 2.0, 2.3; LR 3.0, 3.1, 3.4; WS 1.0, 1.1, 1.2; WA 2.0, 2.1, 2.2; LS 1.0, 1.3, 1.8; SA 2.0, 2.1; FW pp. 67-68)
- Articulate their own perspective about issues presented in the text (RC 2.0, 2.2; LR 3.0-3.2; WA 2.0; LC 1.0; LS 1.0, 1.2, 1.3, 1.5-1.9; SA 2.0-2.2; FW pp. 26-27, 70)
- Make inferences about the impact of culture on story (LR 3.0, 3.3; WS 1.0; WA 2.0; LS 1.0; FW pp .vii, 23, 25, 68)
- Recognize how cultural values are represented in stories (LR 3.0, 3.3; WS 1.0; WA 2.0; LS 1.0; FW pp .vii, 23, 25, 68)
- Describe the function and effects of common literary devices (e.g., rhythm, rhyme, alliteration, onomatopoeia)* (RC 2.0; LR 3.0, 3.4; LC 1.0, 1.3; LS 1.0; RWA 1.0, 1.6; FW pp. 28-29)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2; FW p. 68)

- Write responses to literature that demonstrate an understanding of text reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)

* 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 2 Narrative Unit 4 of 4: What Statement Does the Solution Make?

In this unit, students examine the impact of the resolution on the plot as a whole. They compare and contrast texts to interpret authors' decisions to end stories in particular ways. (e.g., Officer Buckle and Gloria - Two partners need each other to be an effective team; The Art Lesson - Teacher allows student to express himself in his own unique way; Paper Bag Princess - Princess opts for independence rather than traditional expectations). Texts with similar tensions (e.g., Big Al, Crow Boy, The Other Side - all look at obstacles to friendship) can be examined to understand how the various resolutions they offer affect their overall impact on the reader. In whole class, small groups, and partnerships students discuss and generate alternative endings and resolutions, and the reasons for and impact of the alternative. Students write narratives with well-crafted, thoughtful endings. They compose responses to literature that describe and explain how the elements work together to influence the resolution and overall meaning of the text.

Outcomes

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 2.2-2.7; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0, 2.1, 2.2; FW pp. 67 - 70)
- Draw inferences, conclusions, and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.2-2.7; SA 2.0, 2.1, 2.2; FW pp. 67 -70)
- Identify central ideas/abstract concepts in the text (RC 2.0, 2.3; LR 3.0, 3.1, 3.4; WS 1.0, 1.1, 1.2; WA 2.0, 2.1, 2.2; LS 1.0, 1.3, 1.8; SA 2.0, 2.1; FW pp. 67-68)
- Articulate their own perspective about issues presented in the text (RC 2.0, 2.2; LR 3.0-3.2; WA 2.0; LC 1.0; LS 1.0, 1.2, 1.3, 1.5-1.9; SA 2.0-2.2; FW pp. 26-27, 70)
- Retell and discuss their own interpretation of texts read or heard with others, providing relevant information relating to plot and character (RC 2.0, 2.5; LR 3.0, 3.1, 3.3; WS 1.0; WA 2.0; LS 1.0-1.3; SA 2.0-2.1; FW p. 68)
- Recognize the relationship between conflict and resolution (RC 2.0; LR 3.0-3.2; LS 1.0-1.3, 1.8; 2.0-2.1; FW pp. 68)
- Discuss how the resolution of the story illuminates the central idea/abstract concepts (RC 2.0; LR 3.0-3.2; LS 1.0-1.3, 1.8; 2.0-2.1; FW p. 68)
- Generate and discuss plausible alternative resolutions (RC 2.0; LR 3.0-3.2; LS 1.0-1.3, 1.8; 2.0-2.1; FW p. 68)
- Revise writing throughout the writing process to clarify meaning, considering coherence and organizational structure (WS 1.0-1.2, 1.4; WA 2.0, 2.1, 2.2; LC 1.0, 1.1 - 1.8; FW p. 64)
- Communicate central ideas and underlying messages supported by relevant details in academic conversations and oral presentations (LS 1.0 1.1-1.9; SA 2.0, 2.1, 2.2)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.2; LR 3.0-3.1; WS 1.0-1.2, 1.4; WA 2.0-2.2; LC 1.0; LS 1.0, 1.5, 1.9; SA 2.0-2.2; FW pp. 25-27; 68-70)



Grade 3

Narrative Units

*Unit 1: Looking Closely, Thinking Big:
Focusing on Narrative Text*

Unit 2: Does My Character Have Character?

