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*Following Characters into Meaning*

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Grade 4 Reading Unit 2

Dates: Oct. 1-29

Unit of Study Planning Template

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| Unit: Following Characters into Meaning |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Envisioning, prediction and inference * Building theories about characters * From inference toward interpretation |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 4.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding.   4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.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).  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  4.RL.10 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.  4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases to convey ideas precisely.\*   4.SL.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.   1. 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. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   4.SL.2 Paraphrase portions of a text read aloud or information presented in diversemedia and formats, including visually, quantitatively, and orally. |

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| Key Vocabulary: | * Visualization/visualizar * Precisely/precisamente * Anticipate/anticipar * Predict/predecir * Empathize/empatizar * Connect/conectar * Provocative/provocativo * Protagonist/protagonista * Recurring/recorriendo * Revise/modificar * Excerpts/extractos |

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| Anchor Texts: | The Tiger Rising-Kate DiCamillo  Because of Winn Dixie- Kate DiCamillo  Thank You Mr. Faulker/Gracias Sr. Faulker- Patricia Polacco  La colcha de los recuerdos- Patricia Polacco  Shiloh- Phyllis Reynolds Naylor  Bridge to Teribithia- Katherine Paterson |

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| Other Resources: |  |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Assessment checklist  Reading journals  Anecdotal/conference notes |  |

Unit of Study At A Glance Planner

| **UNIT: Following Characters into Meaning** | | |
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| **GOAL: 1**  **Envisionment, Prediction, and Inference (walking in a character’s shoes)** | **GOAL: 2**  **Building Theories about Characters**  (frontload partner  work during read aloud) | **GOAL:**  **From Inference toward Interpretation** |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Good readers deepen their understanding by walking in their character’s shoes.. (p.31, 35,46)   + MWTP-readers notice when they step out of their characters shoes, and get back in them. (p. 46)   4.RML.2-1   * Readers make connections with their characters to deepen their understanding of the text. (p. 46)   + Remembering to use all strategies we’ve learned so far.   4.RML.2-2   * Readers create mental movies while they read and revise them when information changes. (p.35 36, 46)   + MWTP- stories tend to have a predictable road map. Readers read expecting to be surprised and revise their predictions based on new information   4.RML.2-3   * Readers empathize and can anticipate what a character will do next. (p. 37, 46)   4.RML.2-4   * Readers not only predict what may happen next they also anticipate how it will happen. (p. 37, 46)   4.RML.2-5   * Readers connect with characters, when visualizing, predicting and thinking about a character, all at the same time.   4.RML.2-6 | * Readers pull back from reading to think about their story. (p. 47)   + MWTP- readers act like their characters to understand them more deeply. (p.36)   4.RML.2-7   * Readers pause after a character has done something and say, “let me use what just happened as a window to help me understand this person.” (p.47, 38)   + MWTP- readers use writing to pretend we are the characters. (p.36)   4.RML.2-8   * Readers understand characters are complicated. Sometimes they act out of character. (p.38-39,47)   + Partners grow their ideas by listening to each other’s thinking. (p. 38)   4.RML.2-9   * Readers understand their characters more deeply when they pay attention to what the character keeps closest to them. (p. 38, 47)   + MWTP- Readers examine the ways other characters interact with their character. (p 38, 47)   4.RML.2-10   * Readers sharpen ideas about characters by using precise language to describe them and their actions. They support these ideas with excerpts from text. (chart) (p. 39-40, 47)   + MWTP Partners use their reading journals to “talk long” about their characters. (p.40)   4.RML.2-11 | * Readers begin with simple ideas about a character to grow a theory about them. (p.41-43, 48)   + Readers develop theories about characters knowing they may change. (p. 41-43, 48)   4.RML.2-12   * Readers pay attention to characters’ motivations and struggles to understand them more deeply. (p. 43, 48)   4.RML.2-13   * Readers notice recurring themes to understand the critical essence of the character and the story. (p. 43, 48)   4.RML.2-14   * Readers take a piece of the book with them that has shaped or changed who they are and how they think about the world. (p. 44, 48)   4.RML.2-15   * Readers reflect themselves as readers and create goals to extend themselves as readers.   4.RML.2-16 |

