

Reading - Unit 1: Interpreting Characters

Content Area: **ELA**
Course(s):
Time Period: **Trimester 1**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

| Unit | Trimester | Weeks |
|--|-----------|-------|
| 1: Interpreting Characters: The Heart of the Story | 1 | 8 |
| 2: Reading the Weather, Reading the World | 2 | 8 |
| 3: Reading History: The American Revolution | 3 | 8 |
| 4: Historical Fiction Clubs | 3 | 8 |

Unit Overview

In this unit, students deepen their understanding of character development (i.e. character traits and characters changing over time), parts of the story related to the whole and theme through the use of read aloud, close reading, small group discussions and use of Reading Response Notebooks. This unit is designed to strengthen students' ability to discuss and respond to narrative fiction texts. Students maintain reading logs to reflect on stamina and build reading goals. Students also get peer and teacher feedback in book clubs and via reading notebooks. End of unit goals include: growing big ideas in a collaborative fashion, debating ideas while providing text-based evidence and building expectations around reading habits (both independently and within small groups).

Enduring Understandings

- Readers envision the characters in texts and expect to develop relationships with these characters.
- Readers recognize the patterns in characters and books and track the evolving nature of the characters changes in books across all texts.

- Readers interpret life lessons experienced by characters in books and ponder the applications of these lessons to their own lives.

Essential Questions

- How does a reader envision a story in their minds?
- How can characters evolve in a story?
- How do characters in literature imitate people in the real world?

New Jersey Student Learning Standards (No CCS)

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| LA.RL.4.1 | Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| LA.RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| LA.RL.4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| LA.RL.4.7 | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. |
| LA.RL.4.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| LA.RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. |
| LA.RF.4.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |

Amistad Integration

- [4th Grade Diversity Lesson #1](#)
- Utilizing responsive classroom techniques, strategies and skills

Holocaust/Genocide Education

- District mandated diversity lessons

- Utilizing Responsive Classroom techniques, strategies, and skills

Interdisciplinary Connections

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| LA.W.4.3 | Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| LA.W.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.4.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| LA.W.4.3.C | Use a variety of transitional words and phrases to manage the sequence of events. |
| LA.W.4.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.W.4.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.4.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.4.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.4.3 | Identify the reasons and evidence a speaker provides to support particular points. |
| LA.SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| LA.SL.4.5 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
| LA.SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| LA.L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| LA.L.4.5 | Demonstrate understanding of figurative language, word relationships, and nuances in |

word meanings.

LA.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology Standards

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| TECH.8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| TECH.8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. |
| TECH.8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| TECH.8.1.5.A.CS1 | Understand and use technology systems |
| TECH.8.1.5.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.5.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.5.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media |
| TECH.8.1.5.D.4 | Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. |
| TECH.8.1.5.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.5.D.CS2 | Demonstrate personal responsibility for lifelong learning |
| TECH.8.1.5.D.CS3 | Exhibit leadership for digital citizenship. |

21st Century Themes/Careers

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| CAEP.9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

Financial Literacy Integration

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

Students will be able to: Create visualizations or mental movies using details from the story. Identify the point of view. Compare and contrast characters' point of view. Recognize that all fiction follows a predictable narrative structure. Design a graphic organizer or story arc to depict and sequence the structure of a realistic fiction story. Hypothesize outcomes based on knowledge gained about characters. Extrapolate lessons from the text. Relate how lesson learned in the story are applicable to real life situations. Generate a list of the characters internal traits using support from text. Analyze characters internal and external traits. Formulate and revise theories about characters based on their words and actions. Identify and analyze secondary characters' roles in relation to the main character. Predict how the characters' interactions will affect events throughout the story.

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Reader's Theatre
- Shared Reading
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour

- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Conference notes/Teacher anecdotes

Reading Response Notebooks

Turn and talk conversations

Reading Logs

Book club discussions

Strategy Groups

Guided Reading Groups

Student-created goals from Student Response Rubrics

Exit tickets

Summative Assessment

Unit 1 Pre and Post Assessments

End of Unit share (Session 19: Creating a Self-Portrait in Books)

Benchmark Assessments

Fall Link It Assessment

Alternate Assessments

TC Running Records

<https://readingandwritingproject.org/resources/assessments/running-records>

Resources & Technology

Interpreting Characters: The Heart of the Story Lucy Calkins and Kathleen Tolan

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers Jennifer Serravallo

Fourth Grade Readers: Units of Study to Help Students Internalize and Apply Strategies Martha Heller-Winokur, Marcia Uretsky, Isoke Titilayo Nia

The Comprehension Toolkit Grades 3-5 Stephanie Harvey and Anne Goudvis

Fourth Grade Readers: Units of Study to Help Students Internalize and Apply Strategies Martha Heller-Winokur and Marcia Uretsky

A Guide to the Reading Workshop, Grades 3-5 (Book 1) Lucy Calkins and Kathleen Tolan

Lucy Calkins Resources CD / heinemann.com

Internet Links:

Into the Book: Teaching Reading Comprehension Strategies

<http://reading.ecb.org>

Links to videos, class sites, strategies for Reader's Workshop

<http://www.readersworkshop.org>

TCRWP - Teachers College Reading & Writing Project

<http://tc.readingandwritingproject.com>

BOE Approved Texts

The Tiger Rising

From the Mixed-Up Files of Basil E. Frankweiler

Janitor's Boy

Maniac Mc Gee

Shiloh

Stone Fox

Tales of a 4th Grade Nothing

The War with Grandpa

There's a Boy in the Girls Bathroom

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.

- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"
- Post It Parking Lot - students demonstrate understanding by responding with a quick jot on a PIN on a shared class chart

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.

- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of leveled strategy cards
- Assistance in maintaining
- Appropriate leveled partners
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Speech to text on Google
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback in Reader's Response notebook and verbally
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text (with the transcript provided)
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Leveled book clubs

Working toward Grade 5 and 6 goals on Student Response Rubrics