Handouts and Assessments

Grade 4: English/Language Arts

Unit 1: Character Development

Contents

Using this Resource

The provided handouts and assessments are resources to be used either in conjunction with the included Model Lessons, or as examples for monitoring students' progress with the unit-specific standards. While this resource is intended to provide suggestions, individual teachers should use their own discretion when choosing educational resources or designing assessments based on student needs.

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Name: _____

Date: _____

Week 1 Pre-Assessment

(CCSS RF.3, RF.4, RI.1, RI.4, W.4, L.4)

Using Context Clues

Directions: Read about Jackie Robinson. Pay attention to what helps you understand unfamiliar words while you're reading. Then answer the questions below.

Character on the Field

Jackie Robinson was the first African American **inducted** into the National Baseball Hall of Fame, on July 23, 1962. This was **inconceivable** when he first started playing baseball in the 1940s. Back then, America was a **segregated** country. There were laws separating people based on the color of their skin. African Americans and **Caucasians**, or whites, were not allowed to eat at the same restaurants or to attend the same **functions**. Fortunately, Robinson not only had talent, but he had courage. He fought **racism** by showing others that talent and character are what's really important — not the color of someone's skin.

Word	What do you think it means?	What were your clues?
1. inducted		
2. inconceivable		
3. segregated		
4. Caucasians		
5. functions		
6. racism		

How to Use Evidence to Make Meaning

Directions: In small groups, work together to identify the meaning of the word "character" in each quote listed on the "Quotes about Characters" page.

Do the following:

- Read the quote to yourself and circle the word (character.)
- Locate clues in the context by rereading the sentence.
- Share your thoughts with your group about how the word is used.
- Check the Vocabulary in Context Map for definitions.
- Ask your group members what they think.
- Explain what the word means. Cite your evidence (words in the sentence).

What does "character" mean in **quote #1**?	How do you know? Explain your **evidence**.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What does "character" mean in **quote #2**?

_____

_____

_____

_____

_____

_____

_____

_____

How do you know?

Explain your **evidence**.

_____

_____

_____

_____

_____

_____

_____

_____

_____

What does "character" mean in **quote #3**?

_____

_____

_____

_____

_____

_____

_____

_____

How do you know?

Explain your **evidence**.

_____

_____

_____

_____

_____

_____

_____

_____

_____

What does "character" mean in **quote #4**?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

How do you know?

Explain your **evidence**.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student's Name: _____

Date: _____

Reading "Look-Fors"

(CCSS RL.1, RL.2, RL.3, RI.1, RI.2, RI.3)

	Not There	Developing	Proficient
Before Reading	• Reader does not attempt to activate background knowledge.	• Reader attempts to activate some background knowledge.	• Reader takes time to activate background knowledge.
	• Reader does not preview or survey the text for text structure.	• Reader sometimes previews and surveys the text for text structure.	• Reader usually previews and surveys the text for text structure.
	• Reader does not make logical predictions.	• Reader makes some predictions.	• Reader makes logical predictions.
	• Reader rarely formulates purpose-setting questions.	• Reader sometimes formulates purpose-setting questions.	• Reader formulates purpose-setting questions.
During Reading	• Reader does not use context clues, sentence structure and visual clues to guide self-correction.	• Reader sometimes uses context clues, sentence structure and visual clues to guide self-correction.	• Reader uses context clues, sentence structure and visual clues to guide self-correction.
	• Rarely restates, summarizes and/or synthesizes read information.	• Reader sometimes restates, summarizes and/or synthesizes read information.	• Reader frequently restates, summarizes and/or synthesizes read information with accuracy.
	• Reader seldom attempts to make/confirm/modify questions, inferences and predictions.	• Reader sometimes makes/confirms/modifies questions, inferences and predictions.	• Reader makes/confirms/modifies questions, inferences and predictions.
After Reading	• Reader inconsistently participates in discussions about text with little accuracy.	• Reader sometimes participates actively and accurately in discussions about text.	• Reader often participates actively and accurately in discussions about text.
	• Reader inconsistently identifies what is directly stated in the text by occasionally citing examples from the text.	• Reader sometimes explains what is directly stated in the text by citing some details/examples from the text.	• Reader often explains what is directly stated in the text by citing specific details/examples from the text.
	• Reader rarely applies general academic and domain-specific vocabulary when discussing read material.	• Reader sometimes applies general academic and domain-specific vocabulary when discussing read material.	• Reader usually applies general academic and domain-specific vocabulary when discussing read material.
	• Reader inconsistently selects relevant textual evidence to explain connections in a text.	• Reader selects some relevant textual evidence to explain connections between events in a text.	• Reader selects only relevant textual evidence to explain connections between and/or among events or concepts in a text.

