Unit Overview

Grade 4: English/Language Arts

Unit 1: Character Development

Contents

Using This Resource

The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in conjunction with the Unit-at-a-Glance. Teachers should refer to the Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments. *While Text Suggestions are provided throughout the unit, they are intended as suggestions only. We recognize that elements of these texts are controversial; however, we intentionally left them in this unit for their educational value and the teaching moments they present. Individual teachers should use their discretion when selecting texts to meet their students' needs. The additional resources included in the Overview promote the most effective research-based teaching practices and should be considered when planning and assessing students.

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Unit Overview

"Character is doing the right thing when nobody is looking." – J.C. Watts

"People grow through experience if they meet life honestly and courageously. This is how character is built." – Eleanor Roosevelt

The unifying theme for the first unit in grade four is **Character Development**. Fourth graders will build upon the knowledge they gained from the Relationships unit in third grade. The theme focuses on the life events (moving, switching schools, loss) and personal interactions (in close relationships as well as with strangers) that contribute to individual character development. Additionally, the unit will examine how characters change and grow in literature. The intention of this unit is for students to think critically and purposefully about the factors that influence an individual's feelings and decisions leading to their outlook on life.

Throughout the unit, fourth graders will have opportunities to improve their foundational skills in the areas of word analysis and fluency in order to support their reading comprehension. One extended text, *Because of Winn-Dixie*, will be read and analyzed in depth, as will a multitude of short, complex texts that highlight character development over time. Fourth graders will routinely read a variety of nonfiction texts that represent real-life experiences. (See the Text Suggestions section below for more recommended texts related to the unit's theme.)

Reading and writing instruction will promote the use of close reading in order to answer text-dependent questions thoughtfully. Over the course of the unit, students will write routinely about character development in order to explain, inform and give their opinions through short responses and more detailed reports. Additionally, students will utilize keyboarding and media skills to produce and publish writing. Fourth graders will learn the importance of collaboration as they complete tasks in a variety of modes (small group, peer-paired, whole group, etc.).

Model Lessons and Lesson Seeds are provided to model approaches for teaching to the Learning Targets and Common Core State Standards. Pre-assessments, as well as formative and summative assessments, should be used to plan instruction and monitor student progress. While Text Suggestions are provided, it is up to the individual teacher's discretion to choose texts that align with the standards while meeting his or her students' needs.

Essential Questions:

- How do relationships help shape character?
- What contributes to character change over time?
- What strategies do proficient readers apply before, during and after reading?
- How do readers use evidence from text to support their ideas and deepen their understandings?
- How does a writer's choice of words help convey meaning?

Standards and Learning Targets

Reading Foundational Skills (RF)

Code	Standard	Learning Targets
RF.3.a	Know and apply grade-level phonics and word analysis skills in decoding words. Use a combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	• Generalize and apply phonics to unfamiliar multisyllabic words. • Increase knowledge of roots and affixes. • Understand the relationship between words with common roots. • Understand that an affix may change the meaning or part of speech of a word.
RF.4.a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	• Listen to daily Interactive Read-Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading. • Adjust reading rate to purpose for reading. • Engage in opportunities for daily independent reading of grade-level text in order to build fluency. • Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written responses).
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. • Use context clues, sentence structure and visual clues to guide self-correction.

Reading Literature (RL)

Code	Standard	Learning Targets
RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• Apply appropriate strategies before reading, viewing or listening to a text. • Apply appropriate strategies to monitor understanding when reading, viewing or listening to a text. • Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text. ▶ Explain what is directly stated in the text by citing specific details and examples from the text.

Code	Standard	Learning Targets
		▸ Explain inferences, conclusions and generalizations by citing appropriate details and examples from the text. ● Apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand. ● Select only relevant textual evidence when responding either orally or in writing to text-specific questions.
RL.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).	● Analyze the traits of a specific character, including his or her behavior, thoughts, words and interactions with other characters, as well as the reactions of other characters. ● Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood).
RL.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., Herculean).	● Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. (CCSS L.4.4.a) ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of keywords and phrases in context. (CCSS L.4.4.c) ● Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5.c) ● Analyze how word choice affects meaning.
RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	● Compare and contrast a visual or oral presentation of a text (e.g., a film, live performance, etc.) to its print version, noting specific instances of similarity and/or difference. ● Support inferences and conclusions with relevant textual evidence.
RL.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.	● Demonstrate understanding of assigned literary texts of steadily increasing complexity. ● Set personal goals and conference regularly with adults to improve reading.

Code	Standard	Learning Targets
		• Use self-selected literary texts both to explore personal interests and to challenge themselves as readers.

