**Content Area:** Reading **Grade Level: 4**

**Content Standard:** 1.3.4.C. Explain the literary elements in selected readings including characters, setting, plot theme, and point of view.

**PASA Anchor:**

**PASA linked to PSSA Anchor(s):** R3&4.AA.1&2 Understand fiction & nonfiction that is age appropriate.

**Grade Level PSSA Anchor/Eligible Content:** R4.B.1.1 Identify, interpret, compare and describe components of fiction and literary non-fiction.

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| **Webb’s Depth of Knowledge (Cognitive Demand)** |
| **[ ]  1 – Recall** **[x]  2 – Application of Skill/Concept** | **[ ]  3 – Strategic Thinking****[ ]  4 – Extended Thinking** |

**Big Idea:** Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

**Essential Questions:** How does interaction with text provoke thinking and response?

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| **Prioritization**  |
| [x]  Skill is assessed in the general assessment [ ]  Skill is assessed in the alternate assessment[x]  Skill is required for future learning in the content area [x]  Needed in next age/appropriate environment[x]  Required for instructional activities in a variety of practice communities[x]  Lesson plan available in SAS Voluntary Model Curriculum |

**Example of General Education Instructional Activity:** Grade 4 Reading

Students will:

* Predict what the story is about.
* Participate in think/pair/share.
* Identify the literary elements of literary non-fiction.
* Describe the literary elements of the book.
1. **Introductory Activity:**

Explain to students that certain types of nonfiction can have a text structure similar to a story or fictional piece of literature. Give students a story map (see 4-1-2 Story Map in the Resources folder). Teacher utilizes an enlarged Story Map with 5 interconnected circles with the labels of characters, conflict, setting, resolution and outcome.

1. Provide the purpose for the lesson by saying, **“Today we will explore literary nonfiction and see how this text structure is similar to that of fiction. We will also focus on character,** **conflict, setting, resolution and outcome in literary nonfiction text.”** As teacher models each characteristic students will be prompted to point to the appropriate circle.
2. Next, share the title and show the cover of the book Piano Starts Here - The Young Art Tatum by Robert Andrew Park and read the first page. Ask students to record their predictions about the text in their reader’s notebook. Students will share their predictions with their partner pairs.
3. After predictions are given, tell students, **“This book is about a boy who faces a big challenge in his life. Knowing this might change your prediction.”** Allow partner pairs to refine their original predictions.
4. Ask students, **“What genre is this text?”** (literary nonfiction/biography) Teacher states, “**The genre of this text is literary nonfiction.”** Display the word/picture/symbol for literary non-fiction. **“Literary nonfiction contains factual information about a person, place, or thing but is written in a story format. It contains a story with character, setting, conflict, resolution, and outcome.”** Display the word/picture/symbol for literary non-fiction. State the purpose of the lesson by saying, **“For the book we are reading today *Piano Starts Here - The Young Art Tatum* we know this is a story about a person. We call this type of literary non-fiction literary a biography.” Display a word/picture/symbol for biography. “In this story we will focus on character, setting, conflict, resolution, and outcome in Piano Starts Here - The** ***Young Art Tatum*** **and see how these literary elements impact your comprehension of this biography.” Students will refer to their Story Map.**
5. Read Piano Starts Here - The Young Art Tatum to the students. During the reading, teacher will think aloud and model the various reading strategies (e.g., predicting “**Do you think Art will learn to play the piano?**”; inferring “**How do you think Art feels about being blind?**”; visualizing “**Can you hear the sounds of the piano or smell the food cooking in the kitchen?**”; etc.) All students will be provided with a character response card labeled Art to show when they hear the name read aloud.
6. Briefly discuss that even though this book is nonfiction, there is a clear story structure. Together, identify the character, setting, conflict, resolution, and outcome of this story on the story map. Informally assess if students are able to summarize the text effectively in verbal dialogue with students and through your anecdotal observation and notes.

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| **General Instructional Format** | **Formative Assessment Options**  |
| **[ ]  Cooperative learning****[ ]  Project based****[x]  Performance event/task****[ ]  Note-taking****[ ]  Presentation****[x]  Direct Instruction (I do, We do, You do)****[ ] Indirect Instruction****[ ] Other:** | **[ ]  Observation with Data Collection****[ ]  Random Reporter** **[ ]  Ticket out the door** **[x]  Think Pair Share** **[x]  Student work sample** **[ ]  Video tape****[ ]  Multiple choice Item** **[x]  Open response Item** **[ ]  Item Other:** |

**Access to the Instructional Activity for Students at Different Communication Levels**

**Symbolic**

Students will:

* Predict what the story is about.
* Participate in think/pair/share.
* Identify the literary elements of literary non-fiction.
* Describe the literary elements of the book.
1. **Student Performance:**

Explain to students that certain types of nonfiction can have a text structure similar to a story or fictional piece of literature. Give students a story map (see 4-1-2 Story Map in the Resources folder). Teacher utilizes an enlarged Story Map with 5 interconnected circles with the labels of characters, conflict, setting, resolution and outcome. (Teacher will use word/picture/symbols on all instructional materials. Provide an additional Story Map with the circles of conflict and resolution completed with word/picture/symbols).

