



Grade 4 - Unit 3 Reading- Tackling Trouble: Analyzing Characters & Problems to Interpret Theme

Unit Focus

This unit pushes readers to build on inference work in order to interpret themes. Students will learn that themes emerge from the way characters react and get in and out of trouble across a text. Reading partners and book clubs should focus their work on growing and changing theories about characters as they consider multiple perspectives and interpretations of an author's message. Discussions can reveal another way of interpreting a character's actions and motivations.

This work should leave readers open to a variety of interpretations and lead to the transfer of critical thinking across texts. To prepare for the work of the PBA, students will begin charting and tracking how characters in a variety of stories handle the same issues of trouble to reveal the theme of the story.

Small group work will focus on making inferences. Teachers will want to build progressions that show students how to “level up their thinking” to make deeper and more important inferences. This will move interpretation work from a *lesson learned in this book* to a more universal interpretation of a theme from a *life lesson*.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 4<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">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)Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (CCSS.ELA-LITERACY.RL.4.9)By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4– 5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.ELA-LITERACY.RL.4.10)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers make inferences about a text by using text evidence to support their thinking. U2 Readers ask and answer questions to deepen understanding and promote further thinking. U3 Readers make meaning through a careful reading of the text(s) and connections to the topic.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How do people/characters, events, and ideas develop within the text? Q3 What is the text really about?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)

Stage 1: Desired Results - Key Understandings

- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.4.3)*
- 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. *(CCSS.ELA-LITERACY.RF.4.3.A)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.4.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.4.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.4.4.C)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.4.9)*
- Apply grade 4 Reading standards to literature (e.g., "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.W.4.9.A)*
- 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. *(CCSS.ELA-LITERACY.L.4.4)*
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.4.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). *(CCSS.ELA-LITERACY.L.4.4.B)*
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *(CCSS.ELA-LITERACY.L.4.4.C)*

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Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*

Students will know...

K1 An inference uses evidence from the text and what you already know to understand what is not said in the text.

K2 A theory is a big idea that you have about a character that you are trying to prove.

K3 Character motivation is the reason a character does something.

K4 Envisioning is when the reader creates a movie in their mind while reading to help get a deeper understanding of the story.

K5 Theme is the message or lesson the author wants you to take away from the story.

K6 Morphemes: Prefix pro- = "ahead, forward, for", Base vid, vis= "see", Base voc, voke, voice = "voice, call", Base spec, spect = "watch, look at"

K7 Vocabulary: silent letters, glued sounds, advanced suffixes

Students will be skilled at...

S1 Making inferences based on character actions, dialogue, and physical descriptions.

S2 Gathering evidence to support their inferences and interpretations of characters.

S3 Analyzing critical scenes to interpret theme.

S4 Identifying a theme from details in the text.

S5 Recognizing morphemes hold their own individual meaning.