Unit 3: Why Tell Stories?

Unit 4: Whose Story Is This?

Third Grade Narrative Units of Inquiry **Essential Learnings**

Using their knowledge of plot, character and point of view, students identify issues or ideas represented in the text to build an interpretation of the text's theme, orally and in writing. Through an examination of story commonalities (character and plot types) students derive a general understanding of why stories are told.

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).

Third Grade Narrative Unit 1 of 4: Looking Closely, Thinking Big: Focusing on Narrative Text

In this unit students apply their knowledge of literary elements (e.g. theme, plot, setting, characters) to analyze and interpret central ideas/abstract concepts in narrative text. Students discuss multiple ideas/themes in text and consider their importance and centrality to the text as a whole. ("In Uncle Jed's Barbershop these two parts make me think family is really important to Uncle Jed..." "Through the whole story, even when bad things happened, Uncle Jed stayed positive and kept working towards his goal..."). They develop, discuss and write about their interpretations of text theme(s) that encompass the entire text. They analyze, compare and contrast the organization and language of different types of literature (e.g., poetry, drama, traditional and modern stories, etc...), while noticing and pondering the recurrence of common ideas/concepts and themes. Students continue to build and draw from a growing number of mentor texts, attending to how authors present their ideas (organization) and their purposeful use of language. They try on organizational structures, craft moves, and experiment with language (e.g. rhymes, rhythm, patterns, alliteration, sensory details, dialogue) to enhance their message and engage their audience. In writing and speaking, students consider their purpose and the background knowledge and interests of their audience to provide a context and appropriate details. They share their impressions and interpretations of text in responses to literature and compose a variety of written text (e.g., personal narratives, poetry, plays, stories, etc...) Students engage in academic conversations, oral presentations and plan and present dramatic interpretations (e.g., stories, poetry, songs, and plays).

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, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- 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 pp. 83-84)
- Articulate an interpretation of a plausible theme 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; FW pp. 83-84)
- Discuss and explore the ideas/abstract concepts in text, their centrality to the text as a whole, and the recurrence of similar ideas/concepts across different types of literature (RC 2.0; LR 3.0, 3.1, 3.2, 3.4; LS 1.0-1.3, 1.7 SA: 2.0-2.3; FW p. 84)

- Analyze and discuss elements of literature to support and write about their own understanding and interpretations of issues/ideas presented in text (RC 2.0; LR 3.0, WS 1.0-1.2; WA 2.0-2.2, 2.4; FW pp. 83-84)
- 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; FW pp. 85 - 86)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0; LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0-2.2; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 80-82)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; WA 2.0-2.1; LC 1.1-1.5; LS 1.0-1.7; FW pp. 80-81, 85-86)
- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3 FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

* 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.

Third Grade Narrative Unit 2 of 4: Does My Character Have Character?

In this unit students construct understanding of text by exploring the link between character and theme. They apply their knowledge of character analysis (actions, words, thoughts, attributes, conflicts and changes) to draw conclusions about the "type of person" the character represents. Through analysis of character behavior, how and if they change, and their struggle with and resolution of conflict, students explore and build their understanding of central ideas and theme(s). Students explore how characters are portrayed by the author and/or illustrator and support their own thoughts and opinions about characters' actions, motives, attributes and feelings (FW p. 84). In academic discussions, oral presentations and written responses to literature, students share and support their original ideas about text with examples from their own lives and what is read and/or inferred from texts. In their own writing, students draw on their growing bank of mentor texts to select text form, organization, and language based on audience and purpose. Students produce, orally and in writing, narrative and descriptive presentations of their ideas on characters, ideas and themes in text. They plan and present dramatic interpretations based on the stories, characters and ideas from their reading.