1. Provide the purpose for the lesson by saying, **“Today we will explore literary nonfiction and see how this text structure is similar to that of fiction. We will also focus on character,** **conflict, setting, resolution and outcome in literary nonfiction text.”** As teacher models each characteristic students will be prompted to point to the appropriate circle.
2. Next, share the title and show the cover of the book Piano Starts Here - The Young Art Tatum by Robert Andrew Park and read the first page. Ask students to record their predictions about the text in their reader’s notebook. (Student will be provided with a word/picture/symbol sentence stem “I think this story is about…” in his reader’s notebook and three possible word/picture/symbol responses including two viable distractors.) Students will share their predictions with their partner pairs. (Student will share their reader’s notebook with their partner).
3. After predictions are given, tell students, **“This book is about a boy who faces a big challenge in his life. Knowing this might change your prediction.”** Allow partner pairs to refine their original predictions. (Student will review their word/picture/symbol prediction in their reader’s notebook and change if needed)
4. Ask students, **“What genre is this text?”** (literary nonfiction/biography) Teacher states, “**The genre of this text is literary nonfiction.”** Display the word/picture/symbol for literary non-fiction. **“Literary nonfiction contains factual information about a person, place, or thing but is written in a story format. It contains a story with character, setting, conflict, resolution, and outcome.”** Display the word/picture/symbol for literary non-fiction. State the purpose of the lesson by saying, **“For the book we are reading today *Piano Starts Here - The Young Art Tatum* we know this is a story about a person. We call this type of literary non-fiction literary a biography.” Display a word/picture/symbol for biography. “In this story we will focus on character, setting, conflict, resolution, and outcome in Piano Starts Here - The** ***Young Art Tatum*** **and see how these literary elements impact your comprehension of this biography.” Students will refer to their Story Map.**
5. Read Piano Starts Here - The Young Art Tatum to the students. During the reading, teacher will think aloud and model the various reading strategies (e.g., predicting “**Do you think Art will learn to play the piano?**”; inferring “**How do you think Art feels about being blind?**”; visualizing “**Can you hear the sounds of the piano or smell the food cooking in the kitchen?**”; etc.) All students will be provided with a character response card labeled Art to show when they hear the name read aloud. (Student will be provided with a word/picture/symbol to show).
6. Briefly discuss that even though this book is nonfiction, there is a clear story structure. Together, identify the character, setting, conflict, resolution, and outcome of this story on the story map (Student will be provided with an additional Story Map with the circles of conflict and resolution completed with word/picture/symbols. Students will select appropriate word/picture/symbols and move them to the appropriate circles labeled character, setting, and outcome). Informally assess if students are able to summarize the text effectively in verbal dialogue with students and through your anecdotal observation and notes. (Using their Story Map, the student will summarize the text by selecting appropriate word/picture/symbol cards to answer specific sentence stems related to character, setting, and outcome).

**Emerging Symbolic**

Students will:

* Predict what the story is about
* Participate in think/pair/share.
* Identify the literary elements of literary non-fiction.
* Describe the literary elements of the book.
1. **Student Performance:**

Explain to students that certain types of nonfiction can have a text structure similar to a story or fictional piece of literature. Give students a story map (see 4-1-2 Story Map in the Resources folder). Teacher utilizes an enlarged Story Map with 5 interconnected circles with the labels of characters, conflict, setting, resolution and outcome. (Teacher will use picture/symbol/objects on all instructional materials. Provide an additional Story Map with the circles of setting, conflict, and resolution completed with picture/symbol/objects).

1. Provide the purpose for the lesson by saying, **“Today we will explore literary nonfiction and see how this text structure is similar to that of fiction. We will also focus on character,** **conflict, setting, resolution and outcome in literary nonfiction text.”** As teacher models each characteristic students will be prompted to point to the appropriate circle.
2. Next, share the title and show the cover of the book Piano Starts Here - The Young Art Tatum by Robert Andrew Park and read the first page. Ask students to record their predictions about the text in their reader’s notebook. (Student will be provided with a picture/symbol/object sentence stem paired with verbal instruction, “I think this story is about…” in his reader’s notebook and three possible picture/symbol/object responses including two viable distractors.) Students will share their predictions with their partner pairs. (Student will share their reader’s notebook with their partner).
3. After predictions are given, tell students, **“This book is about a boy who faces a big challenge in his life. Knowing this might change your prediction.”** Allow partner pairs to refine their original predictions. (Student will review with verbal assistance their picture/symbol/object prediction in their reader’s notebook and change if needed)
4. Ask students, **“What genre is this text?”** (literary nonfiction/biography) Teacher states, “**The genre of this text is literary nonfiction.”** Display the picture/symbol/object for literary non-fiction. **“Literary nonfiction contains factual information about a person, place, or thing but is written in a story format. It contains a story with character, setting, conflict, resolution, and outcome.”** Display the picture/symbol/object for literary non-fiction. State the purpose of the lesson by saying, **“For the book we are reading today *Piano Starts Here - The Young Art Tatum* we know this is a story about a person. We call this type of literary non-fiction literary a biography.” Display a picture/symbol/object for biography. “In this story we will focus on character, setting, conflict, resolution, and outcome in Piano Starts Here - The** ***Young Art Tatum*** **and see how these literary elements impact your comprehension of this biography.” Students will refer to their Story Map.**
5. Read Piano Starts Here - The Young Art Tatum to the students. During the reading, teacher will think aloud and model the various reading strategies (e.g., predicting “**Do you think Art will learn to play the piano?**”; inferring “**How do you think Art feels about being blind?**”; visualizing “**Can you hear the sounds of the piano or smell the food cooking in the kitchen?**”; etc.) All students will be provided with a character response card labeled Art to show when they hear the name read aloud. (Student will be provided with a picture/symbol/object to show).
6. Briefly discuss that even though this book is nonfiction, there is a clear story structure. Together, identify the character, setting, conflict, resolution, and outcome of this story on the story map (Student will be provided with an additional Story Map with the circles of setting, conflict, and resolution completed with picture/symbol/objects. Student will select one picture/symbol/object and move it to the appropriate circle labeled character or outcome). Informally assess if students are able to summarize the text effectively in verbal dialogue with students and through your anecdotal observation and notes. (Using their Story Map, the student will summarize the text by selecting appropriate picture/symbol/object to answer specific sentence stems paired with verbal instruction related to character (“Who is this story about….”) and outcome (How does this story end…).