Reading Informational Text (RI)

Code	Standard	Learning Targets
RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	• Apply appropriate strategies before reading, viewing or listening to a text. • Apply appropriate strategies to monitor understanding when reading, viewing or listening to a text. • Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text. ▶ Explain what is directly stated in the text by citing specific details and examples from the text. ▶ Connect prior knowledge or experience to the text. • Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.
RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS L.4.4.a) • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of keywords and phrases.
RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.	• Determine and explain how each paragraph in a text is organized (e.g., sequentially/ chronologically, by main ideas and supporting details, by cause and effect, by problem and solution). • Determine the predominant organizational structure in a text or a portion of a text.
RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Demonstrate understanding of assigned informational texts of steadily increasing complexity. • Set personal goals and conference regularly with adults to improve reading.

Writing (W)

Code	Standard	Learning Targets
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.	• Apply the prewriting and planning stages of the writing process, including: ▶ Formulating an opinion ▶ Generating support that includes facts/details ▶ Paraphrasing when taking notes from sources ▶ Grouping support by categories or ideas • Draft an introduction that ▶ Orients the reader to the topic or text ▶ States the point of view or opinion ▶ Addresses audience and the writing purpose • Establish the focus of each paragraph with a topic sentence. • Apply an understanding of the relationship between opinion and reasons. • Draft a conclusion that paraphrases the opinion or point of view. (CCSS W.4.4, 4.6) • Apply the revision and editing stages of the writing process. (CCSS W.4.5, 4.6) • Prepare the final product for presentation and/or publication.
W.2	Write informative/explanatory texts to examine a topic and to convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information, using words and phrases (e.g., another,	• Apply the prewriting stage of the writing process. • Draft the body to examine a topic and to convey ideas with effectively organized facts, definitions, concrete details and other information. (CCSS W.4.4, 4.6) • Use commas and quotation marks to punctuate quotations from a text. (CCSS L.4.2.b.) • Apply an understanding that information can be categorized in a variety of different ways. • Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented. (CCSS 4 W.4, W.6) • Apply the revision and editing stages of the writing process. (CCSS 4 W.5, W.6)

Code	Standard	Learning Targets
	for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W.3	Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or to show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	• Draft an introduction that ▶ Establishes the narrator and/or the characters ▶ Orients the reader to the situation or problem ▶ Anticipates a logical sequence of events (CCSS W.4.4, 4.6) • Draft the body using a plausible sequence of events and effective descriptions of characters and setting. (CCSS 4 W.4, W.6) • Use commas and quotation marks to indicate direct speech. (CCSS L.4.2.b) • Apply academic vocabulary to express chronological and sequential relationships correctly and to control the sequence of events. (CCSS L.4.6) • Differentiate between specific and concrete, vague and general, and literal and nonliteral language. (CCSS RL.4.4) • Draft a plausible conclusion that follows naturally from the sequence of events in the narrative. (CCSS W.4.4, 4.6) • Apply the revision and editing stages of the writing process to the narrative piece. (CCSS W.4.4, 4.6) • Prepare the final product for presentation and/or publication, including: ▶ Using word processing technology ▶ Applying cursive handwriting skills neatly and legibly when handwriting is preferable, or technology is unavailable ▶ Delivering oral presentations

Code	Standard	Learning Targets
W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	● See CCSS W.4.1, 4.2, 4.3, 4.7, SL.4.1, 4.4 and 4.5 for specific application.
W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	● See CCSS W.4.1, 4.2, 4.3, 4.7, SL.4.1, 4.4 and 4.5 for specific application.
W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	● Use technology to enhance learning. ● Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable, or technology is unavailable.
W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	● Locate and select sources to meet the information need. ● Differentiate between original and borrowed ideas, and cite sources appropriately. ● Use a variety of formats to prepare findings/conclusions for sharing.
W.9	Draw evidence from literary or informational texts to support analysis, reflection and research.	● Write in response to grade-level print, nonprint, and digital literary or informational text(s).
W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	● Adjust the writing process as appropriate for different writing tasks, purposes and audiences and time frames.

Speaking and Listening (SL)

Code	Standard	Learning Targets
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) on grade 4 topics and texts with diverse partners, building on others' ideas and expressing their own ideas clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions, and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed, and explain their own ideas and understanding in light of the discussion.	● Take notes in preparation for the discussion. ● Access prior knowledge and experiences to extend the topic. ● Participate in group discussions on a variety of topics. ● Ask appropriate questions about the topic. ● Use linking phrases to connect comments while staying on topic. ● Listen to identify the topic and key ideas of speakers. ● Express an opinion based on experiences, prior knowledge of the topic and the information presented. ● Speak at an appropriate rate, volume and tone.
SL.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.	● Interpret information to create new understandings and knowledge related to the topic. ● With guidance, edit/review/revise/practice the presentation of the information product. ● Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.4.1) ● Use appropriate nonverbal techniques to enhance communication, e.g., posture, eye contact, facial expressions, gestures. ● Speak at an appropriate rate, volume and tone.