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, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- 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 pp. 83-84)
- 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; FW pp. 83-84)
- Analyze characters through thoughts, actions, words, and feelings to explore and support their impressions of characters and interpretations of text theme(s) (RC 2.0; LR 3.0, 3.3, 3.4; LS 1.0 - 1.9; SA 2.0, 2.3; FW p. 84)
- Analyze and discuss the commonalities and uniqueness of character types in different forms of traditional literature (RC 2.0; LRA 3.0, 3.3, 3.4; LS 1.0-1.9; SA 2.0, 2.3; FW p. 84)
- 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. 84)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- 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; FW pp. 85-86)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0, LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- 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. 80-82)
- 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. 80-81, 85-86)

- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3; FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

* 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.

Third Grade Narrative Unit 3 of 4: Why Tell Stories?

In this unit students explore universal themes, plots, characters and patterns through an inquiry into traditional literature (fairy tales, myths, folktales, legends, fables) representing a wide range of cultures from around the world. Students analyze and interpret traditional literature, making comparisons and noting the commonalities in ideas/themes (overcoming hardships, importance of family, valuing diversity, valuing individuality) plot types (rags to riches, underdog to hero, etc...) character types (hero, villain, underdog, "helper" characters, etc...), language patterns (once upon a time, happily ever after, I'll grant you three wishes, etc...) to make generalizations about stories across cultures. They share and support their ideas about why different types of stories are told (e.g. fables demonstrate a moral, myths can explain origins and/or aspects of nature and culture, legends can explain or highlight human nature and/or positive character traits). Students analyze and explore how elements/aspects of stories are influenced by the culture in which they originated (geographical location, available resources, era in time, etc...). They make decisions about how to present their discoveries and conclusions from their readings as well as their own "stories" in oral and written venues. Students select organization, content, language and visual supports (e.g. pictures, maps, charts) appropriate to audience and purpose. Students organize their writing and oral presentations around a central idea with appropriate support from their own experiences and oral and written text.

Outcomes:

Students will be 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, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- 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 pp. 83-84)
- 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; FW pp. 83-84)
- Analyze, compare and discuss the themes, plot types, character types, and patterns across multicultural texts to explore the commonalities and uniqueness of traditional literature from around the world (RC 2.0; LR 3.0, 3.3, 3.4; LS 1.0-1.9; SA 2.0, 2.3; FW p. 84)
- Recognize, analyze and discuss universal ideas represented in traditional literature to create and support theories about why different types of stories are told (RC 2.0; LR 3.0, 3.3, 3.4; LS 1.0-1.9; SA 2.0, 2.3; FW p. 84)
- 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; FW pp. 85-86)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0, LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- 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. 80-82)

- 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. 80-81, 85-86)
- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3; FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

* 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.

Third Grade Narrative Unit 4 of 4: Whose Story Is This?

In this unit students examine the relationship between point of view (who is telling the story) and perspective (their view of events and life) by determining who is telling the story and exploring how the story is influenced by the story teller's perspective. Through analysis and interpretation of narrative text, they explore the impact of the author's choice of point of view on the story and the reader (e.g. Fly Away Home - told from the point of view of the little boy; The Talking Cloth - told through the point of view of a little girl but the author hints at the father and mother's differing perspectives; Voices in the Park -the same "story" is told through the point of view of four different characters). They consider which perspectives are dominant, marginalized or excluded and analyze the impact on their interpretations of and reactions to text (e.g. in Piggybook, the mother's "voice" is silent in the first part of the book). In oral and written venues, students share and support their own perspectives and reactions to text. They write about and orally present memorable events from their lives (their own "stories"), choosing their own or an alternate point of view (e.g. a hiking accident from their own or a parent's point of view; exploring a "conflict over sharing" incident from the point of view of both parties).

