

Grade Level/Subject: 4th Grade Reading

Unit: Unit 1: Interpreting Characters

Phoenixville Area School District Understanding by Design

Stage 1 Desired Results		
<p>Overarching PA Core or National Standards:</p> <p>(Eligible Content)</p> <p>E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>E04.A-V.4.1.1 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.</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> • Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond. • Develop the life-long habit of reading across genres for enjoyment and knowledge/learning. • Read closely and analytically to comprehend a range of increasing complex literary and informational text. 	
	Meaning-Making	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Effective readers use appropriate strategies to construct meaning. • Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. • An expanded vocabulary enhances one's ability to express ideas and information. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How does interaction with text provoke thinking and response?</p> <p>What is this text really about?</p> <p>How do strategic readers create meaning from literary text?</p> <p>What strategies and resources does the learner use to figure out unknown vocabulary?</p>

Knowledge and Skills Acquisition

Students will know...

- Texts can be summarized or retold in various ways.
- Envisioning helps readers to make inferences about the characters, setting, and plot.
- A theory can be developed by analyzing a character's words, actions, and motivations.
- Reoccurring objects, images, and details allow readers to develop complex interpretations about a text.
- Use precise language when describing characters or when forming interpretations about texts.
- Theories and inferences need to be supported with strong textual evidence by quoting specific words, sentences, and passages.
- Readers look across their text, finding patterns and making connections.
- Themes can be identified through interpretations and inferences.
- Various strategies can be used to comprehend unfamiliar words.

VOCABULARY:

Analysis, central idea/message, chronology, context clue, describe, demonstrate, dialogue, elaborate, element of fiction, evidence, example, explain, genre, inference, literary text, narrator, plot, point of view, problem/solution, setting, summarize, suspense, theme, trait.

Students will be skilled at...

- Students can identify the main events in a story and give supporting details.
- Students can describe a character using character traits and support them with examples from the text. (What a character does, says, thinks and feels.)
- Students can support their theories, inferences, and interpretations about setting (mood and tone), plot and recurring object, images and details by accurately using evidence from the text.
- Students can connect different parts of the story to each other.
- Students can determine theme by identifying the character's struggle, how they work through it and what is the life lesson they learn.
- Define and apply words that are new or unfamiliar and/or related to understanding the text using context clues.

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Caulkins UOS Post Assessment questions 1 and 2 to assess characterization and character change. -Caulkins UOS Post Assessment question 3 to assess students' ability to support their theories, inferences and interpretations about setting, plot, recurring details as well as to assess students' ability to connect different parts of the story. -Caulkins UOS Post Assessment question 4 to assess students' ability to identify theme and support it with textual evidence. -Use a story map to show that students can identify and describe the important events in a story and its supporting details. -Students will complete a short, written response assessment for vocabulary. The teacher will give the students the taught and practiced vocabulary words. Each word will be used in a sentence (in context) and the students will answer a question to show they understand the meaning of the word. <p>Example: Amanda was <u>coping</u> with the loss of her cat. <i>What might she have done to show that?</i></p>	<p>Differentiation Considerations</p> <ul style="list-style-type: none"> -List of possible character traits. -List of common themes used in literature. -Students will be given sentence starters to complete the response to UOS Post Assessment questions. -Text of UOS Post Assessment questions is read by teacher before they respond. -Students are able to record their responses orally.
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>OTHER EVIDENCE:</p> <p>Conferencing notes, reading journal, Representation (One-Pager specific to assessing unit skills.)</p>	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Using a One-pager template.