

## LITERACY-6

### ESSENTIAL UNIT 6 (E06)

(Narrative-Real and Make Believe)

Reading: What Makes a Story Real

Writing: Writing Realistic Fiction

(July 2014)

**Unit Statement:** In this unit, the student will compare fiction and nonfiction texts. The student will identify what characteristics of a text make it real and what elements of fiction could be real. In this unit, the student will write a realistic fiction story, in which the characters, problem and resolution are developed. The student will create a digital presentation of their stories and share it with their classmates.

*Unit one is currently engaged, and teachers should refer to it for continued practice of routines, strategies, skills, etc.*

#### **Unit Emphasis:**

***Reading Strategies/Skills:*** analyze/evaluate, question, conclusions, cause and effect, making connections, understanding characters

***Foundation Skill:*** phonological awareness, phonics, word recognition, and fluency

***Writing Genre:*** narrative: realistic fiction

***Trait Focus:*** ideas, organization, and presentation

***Grammar Focus:*** personal, possessive, and indefinite pronouns, syllables

**Essential Outcomes:** (reading and writing must be assessed separately for mastery)

#### **Reading Literacy:** (What Makes a Story Real)

***Using course-level appropriate fiction and nonfiction texts:***

1. The Student Will apply the phonological skills and sight words targeted within the unit. (\*See chart below) (JTE 5.21-5.25)
2. TSW participate in a class discussion analyzing how an author uses actions, emotions, and dialogue to develop and describe their character. (JTE 5.21)
3. TSW draw conclusions about why the author chose a specific ending and provide. (JTE 5.22)
4. TSW identify cause and effect relationships in a fictional text. (JTE 5.23)
5. TSW describe the sequence of events in realistic fiction text. (JTE 5.24)
6. TSW make connections (i.e., T-T, T-S, T-W) within realistic fiction and nonfiction texts. (JTE 5.21, 5.24, 5.25)
7. TSW participate in a class discussion that focuses on the process of synthesizing, (i.e. how their thinking changes when reading a text). ( i.e., *Now I get it..., This makes me think of..., I learned that..., I understand this because of...My thinking changed after...*) (JTE 5.25)

8. **TSW** read realistic fiction with fluency with a partner using appropriate partner reading skills.

**Writing Literacy (E06):** (Writing Realistic Fiction)

1. **The Student Will** participate in a class study of a realistic fiction story and discuss how authors write that genre with real people, places and problems. (LC 4: 6, 7, 9, **11, 12, 14**; JTE 5: 21-25; LLG p.253)
2. **TSW** use a story map or other graphic organizer to plan the characters, setting, and plot of a realistic fiction story. (LC 4: 1; LLG p.318-319; JTE 5: 24)
3. **TSW** publish a multi-paragraph realistic fiction story, using the writing process, that includes character development, setting, dialogue, a problem, and events that resolve the problem. (LC 4: 1, 3, 6-12, 14; LLG 318-321; JTE 5: 21-25)
4. **TSW** develop the characters in his/her realistic fiction story by telling the characters' names, who they are in relationship to the people around them, and their hopes, passions, or desires. (LC 4: 1,7)
5. **TSW** write several different ways to end his/her story and choose one way that gives the story a sense of closure and resolution. (LC 4: 3)
6. **TSW** use a variety of techniques to improve the sentence fluency of his/her narrative, such as reading the story out loud to a peer and editing to improve flow, using short and long sentences with conjunctions, using transition words, and varying sentence structure. (JTE 4: 17, JTE 5: 25)
7. **TSW** digitally publish with graphics his/her fiction story using Powerpoint, Publisher, or other storybook creator, and present to the class or small group. *\*see technology links for ideas*
8. **TSW** identify syllables in words and use this knowledge to sound out and spell multisyllabic words. (LC 4:4; JTE 5: 23 *day 3 phonics lesson*).
9. **TSW** use personal, possessive, and indefinite pronouns correctly to show gender, possession, and plural. (JTE 5: 21-24)

**Introduced Outcomes:** (taught, but not assessed)

1. **The Student Will** read past unknown words words and go back to try to figure them out using context clues.
2. **TSW** use repeated patterns to help read similar texts.

**Practiced/Ongoing Outcomes:** (ongoing development, but not assessed)

1. The Student Will acquire and use new vocabulary in reading, writing, and speaking.
2. TSW demonstrate proper course level-appropriate spelling in their writing.
3. TSW practice proper handwriting techniques.
4. TSW read aloud with fluency, accuracy and expression.

**Key Terms and Concepts:**

<p><u>Reading</u></p> <p>analyze/evaluate      fiction          cause                    narrator          compare                question          conclusions            realistic fiction          connections            sequence          contrast                summarize          details                  synthesize          effect</p>	<p><u>Writing</u></p> <p>pronouns                possessive pronouns          realistic Fiction          syllable</p>
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**Suggested Phonics and Sight Words:**

Continue to practice previously learned phonemes and sight words.

