



ESSENTIAL TASK GUIDANCE SAMPLE



Grade 4 Literature

Unit 1: Shiloh - Lesson 7

Target Task (RL.4.3)

Describe Marty. Use specific details from chapters 1-4 to support your answer.

Why is this task essential?

This task gives students a chance to step back and look at all of the description the author has included about Marty in order to craft initial theories about who he is as a character. This supports students' understanding and development of the key understandings that characters are dynamic and multifaceted and that characterization can be direct or indirect.

How to Monitor Student Understanding

Below are understandings necessary for answering the target task question and potential misconceptions. Suggested supports can be used to intervene with individual students during the lesson, or if a majority of the class has a misconception, the supports should be used as part of a reteach of the lesson.

Important Understanding	Potential Misconceptions	Supports
<p>Characters are dynamic and aren't defined by a single trait. Just like humans, characters have a variety of characteristics and traits. Marty isn't just a kid who loves animals, he is more dynamic than that.</p>	<p>Students are only able to identify obvious character traits and feelings. When describing Marty, students may not be able to see past his love of animals. While this is an important part of Marty's character, he is more complex than just an animal lover. In order to fully engage with the plot, students need to also understand and explore the other sides of Marty that are developed over the course of the text.</p>	<p>Provide students with a variety of character traits for Marty and have students find evidence to support how the author developed those particular traits. For example, have students explore if Marty is resourceful or a hard worker and then defend why.</p> <p>Provide students with more nuanced theories about Marty and have them find evidence to defend the particular theory. For example, provide students with the statement "Marty could be a person who is determined to do what is right, even if it means doing things that are scary." Then have students look for a</p>

Important Understanding	Potential Misconceptions	Supports
		variety of details that support the theory.
<p>Authors develop character’s perspectives by showing their relationships with others. Marty’s relationships with Shiloh and Judd reveal a lot about who Marty is.</p>	<p>Students may not understand how a character’s relationship with others influences their actions.</p>	<p>Review with students the role that supporting characters play in a text. Explain that supporting characters are often included to help a reader see another side of a main character or to incite conflict. Push students to articulate what conflict Judd has fueled and how it influences Marty and his actions.</p>
<p>To fully understand a character it is important to look at lots of details. The author includes lots of details that describe Marty. Some details reinforce the same ideas, others highlight more nuanced understandings about Marty.</p>	<p>Students may identify unimportant details about character or draw conclusions about a character based on too few details. When describing Marty or Shiloh students may over-rely on one or two details from the text to draw a conclusion. Or opportunities for more nuanced conclusions about Marty may be missed because students have too narrow of a lens.</p>	<p>Make sure students notice the following details before drawing conclusions about Marty-- <i>pg 2 about never shooting anything, pg 4 - 6 when he meets Shiloh and how he treats him, pg 11 -- wants to be a vet, pg 14 - 15 when Marty talks about standing up to Judd, pg 17 -- standing up to Judd, pg 25 - 26 -- standing up to Judd, pg 31 - 32, 35 -- determined to keep him safe</i></p>

Suggestions for Support in Upcoming Lessons

- In Lesson 8, ask -- “What is Marty’s major conflict here? How does he respond to it, based on his words and actions? Adding up those details about his responses, what could we say about him as a character?”

- During Lesson 8, ask debatable questions and define traits words ie “principled means a person acts in a way that shows they understand right and wrong. Based on that definition, is Marty principled? Why or why not?”
- During Lesson 9, after talking about POV, ask “because we are getting a window into Marty’s POV, what can we say about his personality? How is he responding to challenges?”
- Continue to introduce trait words and discuss their relevance to start building up their trait vocabulary for upcoming units

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