Code	Standard	Learning Targets
SL.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.	• Differentiate between formal and informal English. (CCSS L.4.1) • Recognize and speak appropriately for audience, environment and purpose. • Demonstrate command of the conventions of standard English grammar and usage when speaking.

Language (L)

Code	Standard	Learning Targets
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Order adjectives within sentences according to conventional patterns. d. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. e. Correctly use frequently confused words (e.g., to, too, two; there, their).	• Identify relative pronouns and relative adverbs in text presented in a variety of formats. • Demonstrate the appropriate use of relative adverbs to expand sentences. • Differentiate between past, present and future tenses. • Analyze writing models for correct use of verb tenses. • Revise and strengthen writing to include correctly ordered adjectives. • Differentiate between grammatically complete sentences, sentence fragments and run-on sentences. • Analyze writing models for complete sentences. • Demonstrate and explain the correct use of frequently confused words in writing. • Analyze writing models for the effective use of frequently confused words.
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct	• Explain the rules for capitalization in sentences and with proper nouns. • Use capital letters correctly in titles and in the first word in direct quotations. • Analyze and edit writing for correct punctuation of direct speech and quotations. • Strengthen writing by revising to include compound sentences.

Code	Standard	Learning Targets
	speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	● Use knowledge of word structure and word origins to spell grade-appropriate words. ● Use reference materials (e.g., dictionaries, thesauruses, the internet) to correct or confirm spelling of grade-appropriate words. ● Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words.
L.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	● Distinguish between literal and nonliteral meanings of words and phrases. ● Use dictionaries, glossaries, thesauruses and multimedia resources to identify and use synonyms for words. ● Strengthen writing by revising to use punctuation to indicate feelings and mood. ● Recognize situations as requiring formal or informal English. ● Adjust language to a variety of situations.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and to determine or clarify the precise meaning of keywords and phrases.	● Connect prior knowledge and experiences to determine the meaning of a word or phrase. ● Discuss words and word meanings daily as they are encountered in text, instruction and conversation. ● Distinguish between a dictionary and a thesaurus. ● Consider the context in which words are used to choose among possible meanings. ● Strengthen writing by using reference materials to revise for precise word choice.

Code	Standard	Learning Targets
L.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., quizzed, whined, stammered) and those that are basic to a particular topic (e.g., wildlife, conservation and endangered when discussing animal preservation).	• Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words. • Participate in collaborative discussions with diverse peers about grade 4 topics and text, building on others' ideas and expressing their own clearly. (CCSS SL.4.1)

Unit Assessments and Rubrics

Pre-Assessments and Formative Assessments

- Pre-Assessment: Using Context Clues
- Vocabulary in Context Map
- How to Use Evidence to Make Meaning
- Character Development Organizer
- Character Analysis Organizer
- Character Development (Feelings)
- Character Development (Actions)
- KWL Chart

Summative Assessments

- Brief Constructed Response (BCR)
- Model Lesson #1 Student Observation Checklist
- Model Lesson #2 Student Observation Checklist
- Model Lesson #3 Student Observation Checklist
- Small-Group Speaking and Listening Checklist
- Grade 4 Reading Look-Fors
- Close Reading Using Shiloh

Vocabulary

High-frequency "Tier 2" words and academic vocabulary should be taught explicitly as students need to understand and apply these words across all content areas in various situations. For more information on how to teach vocabulary while using standards, visit the following websites:

- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx
- achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/

Reading
- Claim
- Proficient
- Context clues
- Evidence/proof
- Text-dependent questions
- Close reading
- Fiction/nonfiction
- Informational text
- Text features
- Text structure
- Fluency
- Literal/nonliteral
- Synonyms/antonyms

Writing
- Compare/contrast
- Capitalization
- The writing process
  - ▶ Brainstorm
  - ▶ Draft
  - ▶ Revise
  - ▶ Edit
  - ▶ Final draft
  - ▶ Conference

- Phonics
- Comprehension
- Academic vocabulary

Language
- Pronouns
- Adverbs
- Adjectives
- Sentence fragments
- Run-on sentences
- Homonyms
- Homophones
- Simple/compound sentences

Keyboarding
- Icon
- Right justify
- Heading
- Center
- Left justify
- Enter
- Space
- Indent/tab
- Font
- Save

Text Suggestions

The following texts have been chosen for their Lexile levels, interest levels and ease for planning to multiple standards. To find an up-to-date list of vetted texts — which clearly center diversity, equity and inclusion — visit our list of [Culturally Responsive Text Suggestions](#).

