

## Overview for Grade 4 Unit 1, *Interpreting Characters: The Heart of the Story*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share	
<b>BEND I: Establishing a Reading Life</b>				
<i>Start with Assessment</i>				
1	Reading Intensely: Building a Foundation to Grow Substantial Ideas	Channeling Students to Be Nose-in-the-Book Readers	Beginnings Matter, So Look Alert!	Using Books to Do Specific Kinds of Mental Work
2	Taking Responsibility for Reading Lots of Within-Reach Books	Making Assessments as Efficient as Possible	Readers Don't Want to Stop!	Help Students Make Reading More Intense, More Often
<i>A Day for Assessment</i>				
3	Collaborating to Create a Culture of Reading: An All-Hands-on-Deck Call	Continue to Assess and to Use Every Means Possible to Get the Right Books to Resistant Readers	Readers Give Books a Chance	Sharing Book Recommendations
4	Retelling and Synthesizing to Cement Comprehension	Scaffolding Children's Retelling	Readers Keep Track of and Use Characters' Names When Retelling	When Readers Discuss Books, It Helps to Begin with a Retelling
5	Envisionment: Seeing and Hearing inside the Text	Assessing and Developing Envisioning Skills	Push Yourself to Read a Lot	Envisioning
6	Using Partners and Learning Progressions to Lift the Level of Your Work	Supporting Students to Lift the Level of Their Work with Envisioning and Character Traits	Integrating Multiple Tools and Strategies to Lift the Level of Envisioning	Assessing Envisionments and Character Traits with a Partner
<b>BEND II: Thinking Deeply about Characters</b>				
7	Reading to Develop Defensible Ideas about Characters	Plan for the Beginning, Middle, and the End of Work Time	Rereading a Single Passage to Grow Insights about Characters, Then Reading on to Continue That Line of Thinking	Using Conversation and Close Reading to Grow Ideas about Characters
8	Developing Significant Ideas: Using the Story Arc to Notice Important Details about Characters	Support Readers Who Need Help Developing Ideas	Readers Use Story Arcs to Think about Characters	Readers Aim—and Rehearse—for Grand Book Conversations
9	Growing Grounded, Significant Ideas by Noticing Author's Craft: Finding Meaning in Repeated Details	Revealing What Objects Can Tell About a Character	Self-Assessment: Comparing Old and New Thinking	Making Goals to Lift the Level of Thinking about Characters
10	Improving Theories by Reaching for Precise Academic Language	Help Students Use Academic Language	Readers Try to Convey an Idea in Several Different Ways	Developing Theory Charts
11	Finding Complications in Characters	From Observing a Character to Growing Text-Based Ideas	Readers Ground Their Ideas in Evidence	Readers Enlarge Ideas by Taking into Account More Parts (and People) in the Text
12	Debating to Prompt Rich Book Conversation	Generating Debatable Ideas	Readers Can Debate with Themselves!	Researching Partner Debates with an Inquiry Question in Mind
13	Grounding Evidence Back in the Text	Preparing for Debate	Readers Weigh Their Evidence	Debating and Then Asking Students to Reflect on Their Work in This Bend
<b>BEND III: Building Interpretations</b>				
14	Looking beyond Characters: Studying Other Elements of Story	Teaching the Language of Literary Analysis	Readers Ask, "What Does This Teach Me?"	Assessing Reading Skills Using the Learning Progression for Interpretation
15	Looking through Many Lenses at Not Just a Scene—But at the Whole Story So Far			
16	Connecting Thoughts to Build Interpretations	Growing Important Details into Ideas—and Making Connections among Ideas	Sharing One Student's Work as an Example of the Teaching Point	Working with Partners to Develop Stronger Interpretations
17	A Method for Crystallizing Central Interpretations	Expect to Scaffold the Challenging Work of Developing Central Interpretations	Questions Readers Ask When Building a Central Interpretation	Readers Return to Learning Progressions to Check Progress and Set New Goals
18	Finding Meaning in Recurring Images, Objects, and Details	Support Students' Working through the Interpretation Process	Interpreting by Asking What Characters Learn	Savoring Endings
19	Celebration: Creating a Self-Portrait in Books			