Grade 4- Unit 2 Reading- Tackling Trouble: Analyzing Characters & Problems to Interpret Theme

Madison Public Schools

Unit Focus

This unit pushes readers to build on inference work in order to interpret themes. Readers will be taught that themes emerge from the way characters react and get in and out of trouble across a text. Reading partners and book clubs focus their work on growing and changing theories about characters as they consider multiple perspectives and interpretations of an author's message and realize that engaged discussion can reveal another way of interpreting a character's actions and motivations. This work will leave readers open to a variety of interpretations and lead to the transfer of critical thinking across texts. Classroom charts will be created in order to track how characters change and develop in a story to reveal theme and teach lessons.

Students will explore how to make deeper and more important inferences and to move interpretation work from a "lesson learned in this book" to a more universal interpretation of a theme from a life lesson perspective.

Reading Skills: Inferencing, Interpreting

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 4

- Reading Literature
  - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *(CCSS.ELA-LITERACY.RL.4.1)*
  - Determine a theme of a story, drama, or poem from details in the text; summarize the text. *(CCSS.ELA-LITERACY.RL.4.2)*
  - 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). *(CCSS.ELA-LITERACY.RL.4.3)*
  - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. *(CCSS.ELA-LITERACY.RL.4.6)*
- 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.

Transfer

Students will be able to independently use their learning to...

T1   Comprehend and engage with a variety of texts in order to become independent critical thinkers (Analyzing)

T2   Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)

T3   Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)

T4   Generate and capture ideas to pursue in future writing about reading (Reader's Notebooks)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Readers monitor their comprehension and use strategies when meaning breaks down. U2 Readers use text structures and features to understand, question, and interpret text. U3 Critical readers reflect on and question the text, consider different perspectives to examine	*Students will keep considering...* Q1 What is this text really about? What's the real problem here? Q2 How does the character change and develop throughout the story? (genre-based) Q3 Theme: How do the characters' conflicts, actions, and motivations reveal the

(CCSS.ELA-LITERACY.SL.4.1)
- o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. *(CCSS.ELA-LITERACY.SL.4.1.A)*
- o Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.4.1.B)*
- o 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. *(CCSS.ELA-LITERACY.SL.4.1.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.4.1)*
  - o Use modal auxiliaries (e.g., can, may, must) to convey various conditions. *(CCSS.ELA-LITERACY.L.4.1.C)*
  - o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* *(CCSS.ELA-LITERACY.L.4.1.F)*
  - o Correctly use frequently confused words (e.g., to, too, two; there, their).* *(CCSS.ELA-LITERACY.L.4.1.G)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.4.2)*
  - o Use correct capitalization. *(CCSS.ELA-LITERACY.L.4.2.A)*
  - o Use commas and quotation marks to mark direct speech and quotations from a text. *(CCSS.ELA-LITERACY.L.4.2.B)*
  - o Use a comma before a coordinating conjunction in a compound sentence. *(CCSS.ELA-LITERACY.L.4.2.C)*

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

Global Thinking
- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*

author's message.
U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).
U5 Theme: Readers learn about themselves and others through the examination of characters and problems.

author's message?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know...	*Students will be skilled at...*
K1 The narrative story arc	S1 Using context clues to figure out the meaning of new vocabulary words.
K2 Narrative Story Elements	S2 Making inferences based on character actions, dialogue, and physical descriptions.
K3 Realistic Fiction is a narrative genre that includes characters, problems, settings and events that could really occur.	S3 Gathering evidence to support their interpretations of characters;
K4 Content Vocabulary: Character Trait, Inference, Internal Conflict, External Conflict, Empathy, Synthesizing, theme, trouble, theory, modal auxiliaries, complete sentences, sentence fragments, run-ons, homonyms (i.e. to, too, two, their, there, they're), capitalization, commas and quotations, direct speech and quotations, comma, coordinating conjunction, compound sentence.	S4 Analyzing critical scenes to interpret theme
	S5 Interpreting figurative language based on context cues.
	S6 Collecting and sorting evidence to support theories about characters and theme.
	S7 Use modal auxiliaries (can, may, must) to convey various conditions.
	S8 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	S9 Correctly use frequently confused words (to, too, two, their, there)
	S10 Use correct capitalization
	S11 Use commas and quotations to mark direct speech and quotations from a text.
	S12 Use a comma before a coordinating conjunction in a compound sentence