

**Unit Overview**

In this unit, students will think deeply about their characters and learn essential skills such as making inferences, building theories, and learning life lessons by “walking in the shoes” of their characters. At first they will learn to live as a character and later they will step out of that character’s shoes and reflect and grow big ideas about that character. In order to help students develop their skills at predicting, envisioning, and reading with fluency we will first teach students to “wear the shoes of the characters and inhabit the world of the book.” Next, students will be encouraged to think deeply about their character’s personality quirks and habits, by considering what a character holds close, the character’s complexities, and the way the secondary characters act as mirrors of main characters. In addition, they will learn to infer and develop ideas about character’s traits, motivations, troubles, changes, and lessons. The third portion of this unit will shift children from inferring about characters to interpreting characters and growing theories about them. The goal for this portion of the unit is have children’s theories build in complexity. Finally, readers will think between books, comparing and contrasting characters that play similar roles across several books.

In this unit, you’ll help students delve into complex texts and see significance in details. They’ll go beyond simple character traits to study the complexity of characters, seeing complications and flaws, and they’ll build on their ideas about characters in order to also explore the themes those characters advance. They’ll trace a theme through different parts of the story, and grow skills such as inference and interpretation. Setting their own goals, they’ll learn that with deliberate, goal-driven effort, they can form interpretations supported across a whole text and find meaning in recurring images, objects, and details. You will teach them to draw on their knowledge of fictional genres to read actively and intensely from the start. For a mystery, they’ll try to collect clues so they solve it. For a fantasy, they’ll expect to learn about a quest. Whatever the genre, this unit will help your students become more alert to even non- sequential story structures.

For additional information regarding the unit please see TCRWP User’s Guide and Units of Study for Teaching Reading Grade 4 Book 1.

Overarching Standards State Standards Aligning with Grade 4 Unit 1, *Interpreting Characters*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.3, W.4.8, <b>W.4.9.a</b>	RL.4.1, RL.4.3, RL.4.10, RF.4.3, RF.4.4	SL.4.1, SL.4.2	L.4.1, L.4.2, L.4.3
2	W.4.3, W.4.9.a	RL.4.1, RL.4.2, RL.4.3, <b>RL.4.10, RF.4.3, RF.4.4</b>	SL.4.1, SL.4.2	L.4.1, L.4.2, L.4.3
3	W.4.3, W.4.6, W.4.9.a	RL.4.1, RL.4.2, RL.4.3, <b>RL.4.10</b> , RF.4.3, RF.4.4	SL.4.1, SL.4.2, <b>SL.4.4</b> , SL.4.5, SL.4.6	L.4.1, L.4.2, L.4.3
4	W.4.3, W.4.9.a	<b>RL.4.1, RL.4.2, RL.4.3</b> , RL.4.10	<b>SL.4.1, SL.4.4, SL.4.6</b>	L.4.1, L.4.2, L.4.3
5	W.4.3, <b>W.4.9.a</b>	RL.4.1, RL.4.2, <b>RL.4.3</b> , RL.4.7, RL.4.10	SL.4.1, SL.4.4, <b>SL.4.6</b>	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
6	W.4.3, W.4.5, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3</b> , RL.4.4, RL.4.10	SL.4.1, SL.4.2	L.4.1, L.4.2, L.4.3, L.4.6
7	W.4.3, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3, RL.4.4</b> , RL.4.10	SL.4.1, SL.4.2, SL.4.3, <b>SL.4.4</b>	L.4.1, L.4.2, L.4.3, L.4.6
8	<b>W.4.3, W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3</b>	SL.4.1, SL.4.2, SL.4.3	L.4.1, L.4.2, L.4.3, L.4.5, L.4.6
9	W.4.3, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3</b> , RL.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.5, <b>L.4.6</b>
10	W.4.3, W.4.9.a	<b>RL.4.1, RL.4.2, RL.4.3, RL.4.4</b>	SL.4.1, SL.4.6	L.4.1, L.4.2, <b>L.4.3, L.4.4, L.4.5, L.4.6</b>
11	W.4.3, W.4.9.a	<b>RL.4.1, RL.4.2, RL.4.3, RL.4.4</b> , RL.4.6	SL.4.1, SL.4.2, SL.4.4	L.4.1, L.4.2, <b>L.4.3, L.4.4, L.4.5, L.4.6</b>
12	W.4.3, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3</b>	SL.4.1, <b>SL.4.3, SL.4.4, SL.4.6</b>	L.4.1, L.4.2, L.4.3, L.4.6
13	W.4.3, <b>W.4.9.a</b>	<b>RL.4.1</b> , RL.4.2, RL.4.3, <b>RL.4.4, RL.5.1</b>	SL.4.1, SL.4.2, SL.4.3, <b>SL.4.4</b> , SL.4.6	L.4.1, L.4.2, L.4.3, <b>L.4.6</b>
14	W.4.3, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3</b> , RL.4.4, <b>RL.4.5</b>	SL.4.1, SL.4.2, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
15	W.4.3, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5</b>	SL.4.1	L.4.1, L.4.2, <b>L.4.3</b>
16	W.4.3, W.4.4, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3, RL.4.5</b> , RL.4.10	SL.4.1, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
17	W.4.3, <b>W.4.9.a</b>	RL.4.1, <b>RL.4.2</b> , RL.4.3, RL.4.5, <b>RL.4.9</b> , RL.4.10	SL.4.1, <b>SL.4.4</b> , SL.4.6	L.4.1, L.4.2, L.4.3, L.4.6
18	W.4.3, W.4.4, <b>W.4.9.a</b>	<b>RL.4.1, RL.4.2, RL.4.3</b> , RL.4.4, RL.4.5, RL.4.9, RL.4.10	SL.4.1, SL.4.2, SL.4.4	L.4.1, L.4.2, L.4.3, L.4.6
19	W.4.3, W.4.4, W.4.9.a	RL.4.10	SL.4.1, <b>SL.4.4</b> , SL.4.6	L.4.1, L.4.2, L.4.3