(\*See previous unit phonics/sight word tables)

JTE	Phonics	Sight Words	Rigby Big Chart	Rigby Small Chart
5.21	r-Controlled vowel ar, or, ore, phonograms -ar, ore	few, night, loudly, window, noise, story, shall, world	Ar: 26 Or: 28	Ar, Or: 28
5.22	r-Controlled vowels er, ir, ur	baby, begins, eight, follow, learning, until, years, young	Er, Ir, Ur: 32	Er, Ir, Ur: 29
5.23	Vowel digraph oo, syllable pattern CVC	again, along, began, boy, father, house, nothing, together	Oo: 24	Oo: 19
5.24	Vowel digraphs/ spelling patterns oo, ou, ew, ue, u, u_e	ready, kinds, covers, country, earth, warms, soil, almost	Oo: 24 Ew: 31	Oo: 19
5.25	Vowel combinations ou, ow, oi, oy, au, aw	buy, city, family, myself, party, please, school, seven	Ou, Ow: 29 Oi, Oy: 27 Au, Aw: 30	Ow: 31 Oi, Oy: 30 Au, Aw: 32

**Suggested Materials for Teachers:** (provided by school)

*\*See Essential Unit 1*

*Journeys Language and Literacy Guide p.253, 231*

*Anchor Charts: LC 4: p. 7, 23, 32, 80, 83, 117*

**Suggested Professional Materials for Teachers:** (provided by school)

*\*See Essential Unit 1*

**Suggested Exemplar Texts for Realistic Fiction:**

*Henry and Mudge and the Happy Cat* by Cynthia Rylant

*Frog and Toad Together* by Arnold Lobel (1971)

*Whistle for Willie* by Ezra Jack Keats

*Owl at Home* by Arnold Lobel

*Mr. Popper's Penguins* by Richard Atwater (1938)

*Little Bear* by Else Holmelund Minarik (1957)

*Harry the Dirty Dog* by Gene Zion

*The Paper Bag Princess* by Robert Munsch

*Ferdinand the Bull* by Munro Leaf

*Mr. Putter and Tabby* by Cynthia Rylant

*Poppleton* by Cynthia Rylant

*Peter's Chair* by Ezra Jack Keats

*Little Bill #10: Worst Day Of My Life* by Bill Cosby

*Ruby's Cupcakes* by Rosemary Wells

**Additional Resources:** (may not be provided by school)

*\*See Essential Unit 1*

**Technology Links:**

Microsoft Photo Story- can be downloaded for free and used as a book publisher

[www.storybird.com](http://www.storybird.com) – another book publishing site

Toontastic app for ipads makes cartoons come to life, and students can orally tell their stories

*\*See Essential Unit 1*

*Destiny Webpath Express* (found in school library)

**Suggested Activities and Strategies:**

1. Create and reference anchor charts when modeling how to read and write. Students will use these to reference when it's their turn to work independently.
2. Focus Walls
3. (Writing TSW 3) Lucy Calkins gives great ideas for story development. Ask students to imagine a place and a character with a name. They think of some trouble that could happen in that place. As they begin picturing the scene, they tell the story across their fingers (first, this happened, then this...)
4. (Writing TSW 4) Lucy Calkins gives great ideas for character development. Using the first book of *Henry and Mudge*, discuss how the author makes the character real. The author tells who the character is, where the character lives, what the character likes, how the character feels, and who the character's friends are.
5. (Writing TSW 5) As Lucy Calkins states, tell the students there are many different ways they can get their character out of trouble. They should experiment with several different endings before choosing one they like. Suggest that students can use dialogue, actions, or feelings to create a sense of closure.

6. (Writing TSW 7) See the great technology links that make publishing a book fun and easy for students.

**Suggested Assessment Tools:**

1. Attached rubric or teacher-generated rubric that assesses ALL essential outcomes (TSWs). *An effective rubric is presented and discussed with the student at the beginning of the unit, referred back to throughout the unit, and used to assess at the end. Students will collaborate with peers and the teacher to assess their own writing with final judgement by the teacher.*
2. *Writing Pathways* (Units of Study Kit) by Lucy Calkins provides rubrics and checklists for teachers and students.
3. “6+1 Traits” writing rubrics
4. Teachers can have students produce a quick write at the beginning and end of units. (\*See *QSI Quick Write Guidelines*) Teachers should keep these as evidence of students’ writing.
5. Elk Grove Common Core Rubrics for narrative, informative, and opinion writing are found in the *QSI Literacy User’s Guide*. Scoring on these rubrics should follow QSI mastery grading. (Scores on the 1 and 2 points should be P, scores on the 3 should be at the B level and scores on the 4 should be an A.) Document Source: Elk Grove Unified School District, Elk Grove, CA
6. Fountas and Pinnell Benchmark Assessment / DRA
7. QSI Reading and Writing Behaviors Checklists (\*See *QSI Literacy User’s Guide*)
8. MPG (MAP for Primary Grades): Early Literacy Screening and Skills Checklists (\*See *QSI Literacy User’s Guide*)