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, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- 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 pp. 83-84)
- Articulate an interpretation of a plausible theme 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; FW pp. 83-84)
- 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. 84)
- Explore and discuss, orally and in writing, the relationship between and impact of author's choice of point of view on the story and reader (RC 2.0, 2.2, 2.6; LR 3.0-3.4, 3.6; WA 2.0, 2.2; LS 1.0-1.3; SA 2.0, 2.1, 2.3)
- Determine and analyze the impact of dominant perspectives that emerge from the text and those that are marginalized or absent (RC 2.0, 2.2, 2.6; LRA 3.0-3.4, 3.6; WA 2.0, 2.2; LS 1.0 - 1.3; SA 2.0, 2.1, 2.3)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- 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; FW pp. 85-86)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0, LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- 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; WOLC 1.0-1.7; LS 1.0, 1.9; FW pp. 80-82)
- 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; WOLC 1.0-1.7; FW pp. 80-81, 85-86)

- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3 FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

* 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 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)

* 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 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)
- 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 5

Narrative Units

Unit 1: Friends, Enemies, and the Stories They Create

Unit 2: Haven't We Met Before?

Unit 3: Sending the Message, Setting the Tone

Fifth Grade Narrative Units of Inquiry **Essential Learnings**

Students articulate a cohesive interpretation of the text's theme, orally and in writing, by evaluating how an author's choice of form, language, and literary devices influences the reader's perspective. They analyze how literary elements, particularly characters and conflict, impact theme within and across texts.

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 5 Narrative Unit 1 of 3: Friends, Enemies and the Stories They Create

In this unit students analyze how plot is driven by character relationships, motives, and actions. Students support interpretations of what is being revealed about life or human nature (theme) with analysis of the characters, central conflict and their relationship to other elements. They comment and make judgments on the ways authors represent people from various cultural and socio-economic groups. Students understand that perspective is influenced by life experience. They examine and articulate how their own perspectives, and those of other readers, compare with or diverge from those represented in the text. Students write responses that reflect an analysis of their understandings and insights of grade level appropriate texts. In this unit, responses may address conflict, perspective, character motives and/or theme. Students write narrative compositions that include language and literary devices appropriate to authentic purpose and audience. Students refer to and use mentor texts and other resources to enhance and broaden language choices, literary devices, and writing/presentation styles.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.2, 2.4; LR 3.0-3.7; WS 1.0, 1.2; LS 1.0, 1.1, 1.2, 1.3; SA 2.0, 2.2; FW pp. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4; LR 3.0-3.7; FW pp. 97, 120)
- Determine the central conflict, how it impacts the story, and generate plausible themes that reveal insight into life and/or human nature, orally and in writing (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WA 2.0, 2.1, 2.2; WS 1.1, 1.2, LS 1.0; SA 2.0, 2.3; FW pp. viii, 96-98)
- Understand how and why one's own perspective may differ from the author's and/or other readers' (RC 2.0, 2.3, 2.4; LR 3.0, 3.1, 3.7; LS 1.1, 1.4-1.6; SA 2.0, 2.3; FW p. 120)
- Discuss and make judgments about the ways authors portray and/or stereotype people from many eras and diverse cultural and socio-economic groups and how this impacts you as the reader (RC 2.0, 2.3, 2.4; LR 3.0, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0; SA 2.0, 2.3)

- Analyze the motives and actions behind the interactions between characters and relate them to the plot and theme (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WS 1.0, 1.2; WA 2.0, 2.2, LS 1.0, 1.1, 1.2, 1.3, 1.5; SA 2.0, 2.3; FW p. 120)
- Describe the nature of the central conflict and how the story is shaped by the conflict (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WA 2.0, 2.1, 2.2; WS 1.1, 1.2, LS 1.0; SA 2.0, 2.3 FW pp. viii, 96-98)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 119)
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism)* (LR 3.0, 3.5, 3.7; WS 1.0,1.6; WA 2.0, 2.1; LC 1.0; FW p. 120)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 119)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; WA 2.0; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW pp. 98, 122-123)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)

* 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 5 Narrative Unit 2 of 3: Haven't We Met Before?

