Topic: Reading Literature

Unit of Study: Character Development

Grade 4	**Comprehension Strategies:** 📄 NCSU K-6 Progressions: Comprehension Strategies Predicting/ Envisioning Connections Inference **CCSS ELA:** RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **RL. 4.3. 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).**

Unit Description
Readers envision characters to make predictions and inferences about the story. Readers will see the importance in making their character come to life inside their minds by empathizing with characters. Readers revise their mental images and predictions based on new details. Readers are expected to pay close attention to the details to help them better understand what the characters are really like and what they really want. Readers pay attention to a character's actions to learn more about them knowing that small actions may signal deeper meaning. Readers will read, confirming and revising their theories and understanding of story structure to build complex ideas about their characters based on recurring themes and repeated details in the text. Readers use themes in text to see characters and their stories as experiences to learn from.

Essential Questions
● How do readers develop strategies to step into their character's world in order to grow theories, gather evidence and reflect on their characters' experiences? ● How does one or more of the story elements affect the text?

Knows: Vocabulary
● Fiction (realistic, historical, science, fairy tales, myths) ● Complex characters ● Story structure ● Theme

Understands
● Readers draw on what they know from the text about characters' traits and motivations, the setting, and the events to envision and predict. ● Readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.

- Readers base their predictions on their sense of how stories tend to go and can explain their reasons for their predictions.
- Readers know that characters are complicated.
- Readers know that a character's action will sometimes seem small (closing a door) but will actually signal a deeper meaning.
- Authors use specific details in a story or drama to describe characters, settings, or events.
- Readers use specific details from a literary text to support their thinking about characters, settings or events.

Writing about Reading Ideas

- Recognize and write about character complexities- can be good yet have flaws, can make mistakes based on confusion or misunderstanding, can do bad things but change for the better.
- Describe characters intentions, feelings, motivation as revealed through thought, dialogue, behavior and what others say or think about them. Support with evidence.
- Write about the differences of the main characters and the supporting characters in a fiction text.
- Write about an aha moment for your character in the book.

DO: Outcome Assessment

📄 Fourth NCSU Outcome Assessment Character Development

Resources

Fountas and Pinnell
- The Reading Minilessons Book
- Interactive Read Alouds

Teachers College Reading Units of Study

Jennifer Serravallo's reading resources

Oakland School Resource

Writing About Reading Ideas and Continuum

📄 NCSU Speaking and Listening Continuum K-6.docx

📄 Fourth NCSU Alignment Document Character Development

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