Name: _____

Date: _____

Small-Group Speaking & Listening Checklist

(CCSS SL.1, SL.4, RF.4, RL.1)

Directions: Below, write the names of the other students in your group. Then read each learning target and write "Yes," "No" or "Sometimes" to indicate each student's progress toward the target.

Learning Targets	Peer Progress (Yes/No/Sometimes)				
Did the student…	Peer Name:	Peer Name:	Peer Name:	Peer Name:	Peer Name:
• Take turns participating in the group discussion. (SL.1)					
• Express an opinion based on what the student already knew and on the new information. (SL.1/RF.4)					
• Use specific details from the text to support the student's ideas. (SL.1)					
• Interpret information to create new understandings of the topic. (SL.4)					

ML #1 Quotes About Character(s)

"You can easily judge the character of a man by how he treats those who can do nothing for him."

— Malcolm Forbes

"Felix the Cat is a black-and-white cat created during the silent film era of the early 20th century. His simple form and face make him easily recognizable. He was also the first cartoon character to gain enough popularity to award him a feature film, in 1928."

— Nancy Basile, Animated TV Expert

"When typing a document in Microsoft Word, the program will show you how many words, paragraphs, lines and characters are in the document."

— Anonymous

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

— Dr. Martin Luther King Jr.

Name: _____

Date: _____

Vocabulary in Context Map

Vocabulary Word:

_____

Definition #1:   Part of Speech: _____

_____

_____

_____

Definition #2:   Part of Speech: _____

_____

_____

_____

Definition #3:   Part of Speech: _____

_____

_____

_____

Use the word (from definition #__) in a detailed sentence that shows you understand its meaning.

_____

_____

_____

Character Development Organizer

How a Character Changes Over Time

What might cause someone to *change*?

1.
2.
3.
4.
5.

Write examples of each below:

How a Character **Feels**		How a Character **Feels**

Before → **Cause?** → **After**

How a Character **Acts**		How a Character **Acts**
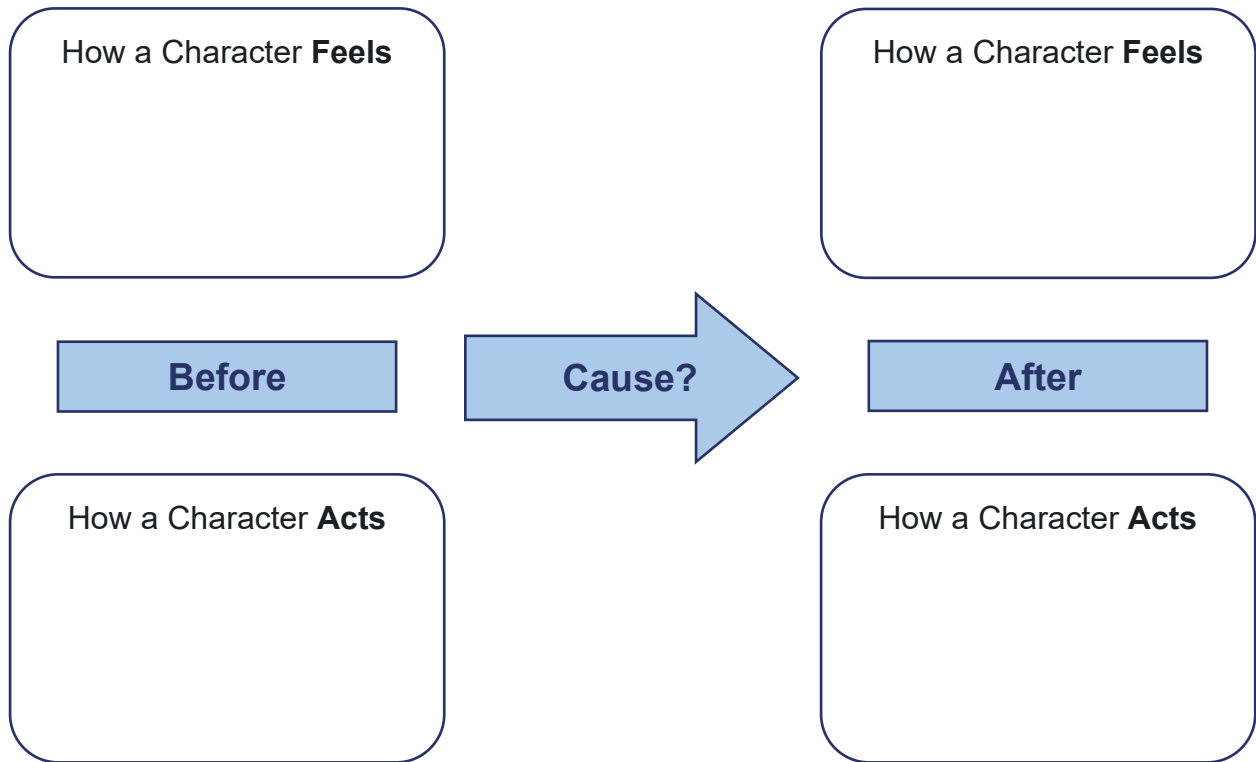
Readers Theater Handout

The Giving Tree

By Shel Silverstein

Narrators 1-11, Boy, Tree

Narrator 1: Once there was a tree …

Narrator 2: And she loved a little boy.

Narrator 3: And every day the boy would come, and he would gather her leaves and make them into crowns and play king of the forest.

Narrator 4: He would climb up her trunk and swing from her branches, and when he was tired, he would sleep in her shade. And the boy loved the tree … very much.

Narrator 5: And the tree was happy. But time went by, and the boy grew older. And the tree was often alone.

Narrator 6: Then one day the boy came to the tree, and the tree said:

Tree: Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy: I am too big to climb and play …

Narrator 7: Said the boy.

Boy: I want to buy things and have fun. I want some money. Can you give me some money?"

Tree: I'm sorry …

Narrator 8: Said the tree.

Tree: … but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in the city. Then you will have money and you'll be happy.

Narrator 9: And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy …

Narrator 10: But the boy stayed away for a long time … and the tree was sad.

Narrator 11: And then one day the boy came back and the tree shook with joy, and she said …

Tree: Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy: I am too busy to climb trees …

Narrator 1: Said the boy.

Boy: I want a house to keep me warm. I want a wife and I want children, and so I need a house. Can you give me a house?

Narrator 2: I have no house. The forest is my house …

Narrator 3: Said the tree.

Tree: But you may cut off my branches and build a house. Then you will be happy.

Narrator 4: And so the boy cut off her branches and carried them away to build a house. And the tree was happy.

Narrator 5: But the boy stayed away for a long time and the tree was sad.

Narrator 6: And when he came back, the tree was so happy she could hardly speak.

Tree: Come, Boy …

Narrator 7: She whispered.

Tree: Come and play.

Boy: I am too old and sad to play. I want a boat that will take me away from here. Can you give me a boat?

Tree: Cut down my trunk and make a boat …

Narrator 8: Said the tree.

Tree: Then you can sail away and be happy.

Narrator 9: And so the boy cut down her trunk and made a boat and sailed away. And the tree was happy.

Narrator 10: But not really. And after a long time the boy came back again.

Tree: I am sorry, Boy, but I have nothing left to give you. My apples are gone.

Boy: My teeth are too weak for apples.

Tree: My branches are gone. You cannot swing on them.

Boy: I am too old to swing on branches.

Tree: My trunk is gone. You cannot climb me.

Boy: I am too tired to climb.