In this unit students develop and apply theories of how stories generally work by studying the dichotomies that make up archetypal story patterns (e.g., good vs. evil, rags to riches, etc.), as well as archetypal characters and symbols (e.g., Karina in Island of the Blue Dolphins is another loner character facing survival similar to Brian in Hatchet...water as a reoccurring symbol in texts like Tuck Everlasting...). They understand how their reading of modern text is aided by an awareness of literary archetype. They distinguish between archetypal and stereotypical characters as they function in text. Students write responses that reflect an analysis of their understandings and insights of grade level appropriate texts. Students write narrative compositions that include language and literary devices appropriate to authentic purpose and audience. Students refer to and use mentor texts and other resources to enhance and broaden language choices, literary devices, and writing/presentation styles.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.2, 2.4; LR 3.0-3.7; WS 1.0, 1.2; LS 1.0, 1.1, 1.2, 1.3; SA 2.0, 2.2; FW pp. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4; LR 3.0-3.7; FW pp. 97, 120)
- Determine the central conflict, how it impacts the story, and generate plausible themes that reveal insight into life and/or human nature, orally and in writing (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WA 2.0, 2.1, 2.2; WS 1.1, 1.2, LS 1.0; SA 2.0, 2.3 FW pp. viii, 96-98)
- Discuss and make judgments about the ways authors portray and/or stereotype people from many eras and diverse cultural and socio-economic groups and how this impacts you as the reader (RC 2.0, 2.3, 2.4; LR 3.0, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0; SA 2.0, 2.3)
- Apply understanding of archetypal patterns and characters in readings, discussions, and responses to texts from different eras and cultures (RC 2.0, 2.4, 2.5; LR 3.0, 3.3, 3.6, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 120)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW pp. 119-120)
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism)* (LR 3.0, 3.5, 3.7; WS 1.0,1.6; WA 2.0, 2.1; LC 1.0; FW p. 120)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW pp. 119-121)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; WA 2.0; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW pp. 98, 122-123)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)

* 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 5 Narrative Unit 3 of 3: Sending a Message by Setting the Tone

In this unit students explore, analyze and critique the strategic moves authors use to impact their readers (*what* the author writes and *how* they write it). In academic discussions, students share their responses to text and analyze the use and impact of literary devices (e.g. imagery, metaphor, symbolism, figurative language, tone and mood). They analyze and critique the credibility of plots, settings, and characters and examine their relationship to the overall impact of the story. In oral and written responses to literature, students recognize and discuss how these author-moves influence their own perspectives and interpretations of text. They refer to mentor text and other resources to inform and enhance their own writing (e.g. narratives, stories, poetry, prose, etc...). Students apply their knowledge by purposefully using literary devices and other techniques to influence their readers.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.2, 2.4; LR 3.0-3.7; WS 1.0, 1.2; LS 1.0, 1.1, 1.2, 1.3; SA 2.0, 2.2; FW pp. 119-123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4; LR 3.0-3.7; FW pp. 97, 120)
- Analyze the function and effect of common literary devices that establish tone and mood and influence construction of meaning (RC 2.0, LR 3.0, 3.1, 3.5; WS 1.0; WA 2.0, 2.2; LS 1.0; SA 2.0; FW p. 120)
- Analyze and critique the credibility and of plots, settings and characters (RC 2.0, LR 3.0, 3.1, 3.5, 3.7; WS 1.0; WA 2.0, 2.2; LS 1.0; SA 2.0; FW p. 120)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 119-120)
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism)* (LR 3.0, 3.5, 3.7; WS 1.0,1.6; WA 2.0, 2.1; LC 1.0; FW p. 120)
- Understand how and why one's own perspective may differ from the author's and/or other readers' (RC 2.0, 2.3, 2.4; LR 3.0, 3.1, 3.7; LS 1.1, 1.4-1.6; SA 2.0, 2.3; FW p. 120)
- Articulate an interpretation of a plausible theme that reveals some insight into life or human nature (RC 2.0, 2.3,2.4, 2.5; LR 3.0, 3.4, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.5; SA 2.0, 2.3; FW pp. viii, 120)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW pp. 119-121)
- 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; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW pp. 98, 122-123)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)

* 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.