*RUBRICS FOUND ON FOLLOWING PAGES.....*

**LITERACY-6 READING: What Makes a Story Real Rubric (E06)**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**To receive a 'B' the student must show 'B' level mastery on ALL Essential Outcomes. (TSW's)**  
**To receive an 'A', the student must show 'A' level mastery on 2 of 3 'A' level available and 'B' level mastery on all remaining TSW's.**

<b>TSW</b>	<b>'A' Level</b>	<b>'B' Level</b>	<b>'P'- Notes</b>
1. Apply the phonological skills and sight words targeted within the unit.		I can apply the phonological skills and sight words targeted within the unit.	
2. Participate in a class discussion analyzing how an author uses actions, emotions, and dialogue to develop and describe their character.		I can participate in a class discussion analyzing how an author uses actions, emotions, and dialogue to develop and describe their character.	
3. Draw conclusions about why the author chose a specific ending.	I can independently draw conclusions about why the author chose a specific ending and provide story details as support.	With the teacher's help, I can draw conclusions about why the author chose a specific ending.	
4. Identify cause and effect relationships in a fictional text.	I can independently identify cause and effect relationships in a fictional text.	With prompting and support I can identify cause and effect relationships in a fictional text.	
5. Describe the sequence of events in realistic fiction text.		I can describe the sequence of events in a realistic fiction text.	
6. Make connections within realistic fiction and nonfiction texts.	I can independently make connections within realistic fiction and nonfiction texts, by thinking beyond the words on the page.	I can make connections within realistic and nonfiction texts.	
7. Participate in the class discussion that focuses on the process of synthesizing		I participated in the class discussion that focused on the process of synthesizing.	
8. Read realistic fiction with fluency with a partner using appropriate partner reading skills.		I read realistic fiction with fluency with a partner using appropriate reading skills.	

**LITERACY-6 Writing: Realistic Fiction Rubric (E06)**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)  
To receive an ‘A’, the student must show ‘A’ level mastery on 6 of the 7 available and ‘B’ level mastery on all remaining TSW’s.**

<b>TSW</b>	<b>‘A’ Level</b>	<b>‘B’ Level</b>	<b>P-Notes</b>
1. Participate in a class study of a realistic fiction story and discuss how authors write that genre with real people, places and problems.		I understand that in realistic fiction stories the characters are like real people who do real things. Each story has a problem that must be solved.	
2. Use a story map or other graphic organizer to plan the characters, setting, and plot of a realistic fiction story.		I used a story map to plan out my characters, setting, problem, and solution.	
3. Publish a multi-paragraph realistic fiction story, using the writing process, that includes character development, setting, dialogue, a problem, and events that resolve the problem.	In my realistic fiction story, I used lots of realistic detail, interesting dialogue, and quality action verbs that helped my story come to life. My writing makes sense and flows smoothly when I read it.	I wrote a realistic fiction story with characters, setting, and events that could be real. My characters talk in the story, and in the end the main problem gets solved. I used correct sentence structure and age-appropriate spelling. I edited for commas, verb tense, verb agreement, and correct pronouns.	
4. Develop the characters in his/her realistic fiction story by telling the characters’ names, who they are in relationship to the people around them, and their hopes, passions, or desires.	My characters act and sound like real people.	In my story, I tell all about my characters: their names, who they are to the people around them, and their hopes and dreams.	
5. Write several different ways to end his/her story and choose one way that gives the story a sense of closure and resolution.	When I read my ending, it feels like my story is done and all the problems are solved, without saying, “The End”.	I wrote different endings for my story, and I chose the best one for my final draft.	
6. Use a variety of techniques to improve the sentence fluency of his/her narrative, such as reading the story out loud to a peer and editing to improve flow, using short and long sentences with conjunctions, using transition words, and varying sentence structure.	After revising for sentence fluency, my writing flows smoothly. I also used great action verbs to add descriptive detail and interesting dialogue to my writing.	I read my story out loud to a classmate and made changes so that it would flow better. I made sure that I used short and long sentences. I checked that my sentences did not all start the same way. I used transition words like then, next, finally. My writing may still sound a bit choppy when I read it.	
7. Digitally publish with graphics his/her fiction story using Powerpoint, Publisher, or other storybook creator, and present to the class or small group.	I put a lot of effort into making or choosing illustrations that strengthen the story with more details. I read my story with feeling, so that my story came to life.	I published my story on the computer with illustrations. I read my story to my classmates. When I read, they could hear and understand me.	
8. Identify syllables in words and use this knowledge to sound out and spell multisyllabic words.	I know that every syllable must have a vowel, so I make sure to write a vowel in each syllable of the word when trying to spell it.	I can count how many syllables are in each word. When I spell, I sound out the word into syllables and write each sound I hear.	
9. Use personal, possessive, and indefinite pronouns correctly to show gender, possession, and plural.	I can write pronouns correctly for boys, girls, objects and plural. I can write pronouns correctly to show who the object belongs to. I can use someone, anyone, and anything correctly in a sentence. When I write creatively, I usually use the correct pronouns.	I can write pronouns correctly for boys, girls, objects and plural. I can write pronouns correctly to show who the object belongs to. I can use someone, anyone, and anything correctly in a sentence.	