\*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards State Standards Aligning with Grade 4 Unit 1, <i>Interpreting Characters</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
2		<p>RL.4.10 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.</p> <p>RF4.3 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).</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
3		RL.4.10 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		<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.4.4 Report on a topic or text, tell</p>	

Grade 4 Unit 1 – Interpreting Characters: The Heart of the Story

Reading Workshop: Sept./Oct.

		<p>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).</p>	<p>a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	
5	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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).</p>	<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
6	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>		
7	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting,</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	

		<p>or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p>		
8	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>		
9	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>		<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
10		<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>		<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.4.5 Demonstrate understanding of</p>

		<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p>		<p>figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
11		<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p>		<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
12	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a</p>	

Grade 4 Unit 1 – Interpreting Characters: The Heart of the Story

Reading Workshop: Sept./Oct.

	event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	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).	story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	
13	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply <i>grade 4 Reading standards</i> 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].”).	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.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).  RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
14	W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply <i>grade 4 Reading standards</i> 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].”).	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).  RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking		

		about a text.		
15	<p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>		<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
16	<p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking</p>		

**Grade 4 Unit 1 – Interpreting Characters: The Heart of the Story**

**Reading Workshop: Sept./Oct.**

		about a text.		
17	<p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
18	<p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> 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].”).</p>	<p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>		
19			<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	

\*Bold indicates Priority Standards that are a major emphasis.

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>● Readers build theories about characters by thinking about a character’s personality quirks, habits, and considering what their characters hold close.</li> <li>● Readers build theories by noticing the way the secondary characters act as mirrors of the main character.</li> <li>● Readers build theories of complexity by thinking between books, and noticing characters that play similar roles across several books, and think about the ways those characters are similar and different.</li> <li>● Readers envision through every means possible, by asking what do the places in a book look like? What’s going on around the character?</li> <li>● Readers grow theories about characters by inferring and developing ideas about characters’ traits, motivations, troubles, changes, and lessons.</li> <li>● Readers walk in a character’s shoes by predicting, envisioning and reading with fluency.</li> </ul>	<ul style="list-style-type: none"> <li>● How do readers walk in a character’s shoes?</li> <li>● How do readers build theories about characters?</li> <li>● How do readers grow theories about characters?</li> <li>● How do readers compare and contrast characters across books?</li> </ul>	<ul style="list-style-type: none"> <li>● Develop ideas about characters’ traits, motivations, troubles, changes, and lessons learned.</li> <li>● Develop their skills in predicting and envisioning.</li> <li>● Interpret characters and grow theories about characters.</li> <li>● Make inferences and build theories about characters.</li> <li>● Work in partnerships to enhance understanding of their books and further develop comprehension skills.</li> </ul>

Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>● Create and refer to anchor charts.</li> <li>● Study pages from exemplar reader's notebooks.</li> <li>● Provide and present mentor texts as models.</li> <li>● Teach the Work of Readers Charts.</li> <li>● Teach children strategies for holding onto text, for example by using Post-its and graphic organizers.</li> <li>● Model (Talk Aloud) the strategies good readers use.</li> <li>● Model, provide, and use a reader's notebook.</li> <li>● Tap, sketch, or jot across a story as a way of retaining information and details.</li> <li>● Study book introductions and endings.</li> <li>● Practice creating mental movies as you read.</li> <li>● Investigate figurative language and descriptive vocabulary and how authors use them.</li> <li>● Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li> <li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li> </ul>	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>● Provide leveled books appropriate for all reading levels</li> <li>● Provide support as needed through conferencing</li> <li>● Provide support as needed through strategy groups</li> <li>● Provide support as needed through guided reading groups</li> <li>● Provide individualized copies of teaching charts</li> <li>● Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li> <li>● Scaffold or stretch learning through the use of various strategies</li> <li>● Provide appropriate reading partners</li> </ul>	<p><b>Mentor Text &amp; Read-Aloud</b></p> <ul style="list-style-type: none"> <li>● See Reading Units Grade 4 Book 1.</li> <li>● <i>Dancing in the Wings</i>, Allen, Debbie</li> <li>● <i>Freedom Summer</i>, Wiles, Deborah</li> <li>● <i>Number The Stars</i>, Lowry, Lois</li> <li>● <i>Stone Fox</i>, Gardiner, John Reynolds</li> <li>● <i>The Tiger Rising</i>, DiCamillo, Kate</li> </ul>

<ul style="list-style-type: none"><li>● Provide checklists and reading progressions to assess and develop on-going reading goals.</li><li>● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.</li><li>● Write long about reading.</li><li>● Practice alternating the speed a text is read to reflect tone and mood.</li><li>● Plan to celebrate the conclusion of classroom reading projects.</li><li>● Use technology in the reading classroom; for example digital journals.</li></ul>		
---	--	--

**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 4 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.