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| **WORKSHOP CALENDAR FOR:** | 4th Grade Reading Unit 2 | Date: Oct 1-29 |
| **Unit of Study: Unit 2** | Following characters into Meaning |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1  Readers walk in their character’s shoes. (p.31, 35,46)  MWTP-readers notice when they step out of their characters shoes, and get back in them. (p. 46)  4.RML.2-1 | *2*  Readers make connections with their characters to deepen their understanding of the text. (p. 46)  MWTP-Remembering to use all strategies we’ve learned so far.  4.RML.2-2 | *3*  Readers create mental movies while they read and revise them when information changes. (p.35 36, 46)  MWTP- stories tend to have a predictable road map. Readers read expecting to be surprised and revise their predictions based on new information  4.RML.2-3 | 4  Mini lesson choice day | *5*  Readers empathize and can anticipate what a character will do next. (p. 37, 46)  4.RML.2-4 |
| 8  Readers not only predict what may happen next they also anticipate how it will happen. (p. 37, 46)  4.RML.2-5 | *9*  Readers connect with characters, when visualizing, predicting and thinking about a character, all at the same time.  4.RML.2-6 | 10  No school | *11*  *No school* | *12*  *No school* |
| *15*  Readers pull back from reading to think about their story. (p. 47)  MWTP- readers act like their characters to understand them more deeply. (p.36)  4.RML.2-7 | 16  Readers pause after a character has done something and say, “let me use what just happened as a window to help me understand this person.” (p.47, 38)  MWTP- readers use writing to pretend we are the characters. (p.36)  4.RML.2-8 | *17*  Mini lesson choice day | 18  Readers understand characters are complicated. Sometimes they act out of character. (p.38-39,47)  MWTP-Partners grow their ideas by listening to each other’s thinking. (p. 38)  4.RML.2-9 | 19  Readers understand their characters more deeply when they pay attention to what the character keeps closest to them. (p. 38, 47)  MWTP- Readers examine the ways other characters interact with their character. (p 38, 47)  4.RML.2-10 |
| *22*  Readers sharpen ideas about characters by using precise language to describe them and their actions. They support these ideas with excerpts from text. (chart) (p. 39-40, 47)  MWTP-Partners use their reading journals to “talk long” about their characters. (p.40)  4.RML.2-11 | *23*  Readers begin with simple ideas about a character to grow a theory about them. (p.41-43, 48)  MWTP-Readers develop theories about characters knowing they may change. (p. 41-43, 48)  4.RML.2-12 | *24*  Readers pay attention to characters’ motivations and struggles to understand them more deeply. (p. 43, 48)  4.RML.2-13 | 25  Readers notice recurring themes to understand the critical essence of the character and the story. (p. 43, 48)  4.RML.2-14 | 26  Readers take a piece of the book with them that has shaped or changed who they are and how they think about the world. (p. 44, 48)  4.RML.2-15 |
| *29*  Readers reflect themselves as readers and create goals to extend themselves as readers.  4.RML.2-16 |  |  |  |  |

**Unit of Study Assessment Checklist**

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| **Unit 2: Following Characters into Meaning** |

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| Name | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text | 4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening | 4.SL.1 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 | 4.SL.1 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. | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 2 Mini Lesson 1** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Envisioning, predicting and inference |
| **Teaching point:** | Good readers deepen their understanding by walking in their character’s shoes.  **CATCHY PHRASE:** |
| **Text:** | The Giving Tree/El árbol generoso AND another familiar text |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.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).  4.RL.6 Compare and contrast the point of view from which different stories are narrated, ~~including the difference between first- and third- person narrations.~~ |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We’re going to start a new unit today about characters. As we read these next week’s we are going to use our characters to help us understand what we read.  We are going to be learning how to “walk in our characters’ shoes”. How to not just watch the story, but to actually be part of the story, as if we ARE the character.  We can read about how they are feeling or what they are going through and feel as if we are there, walking in their shoes.  Good readers deepen their understanding by walking in their character’s shoes. |
| ***Teach:***  Watch me as I show you what this looks like. Remember we read The Giving Tree? We all enjoyed that book. I’m going to use the apple tree as an example of me walking in characters shoes.  (flip through the book and talk as if you are the tree recalling how you felt throughout the book)  I loved the boy so much; we spent so much time together when he was young. So when the boy asked for some apples I was happy to share, I care so much about him. Then it was a long time before I saw him. Eventually, he came to ask for my branches and again, I was eager to help. He kept coming back and wanting more and more. I had less and less to give him. By the end, I had nothing left to give him; all I ever wanted was his friendship.  Do you see how I put myself in the apple tree’s shoes? I pretended I was the tree. Everything I felt and did was what the character felt and did. When we become the character we can understand what is happening more clearly in our books.  Good readers deepen their understanding by walking in their character’s shoes |
| ***Active Involvement:***  (use another text previously read to/by students)  Now it’s your turn! We read \_\_\_\_\_\_\_\_\_ the other day. You are going to get a chance to walk in your character’s shoes.  Partner A, turn to partner B and talk about how you as that character felt and why you felt that way.  Now partner B, and talk about how you as that character felt and why you felt that way.  Good readers deepen their understanding by walking in their character’s shoes |
| ***Link:*** As you go off to read, remember to read as if you are the character, to walk in your characters shoes. In your reading journals jot down your thoughts and feelings as that character. You will get to share with your partner. |
| **Mid-Workshop Teaching Point:**  MWTP-readers notice when they step out of their characters shoes, and get back in them. |
| **Share:** |