Tree: I am sorry. I wish that I could give you something, but I have nothing left. I am just an old stump. I am sorry …

Boy: I don't need very much now, just a quiet place to sit and rest. I am very tired.

Tree: Well …

Narrator 11: Said the tree, straightening herself up as much as she could …

Tree: … an old stump is good for sitting and resting. Come, Boy, sit down and rest.

All Narrators: And the tree was happy.

Scripted by Chase Young. For classroom use only.

Brief Constructed Response (BCR)

Question:
_____ _____
Answer:
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

0 Points	1 Point	2 Points	3 Points
• The response does not answer the question. • Evidence was not provided from the text. • Ideas did not relate to the question.	• The response does not fully answer the question. • Clear evidence was not taken from the text. • Ideas are not explained.	• The response answers part of the question. • Some evidence was taken from the text to support the answer. • Some ideas are clearly explained.	• The response directly answers the question. • Sufficient evidence was taken from the text to support the answer. • Ideas are clearly explained.

Model Lesson #2: Observation Checklist

Success Criteria	Criterion 1	Criterion 2	Criterion 3	Notes
Grade 4, ML2 Standard Codes and what to observe	**L.4, RL.1, RL.4** The student identified adjectives that described a main character.	**RL.1, W.9** The student located textual evidence to support the chosen adjectives.	**RL.3, W.9** The student explained in writing how the evidence related to the adjectives.	
Student Name	**Level of Mastery** 1 = Not There 2 = Developing 3 = Proficient 4 = Exceeding			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
	Criterion 1	**Criterion 2**	**Criterion 3**	**Additional Thoughts:**
# and % Exceeding				
Data-Driven Plan				
# and % Proficient				
Data-Driven Plan				
# and % Developing				
Data-Driven Plan				
# and % Not There				
Data-Driven Plan				
Data-Driven Plan Choices: What are your next steps based on the data? **F**eedback, **I**nvestigation, **R**e-teach or Re-group, **M**ove on or **E**xtension				

Success Criteria	Criterion 1	Criterion 2	Criterion 3	Notes
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Student Name	**Level of Mastery** 1 = Not There 2 = Developing 3 = Proficient 4 = Exceeding			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
	Criterion 1	**Criterion 2**	**Criterion 3**	**Additional Thoughts:**
# and % Exceeding				
Data-Driven Plan				
# and % Proficient				
Data-Driven Plan				
# and % Developing				
Data-Driven Plan				
# and % Not There				
Data-Driven Plan				
Data-Driven Plan Choices: What are your next steps based on the data? **F**eedback, **I**nvestigation, **R**e-teach or Re-group, **M**ove on or **E**xtension				

ML #2 Character Analysis Organizer

Character: _____

What words would you use to describe this person's character?

_____

_____

Something the character said (on page #___):	Explain how this shows the person is _____
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

Evidence

What others said about the character (on page #___):	Explain how this shows the person is _____
_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____

Something the character **thought/felt** (on page #___):	Explain how this shows the person is _____
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

Evidence

Something the character **did** (on page #___):	Explain how this shows the person is _____
_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

Name: _____

Date: _____

Character Development: Feelings

How a Character's *Feelings* Change Over Time

Find and cite evidence to support your examples below.

In the **beginning**, the character _____ **felt** _____
when/because_____
_____
_____
_____
_____.

In the **middle**, the character _____ **felt** _____
when/because_____
_____
_____
_____
_____.

In the **end**, the character _____ **felt** _____
when/because _____
_____
_____
_____
_____
_____
_____.

Character Development: Actions

How a Character's *Actions* Change Over Time

Find and cite evidence to support your examples below.

In the **beginning**, the character _____ **acted** _____ when/because_____ _____ _____ _____ _____.

In the **middle**, the character _____ **acted** _____ when/because_____ _____ _____ _____ _____.

In the **end**, the character _____ **acted** _____ when/because _____ _____ _____ _____ _____ _____.

Close Reading Using Shiloh

Naylor

the hills, though; morning's the best, especially in summer. Early, early morning. On one morning I saw three kinds of animals, not counting cats, dogs, frogs, cows and horses. Saw a groundhog, saw a doe with two fawns, and saw a gray fox with a reddish head. Bet his daddy was a gray fox and his ma was a red one.

