

Unit 1: Interpreting Characters, The Heart of the Story (Grade 4)

Content Area: **Reading**
Course(s): **Reading 4**
Time Period: **Marking Period 1**
Length: **8-10 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

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.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
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.2	Identify various life roles and civic and work - related activities in the school, home, and community.
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.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can differing viewpoints prompt debate and rich book conversation?
- How can reading strategies be used in thinking about the text and making connections beyond the text?
- How can we identify complexities in characters?
- How do authors use repeated details to draw attention to significant ideas?
- How do characters relate to other elements of a story, including setting, plot, mood, etc?
- How do readers choose just right books?
- How do reader's determine the theme of a story?
- How does an author's work help develop understanding of literary elements?
- How does reading intensely help us to grow ideas about our reading?
- How does the story arc help readers to better understand characters?
- What does a busy reading classroom look like?
- What does it mean to 'read' a character?
- What is precise language and how can using precise language improve theories about characters?
- What is the purpose of using figurative language in literature?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Characters are complex and may seem one way in some relationships or settings, and another way in a different context.

- People read characters and develop theories about them much in the same way that people read each other.
- People read intensely to grow solid ideas that are grounded in the text.
- Reaching for exact, precise, true language can develop more insightful ideas about a character.
- Readers build interpretations about a story by looking across the story arc at all story elements and making connections.
- Readers figure out confusing parts in books and note important things to talk about later.
- Readers grow significant ideas about a character by noticing what the author calls their attention to (repetitions).
- Readers need to choose books that are calibrated to the upper end of what they can read with understanding.
- Readers pay special attention to details that reveal characters' desires, the obstacles they encounter, and their struggle to overcome them to best understand both characters and the story.
- Readers use the power of their minds' eye to put them into the world of their books as they read.
- Strong readers defend and critique ideas by quoting specific words, sentences, and passages from the text that provide evidence for their ideas.
- Themes, or big life issues, are present in literature.

Content

Students will be able to:

- Describe events of the plot.
- Describe characters in multiple ways. (what they do, what they say, what others say about them, how they change, their motivation).
- Identify the problem or conflict.
- Identify the setting and its importance to the text.
- Make connections (text to text, text to self, text to world).
- Make connections within a text.
- Identify common themes across traditional literature.
- Identify how author uses language to develop a reader's ideas about a character.
- Use context clues to understand new words.
- Develop deeper understanding and meaning by analyzing characters and how they develop over time.

Resources

- The Tiger Rising by Kate DiCamillo
- Shiloh by Phyllis Reynolds Naylor
- Skinny Bones
- The Lemonade War
- The Great Gilly Hopkins
- Flipcharts
- Anchor charts
- Handouts

- Journal Entries
- Jots on post its
- Reading Strategies posters
- Final Assessment
- Guided Reading Text sets (Shiloh, Dear Mr. Henshaw, Fantastic Mr. Fox, etc.)