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| **Unit 2 Mini Lesson 2** |

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| **Unit of Study:** | Following Characters Into Meaning |
| **Goal:** | Envisioning, prediction, and inference |
| **Teaching point:** | Readers deepen their understanding of the text by making connections with their characters. (p. 46) |
| **Text:** | The Giving Tree/El árbol generoso, AND another familiar text |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.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). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we began to walk in our character’s shoes by feeling how they were feeling and thinking their thoughts. That really helped us understand our characters better.  Another strategy we can use is to make connections with our characters. That’s kind of like when you have a friend who has been through something, and you really understand how they feel.  For example I had a friend who had to move to a new school. She was really sad to leave her friends behind and nervous to start at a new school. I knew how she felt because, I had to move once and go to a new school too. Readers can understand their characters better by making connections to how they feel or what they think.  Good readers deepen their understanding of the text by making connections with their characters. |
| ***Teach:***  Now watch me as I show you how this works. Remember when I was the apple tree? I felt used. I really wanted to be friends with the boy, but what he could get from me was more important than my friendship.  This reminds me of when I was in school. There was a girl who acted really nice to me when she wanted to borrow (glitter pens/mechanical pencils). But then at recess, she never wanted to play with me. That’s just what happened between the boy and the tree in the book. The boy only came to visit the tree when he wanted something, but never just to spend time with the tree.  Do you see how I really understood how my character felt because I thought about a time something like that happened to me?  Good readers deepen their understanding of the text by making connections with their characters. |
| ***Active Involvement:***  Now you get to try it. Think about our character from yesterday (the other book read yesterday) and take just a moment, make a connection to something that character felt or did. Got it? Great!  I want you to use this sentence frame to help you out.  This reminds me of \_\_\_\_\_\_\_\_\_\_ because in the book, the character\_\_\_\_\_\_\_\_.  Ok, now partner B, share your connection to the character. Make sure you explain WHY it’s like what happened to the character. Use the sentence frame to help you.  Now switch. Partner A it’s your turn.  I heard \_\_\_\_\_\_\_\_\_\_ say \_\_\_\_\_\_\_\_\_. Did you hear how they really made a connection and explained the reason why?  Remember good readers deepen their understanding of the text by making connections with their characters. |
| ***Link:*** Now, as you read today remember to be thinking about how to make a connection to how your character is feeling or what they are doing. Good readers deepen their understanding of the text by making connections with their characters. |
| **Mid-Workshop Teaching Point:**  Remembering to use all strategies we’ve learned so far. |
| **Share:** |

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| **Unit 2 Mini Lesson 4** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Envisionment, Prediction, and Inference  (walking in a character’s shoes) |
| **Teaching point:** | Readers can anticipate what a character will do next by using what they know about the character. (Characteristics and past actions) |
| **Catchy Phrase:** | *Good readers can anticipate what a character will do next.* |
| **Text:** | Previously partially read book |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.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). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We’ve been learning how to see the story through the eyes of the character. We’ve been creating mental movies to really walk in the shoes of our character.*  *Today we’re going to use what we know about characters to anticipate what a character will do next.*  *Because,* ***good readers can anticipate what a character will do next* by using what they know about the character*.*** |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch me as I anticipate what the character in our read aloud will do next. First I ‘m going to think about what I know about \_\_\_(Character). He’s shy; he has big dreams of starring in the school play. How can this help me anticipate what he will do next?  Let me think, He is shy, but he is determined and he really, REALLY want to be in the play. I anticipate that even though he is shy he is going to try out for the play. He is determined so he is going to practice and do a great job and get a role in the play. (Point to sentence starter while)  Did you notice what I did? I used what I already knew about the character to anticipate what will happen next.  *Because,* ***good readers can anticipate what a character will do next* by using what they know about the character*.*** |
| ***Active Involvement:***  (Choose a character from the book, possibly the protagonist)  OK, now you try. First think about what you know about \_\_\_\_\_ (The character’s name)  Partner A shares characteristics and past actions about \_\_\_\_\_  Great job! I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) stated what (s)he knew about the character.  Now Partner B, use that information that you and your partner know about \_\_\_\_\_ to anticipate what \_\_\_\_\_ will do next. Tell your partner “I anticipate \_\_\_\_ will \_\_\_\_\_\_ because…”  (Listen in to student responses, teacher share 1-2 responses)  WOW! What great predictions!  I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) made a **strong** prediction using what her partner said about the character. She/he said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  She did what good readers do. ***Good readers can anticipate what a character will do next* by using what they know about the character*.*** |
| ***Link:***  *Today* and everyday when you are reading remember to think about all you know about the character to anticipate (or make predictions) about what they will do next. Because, ***good readers can anticipate what a character will do next* by using what they know about the character*.***  *In journals, as you are reading your books, I would like you to write down what you know about a character and what you anticipate your character will do next.* |
| **Mid-Workshop Teaching Point:**  *Remember, good readers can anticipate what a character will do next.* |
| **Share:**  *Remember, good readers can anticipate what a character will do next.*  In groups of 3, students share their **strong** predictions. Then have 2-4 students share to the whole class. |

