

Unit Planner

Overview

Subject:	Language Arts 4	Topic:	Literary Elements in Fiction
Unit Overview:	This unit introduces students to Literary Elements in Fiction. Teachers can use Fairy Tales/Fables/Legends from a variety of cultures or Short stories for more advanced study.		
Grade:	4		
Unit Duration:	4 weeks	Date:	January 5, 2017

Stage 1 – Desired Results

Big Ideas

Using language in creative and playful ways helps us understand how language works.

Texts can be understood from different perspectives.

Core Competencies

Communication

- Acquire, interpret, and present information

Creative Thinking

- Generating Ideas
- Developing Ideas

Critical Thinking

Analyze and critique

Concepts	Unit Understandings	Transfer Goals	Essential Questions
Language Perspective Elements	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Understanding literary elements helps us to become better readers, writers and thinkers. • Literary elements are essential to creating stories for different purposes and audiences. • There are literary elements common to all stories in all cultures. 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Deepen appreciation and understanding of fictional text through knowledge of literary elements. • Skillfully use literary elements to create effective and engaging original stories for a variety of purposes and audiences. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What makes a great story? • How do you write a great story?

First Peoples Principles

Learning is embedded in memory, history and story.

➔ **Alignment Check:** ➔

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <p>Students will be skilled at...</p> <p>Comprehend and connect (reading, listening, viewing) Recognize how literary elements enhance meaning in texts</p> <p>Create and communicate (writing, speaking, representing) Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences</p>	<p>Students will know that...</p> <p>Story/text</p> <p>The literary elements of:</p> <ul style="list-style-type: none"> Character Setting Plot Conflict Purpose Theme <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> Paragraph structure Sentence structure and grammar Conventions Elaborations: parts of speech Elaborations: common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit																
<p>Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.</p> <p>AUTHENTIC PERFORMANCE TASK: Assessing for Understanding Students will be able to demonstrate their understanding by:</p> <p>What is a GRASPS task?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">G R A S P S</th> </tr> </thead> <tbody> <tr> <td style="width: 15%; padding: 5px;">Goal</td> <td style="padding: 5px;">To create an original fairytale/fable/legend using all 6 literary elements</td> </tr> <tr> <td style="padding: 5px;">Role</td> <td style="padding: 5px;">You are an author submitting an original story to an online publishing house</td> </tr> <tr> <td style="padding: 5px;">Audience</td> <td style="padding: 5px;">Editors - your class mates, parents, and buddy-class members</td> </tr> <tr> <td style="padding: 5px;">Situation</td> <td style="padding: 5px;">You have been asked to create and submit a story using all 6 literary elements. In addition to that task, you must write yourself in as a character in the tale.</td> </tr> <tr> <td style="padding: 5px;">Performance or Product</td> <td style="padding: 5px;">A story written using Powerpoint, Prezi, or paper that includes illustrations</td> </tr> <tr> <td style="padding: 5px;">Standards</td> <td style="padding: 5px;">Rubric to include assessment of all Literary Elements, language features, structures and conventions.</td> </tr> <tr> <td style="padding: 5px;">Differentiation:</td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	G R A S P S		Goal	To create an original fairytale/fable/legend using all 6 literary elements	Role	You are an author submitting an original story to an online publishing house	Audience	Editors - your class mates, parents, and buddy-class members	Situation	You have been asked to create and submit a story using all 6 literary elements. In addition to that task, you must write yourself in as a character in the tale.	Performance or Product	A story written using Powerpoint, Prezi, or paper that includes illustrations	Standards	Rubric to include assessment of all Literary Elements, language features, structures and conventions.	Differentiation:		<p>Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.</p> <p>assessment of the use and effectiveness of each element, language feature, structure, and convention taught</p>
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Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
<p>Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning</p> <ul style="list-style-type: none"> • Test on Language features, structures, and conventions 	<p>Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress</p> <ul style="list-style-type: none"> • Conventional quiz on Literary Elements if memorization of elements was a goal. • Sentence structure, grammar (parts of speech), punctuation (such as use of the comma, quotation marks for dialogue, and the apostrophe). • Assessment of note taking skills, organization, and effective use of reference materials if notes on literary elements were made available to or generated by the students.

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

The literary element of **character** has been used as an example.

Activity 1: Pre-assessment

- Pre-assessment quiz or paragraph answer:
- What or who are we referring to when we talk about the characters in a story? (people, animals, things in a story)
- How does a writer develop characters? (by sharing appearance, thought, words and actions)
- Write a brief character description of a best friend, a criminal etc.

Activity 2: Present essential question for each element (Meaning)

- How are words used to “capture” a character?
- Using the evidence in the text, how can I better understand character?

Activity 3: Defining the element (Acquisition)

- Direct Instruction
- Define the literary element and record the definitions into a quick reference dictionary to be used as required.

Activity 4: Language features, structures, and conventions (Acquisition)

- Introduction of nouns, proper nouns and adjectives using Schoolhouse Rocks videos.

Activity 5: Connected lessons (Transfer, Meaning, Acquisition)

- These lessons allow for in-depth exploration of the language feature and element introduced using non-fiction texts from a variety of cultures.
- Should include read-a-louds and independent reading activities where examples of the literary element are clearly illustrated and then independently sought.

Activity 6: Performance task (GRASPS) (Transfer)

- Re-administer pre-assessment quiz or paragraph question.
- Return original character description to each student. Explain the purpose and role of an editor. Ask the student to edit their original works to demonstrate their learning of both literary element and language feature.
- A self-reflective journal entry could also be written in answer to the essential question(s) for this element. Students could use this to gauge personal relevance of experience and document learning. This process facilitates involvement of the Core Competencies.

Resources:

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?