My favorite place to walk is just across this rattly bridge where the road curves by the old Shiloh schoolhouse and follows the river. River to one side, trees the other — sometimes a house or two.

And this particular afternoon, I'm about halfway up the road along the river when I see something out of the corner of my eye. Something moves. I look, and about fifteen yards off, there's this shorthaired dog — white with brown and black spots — not making any kind of noise, just slinking along with his head down, watching me, tail between his legs like he's hardly got the right to breathe. A beagle, maybe a year or two old.

I stop and the dog stops. Looks like he's been caught doing something awful, when I can tell all he really wants is to follow along beside me.

"Here, boy," I say, slapping my thigh.

Dog goes down on his stomach, groveling about in the grass. I laugh and start over toward him. He's got an old worn-out collar on, probably older than he is.

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Bet it belonged to another dog before him. "C'mon, boy," I say, putting out my hand.

The dog gets up and backs off. He don't even whimper, like he's lost his bark.

Something really hurts inside you when you see a dog cringe like that. You know somebody's been kicking at him. Beating on him, maybe.

"It's okay, boy," I say, coming a little closer, but still he backs off.

So I just take my gun and follow the river. Every so often I look over my shoulder and there he is, the beagle. I stop; he stops. I can see his ribs — not real bad — but he isn't plumped out or anything.

There's a broken branch hanging from a limb out over the water, and I'm wondering if I can bring it down with one shot. I raise my gun, and then I think how the sound might scare the dog off. I decide I don't want to shoot my gun much that day.

It's a slow river. You walk beside it, you figure it's not even moving. If you stop, though, you can see leaves and things going along. Now and then a fish jumps — big fish. Bass, I think. Dog's still trailing me, tail tucked in. Funny how he don't make a sound.

Finally I sit on a log, put my gun at my feet, and wait. Back down the road, the dog sits, too. Sits right in the middle of it, head on his paws.

"Here, boy!" I say again, and pat my knee.

He wiggles just a little, but he don't come. Maybe it's a she-dog.

"Here, girl!" I say. Dog still don't come. I decide to wait the dog out, but after three or four minutes on the log, it gets boring and I start off again. So does the beagle.

Don't know where you'd end up if you followed the river all the way. Heard somebody say it curves about, comes back on itself, but if it didn't and I got home after dark, I'd get a good whopping. So I always go as far as the ford, where the river spills across the path, and then I head back.

When I turn around and the dog sees me coming, he goes off into the woods. I figure that's the last I'll see of the beagle, and I get halfway down the road again before I look back. There he is. I stop. He stops. I go. He goes.

And then, hardly thinking on it, I whistle.

It's like pressing a magic button. The beagle comes barreling toward me, legs going lickety-split, long ears flopping, tail sticking up like a flagpole. This time, when I put out my hand, he licks all my fingers and jumps up against my leg, making little yelps in his throat. He can't get enough of me, like I'd been saying no all along and now I'd say yes, he could come. It's a he-dog, like I'd thought.

"Hey, boy! You're really somethin' now, ain't

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15

you?" I'm laughing as the beagle makes circles around me. I squat down and the dog licks my face, my neck. Where'd he learn to come if you whistled, to hang back if you didn't?

I'm so busy watching the dog I don't even notice it's started to rain. Don't bother me. Don't bother the dog, neither. I'm looking for the place I first saw him. Does he live here? I wonder. Or the house on up the road? Each place we pass I figure he'll stop — somebody come out and whistle, maybe. But nobody comes out and the dog don't stop. Keeps coming even after we get to the old Shiloh schoolhouse. Even starts across the bridge, tail going like a propeller. He licks my hand every so often to make sure I'm still there — mouth open like he's smiling. He *is* smiling.

Once he follows me across the bridge, though, and on past the gristmill, I start to worry. Looks like he's fixing to follow me all the way to our house. I'm in trouble enough coming home with my clothes wet. My ma's mama died of pneumonia, and we don't ever get the chance to forget it. And now I got a dog with me, and we were never allowed to have pets.