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| **Unit 2 Mini Lesson 5** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Envisionment, Prediction, and Inference  (walking in a character’s shoes) |
| **Teaching point:** | Readers will predict what will happen next and anticipate how it will happen by drawing on all they know about the character. |
| **Catchy Phrase:** | *Good readers can anticipate what a character will do next and how they’ll do it.* |
| **Text:** | Previously partially read book |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.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). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Friday we learned how to anticipate what a character will do next. We used all we knew about a character to create our predictions.*  *Today we’re going to continue predicting what we think may happen next and also anticipate* ***how*** *it will happen. When good readers do this they have a deeper understanding of that character.*  *Because,* ***good readers can anticipate what a character will do next and how they’ll do it.*** |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Boys and girls, people in real life and in books don’t just do one thing, then another, then another in an automated way. There are reasons behind their motivations and actions, and usually these are linked to who they are as people.  Watch me as I anticipate what Trish (character in a book) will do next and how she will do it.  First I ‘m going to think about what I know about Trish (Character). She’s a great artist. She is in 5th grade and she can’t read. She thinks she’s dumb. She is bullied.  How can this help me anticipate what she will do next and how she will do it?  Let me think, will she ever learn to read? Will she use her art work to prove she is special? Will someone help her learn to read? Will she ever stop being bullied?  I’m going to use these questions to help me anticipate what will happen next and how it will happen.  I think she will learn to read by asking her teacher for help. I think she will stop being bullied because she will become friends with the bully.  Did you notice what I did? I used what I already knew about the character to anticipate what will happen next and how it will happen.  *Because,* ***good readers can anticipate what a character will do next and how they’ll do it.*** |
| ***Active Involvement:***  (Choose a character from the book, possibly the protagonist)  OK, now you try. First think about what you know about Mr. Faulker (The character’s name).  Partner A shares characteristics and past actions about Mr. Faulker.  Great job! I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) stated what (s)he knew about the character.  How can this help you anticipate what he will do next and how he will do it?  Now Partner B, use what your partner stated about Mr. Faulker to anticipate what he will do next and how he will do it.  Tell your partner “I think Mr. Faulker will \_\_\_\_\_\_ by (because)…”  (Listen in to student responses, teacher share 1-2 responses)  WOW! What great predictions!  I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) made a **strong** prediction using what her partner said about the character to anticipate what will happen next and how.  She/he said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  She/he did what good readers do.  *Because,* ***good readers can anticipate what a character will do next and how they’ll do it.*** |
| ***Link:***  *Today* and everyday when you are reading remember to think about all you know about the character to anticipate (or make predictions) about what they will do next and how it will happen. Because, ***good readers can anticipate what a character will do next and how they’ll do it.***  *In journals, as you are reading your books, I would like you to write down what you know about a character and what you anticipate your character will do next and how they will do it. When good readers do this they have a deeper understanding of that character.* |
| **Mid-Workshop Teaching Point:**  *Readers read expecting to be surprised, knowing that they will sometimes have to revise their predictions-or grow new ones-based on new information they learn as they read on.* |
| **Share:**  *Remember, good readers can anticipate what a character will do next and how they will do it.*  In groups of 4, students share their **strong** predictions. Then have 2-4 students share to the whole class. |