01 Interpreting Characters - The Heart of the Story

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **23 days**
Status: **Published**

UNIT ORIENTATION

Students will be reading intensely and growing ideas about characters within their books. Students will learn that the heart of a story lies within the character. Students will learn that character development is important with the help of setting, mood, plot, and author's craft. To do this, students will be taught to read closely and with conscious intent. They will dive into more complex texts and find details within the text that have importance.

Essential Questions

What does it mean to think deeply about a character?

What are the comprehension strategies (reading tools) that we can use to better understand the text?

How can we help our partners to grow their ideas about characters?

How do we create theories about characters?

Enduring Understandings

- Readers follow the structures, routines and habits of a workshop classroom by

  o Independently choosing just right book

  o Keeping track of reading

  o Following partnership protocol

  o Actively reading

Envisioning-Visualizing

Summarizing- Fiction

Determining who is telling the story (Point of View)

- First person

- Third person

▪ Determining importance of details

- Readers of narrative fiction form significant theories about characters by

    o Drawing evidence based conclusions

    o Synthesizing new information and revising theories

    o Analyzing character response to difficulty and change

    o Determining importance of details

- Readers of narrative fiction begin to develop interpretations of the whole book by

    o Thinking about many points in the book (part to whole)

    o Considering what is being taught not just about the book, but also about life (theme)

CONTENT AREA STANDARDS

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.
TECH.8.1.5.A.CS1	Understand and use technology systems

EVIDENCE OF LEARNING

Alternative Assessments

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Formative Assessments

- Checklists

- Conferences

- Class Discussions

- Exit Slips

- Interactive Notebooks

- Quizzes

- Reflections

- Review of classwork/homework

- Student Participation

- Teacher Observations

- Text Dependent Questions

Summative Assessments

Published Pieces

Rubrics

NJSLA

Open Ended Responses

Written responses

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teachers College Units of Study

Interactive notebooks

Mentor texts

Writer's notebooks

Chromebooks
IXL

Readworks

EPIC

Mentor Text: Number the Stars

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

INTERDISCIPLINARY CONNECTIONS

Visual/Performing Arts: Mock Trial Debates: students will use passage-based evidence, relying on quotes and elements of fiction to debate comparisons of characters and heart of the story