**Pre-Symbolic**

Students will:

* Predict what the story is about.
* Participate in think/pair/share.
* Identify the literary elements of literary non-fiction.
* Describe the literary elements of the book.
1. **Student Performance:**

Explain to students that certain types of nonfiction can have a text structure similar to a story or fictional piece of literature. Give students a story map (see 4-1-2 Story Map in the Resources folder). Teacher utilizes an enlarged Story Map with 5 interconnected circles with the labels of characters, conflict, setting, resolution and outcome. (Provide 3 bowls labeled with object/tactile cues for character, setting and outcome with the setting and outcome completed with object/tactile cues).

1. Provide the purpose for the lesson by saying, **“Today we will explore literary nonfiction and see how this text structure is similar to that of fiction. We will also focus on character,** **conflict, setting, resolution and outcome in literary nonfiction text.”** As teacher models each characteristic students will be prompted to point to the appropriate circle. (Student will be handed an object/tactile cue for the appropriate literary elements of character, setting and outcome).
2. Next, share the title and show the cover of the book Piano Starts Here - The Young Art Tatum by Robert Andrew Park and read the first page. Ask students to record their predictions about the text in their reader’s notebook. (Student will be provided with an object/tactile cue for the character paired with the book.) Students will share their predictions with their partner pairs. (Student will share their object/tactile cue and the book with their partner).
3. After predictions are given, tell students, **“This book is about a boy who faces a big challenge in his life. Knowing this might change your prediction.”** Allow partner pairs to refine their original predictions. (Student will be guided to review with verbal assistance their object/tactile cue for the character paired with the book).
4. Ask students, **“What genre is this text?”** (literary nonfiction/biography) Teacher states, “**The genre of this text is literary nonfiction.”** Display the picture/symbol/object for literary non-fiction.(Student will be handed an object/tactile cue for the literary element of character.) **“Literary nonfiction contains factual information about a person, place, or thing but is written in a story format. It contains a story with character, setting, conflict, resolution, and outcome.” D**isplay the picture/symbol/object for literary non-fiction. (Student will be handed an object/tactile cue for the literary element of character). State the purpose of the lesson by saying, **“For the book we are reading today *Piano Starts Here - The Young Art Tatum* we know this is a story about a person. We call this type of literary non-fiction literary a biography.” Display a picture/symbol/object for biography.** (Student will be handed an object/tactile cue for the literary element of character). **“In this story we will focus on** c**haracter, setting, conflict, resolution, and outcome in Piano Starts Here - The *Young Art Tatum*****and see how these literary elements impact your comprehension of this biography.” Students will refer to their Story Map.** (The student will be provided with 3 bowls labeled with object/tactile cues for character, setting and outcome with the setting and outcome completed. The student will be handed the object/tactile cues for character.)
5. Read Piano Starts Here - The Young Art Tatum to the students. During the reading, teacher will think aloud and model the various reading strategies (e.g., predicting “**Do you think Art will learn to play the piano?**”; inferring “**How do you think Art feels about being blind?**”; visualizing “**Can you hear the sounds of the piano or smell the food cooking in the kitchen?**”; etc.) All students will be provided with a character response card labeled Art to show when they hear the name read aloud. (Student will be handed the object/tactile cue for character to show).
6. Briefly discuss that even though this book is nonfiction, there is a clear story structure. Together, identify the character, setting, conflict, resolution, and outcome of this story on the story map**.** (The student will be provided with 3 bowls labeled with object/tactile cues for character, setting and outcome with the setting and outcome completed. The student will be handed the object/tactile cues for character and guided to place it in the appropriate bowl.) Informally assess if students are able to summarize the text effectively in verbal dialogue with students and through your anecdotal observation and notes. (Using the appropriate bowl, the student will be guided to show the object/tactile cue for character).