If you can't afford to feed 'em and take 'em to the vet when they're sick, you've got no right taking 'em in, Ma says, which is true enough.
I don't say a word to the beagle the rear of the way home, hoping he'll turn at some point and go back. The dog keeps coming.

I get to the front stoop and say, "Go home, boy." And then I feel my heart squeeze up the way he stops smiling, sticks his tail between his legs again, and slinks off. He goes as far as the sycamore tree, lies down in the wet grass, head on his paws.

"Whose dog is that?" Ma asks when I come in.

I shrug. "Just followed me, is all."

"Where'd it pick up with you?" Dad asks.

"Up in Shiloh, across the bridge," I say.

"On the road by the river? Bet that's Judd Travers's beagle," says Dad. "He got himself another hunting dog a few weeks back."

"Judd got him a hunting dog, how come he don't treat him right?" I ask.

"How you know he don't?"

"Way the dog acts. Scared to pee, almost," I say.

Ma gives me a look.

"Don't seem to me he's got any marks on him," Dad says, studying him from our window.

Don't have to mark a dog to hurt him, I'm thinking.

"Just don't pay him any attention and he'll go away," Dad says.

"And get out of those wet clothes," Ma tells me. "You want to follow your grandma Slater to the grave?"

I change my clothes, then sit down and turn on the TV, which only has two channels. On Sunday after-

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SHILOH

noons, it's preaching and baseball. I watch baseball for an hour. Then I get up and sneak to the window. Ma knows what I'm about.

"That Shiloh dog still out there?" she asks.

I nod. He's looking at me. He sees me there at the window and his tail starts to thump. I name him Shiloh.

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Name: _____

Date: _____

Close Reading Rubric

(CCSS RL.1, RL.4, W.9, SL.1, L.1, L.3, L.4)

Close Reading Strategies	Score (1-4)	Comments
Highlighting, underlining, and/or circling words provide evidence that the student thoroughly considers words and language encountered in the text. (RL.1, RL.4)		
Notations in the text provide evidence of purposeful reading and analysis. (L.1, W.9)		
Text-specific questions are generated that reflect deep thought and higher-level questioning. (RL.1)		
Discussions with classmates are focused on analyzing the text closely by expressing opinions based on experiences, prior knowledge and the information presented. (SL.1, L.3, L.4)		
Questions are answered using relevant textual evidence. (W.9, L.1, RL.1)		

Assessment Score Key
1 = Does Not Meet Expectations, **2** = Inconsistently Meets Expectations,
3 = Consistently Meets Expectations, **4** = Consistently Exceeds Expectations

Close Reading: Tips for Teachers

- Choose a short, complex text passage.

- **Avoid before-reading strategies.** Students will need to grapple with academic vocabulary and apply reading strategies as part of this process. Do not activate background knowledge prior to reading.

- **Read text aloud and model** close reading steps by doing a Think-Aloud.

- **Model** how to stop and take notes. Use a variety of methods:
  - ▶ Circle or underline confusing words.
  - ▶ Write questions in the margin.
  - ▶ Use different colored highlighters.
  - ▶ Use sticky notes to mark pages.

- **Ask text-dependent questions** that prompt students to go back to the text. Types of questions include the following:
  - ▶ Right there
  - ▶ Think and search

- **Collaboration**: Students should participate in purposeful talk (think-pair-shares, turn and talk, etc.).

- **Emphasize the need to reread.**

- After students have some practice with close reading, they can refer to the author's purpose, mood, tone, choice of words, etc. Types of questions include the following:
  - ▶ Author and you
  - ▶ On your own

Reference: Fisher, Douglas, Nancy Frey, & Diane Lapp. (2012). Text Complexity: Raising Rigor in Reading. Newark, DE: International Literacy Association. 2012. Print.

Close Reading: Steps for Students

- Select short text passages.

- Read through the text once.

- Reread with a pencil.

- Take notes: underline, circle, or highlight confusing words or ideas.

- Create text-specific questions while rereading.

- Discuss questions with classmates.

- Answer text-dependent questions using evidence from the text.

K-W-L Chart

Topic: _____

K	W	L
What I **know** about the topic	What I **want** to know	What I **learned**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____