See *Appendix A: Text Complexity Considerations* for information on how to select complex text. Some Lexile (L) levels are listed below for reference.

Fiction
The Adventure of Lisa and the Drainpipe Prayer by Mary Louise DeMott
Albert by Jo Donna Napoli
Angelo by David Macaulay
Arnie and the New Kid by Nancy Carlson (510L)
Because of Winn-Dixie by Kate DiCamilo (610L)
The Can Man by Laura E. Williams
A Castle on Viola Street by DyAnne DiSalvo (770L)
A Chair for My Mother by Vera B. Williams
A Place to Stay: A Shelter Story by Erin Gunti
The Family Under the Bridge by Natalie Savage Carlson
The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin by Julia Finley Mosca
The Good Dog by Avi
Hot Issues, Cool Choices: Facing Bullies, Peer Pressure, Popularity and Put-Downs
  by Sandra McLeod Humphrey
The Hundred Dresses by Eleanor Estes (870L)
Jake Drake, Teacher's Pet by Andrew Clements
The Lady in the Box by Ann McGovern (AD470L)
Loser by Jerry Spinelli
Rules by Cynthia Lord (780L)
Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy
Stand Tall, Molly Lou Melon by Patty Lovell (AD560L)
Strider by Beverly Cleary
Tar Beach by Faith Ringgold
Thank You, Mr. Falker by Patricia Polacco (AD650L)
The Three Questions by Jon J. Muth
Under the Lemon Moon by Edith Hope Fine
The Way I Act by Steve Metzger

Fiction Series
Shiloh by Phyllis Reynolds Naylor (890L)
The Sibling Survival Guide: Surefire Ways to Solve Conflicts, Reduce Rivalry, and Have More
  Fun with your Brothers and Sisters by Dawn Huebner
The Stories Julian Tells by Ann Cameron (520L)

Nonfiction

Jack's Path of Courage by Doreen Rappaport (AD780L)
Moses: When Harriet Tubman Led Her People to Freedom by Carole Boston Weatherford
My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King, Jr.
        by Christine King Farris (970L)
National Geographic Books by National Geographic
Owen & Mzee by Craig Hatkoff
A Picture of Freedom: The Diary of Clotee, a Slave Girl by Patricia C. McKissack
Rosa by Nikki Giovanni
Scholastic News Magazine
Sports Illustrated Kids Magazine
Susan B. Anthony: Fighter for Freedom and Equality by Suzanne Slade (620L)
Teammates by Peter Golenbock
TIME for Kids Magazine
Time to Read: Grade 4 Nonfiction Stories by Time for Kids
What to Do About Alice? by Barbara Kerley
Who Was Sally Ride? by Megan Stine (800L)
Who Were the Wright Brothers? by Megan Stine

Free Nonfiction Online and Printable Text

- K12 Reader: Reading Instruction Resources www.k12reader.com/subject/reading-skills/reading-comprehension/4th-grade-reading-comprehension-worksheets/

- ReadWorks http://www.readworks.org/

- Newspaper in Education from *The Washington Post* nie.washingtonpost.com/

- Newsela www.Newsela.com

Teacher Resources: Educator Websites

(Websites change frequently. Check sites ahead of time for content and accuracy.)

Collaborative Learning Platforms

- https://info.flipgrid.com/ FlipGrid is a free video discussion platform where teachers can post questions and students of all ages can respond via short videos. It's excellent for students who have challenges with written expression but excel through oral communication; however, all students can benefit from this creative form of expression.

- https://www.peardeck.com/ Pear Deck is an add-on feature for Google Slides or PowerPoint which allows slides to become interactive. Teachers can leave audio instructions for independent work, post surveys or questions for real-time assessment, etc. These features allow for differentiation among students such as drawing responses, dragging answers, leaving video recordings, etc.

- https://nearpod.com/ Nearpod is a platform that combines the most popular applications in one place, making teaching easier and more effective. It has interactive lessons, interactive videos, games and activities that allow for differentiation and real-time assessment of learning.

- www.padlet.com Padlet is a collaborative learning tool that visually organizes information (e.g., words, pictures, videos/links). Users can add comments, rate/score information, and/or respond to questions.

Instructional Resources

- www.pinterest.com/TheEducatorsHelper was created on Pinterest to provide resources that support the Instructional Framework best practices such as planning to multiple standards and creating plans that are equitable and inclusive.

- www.wordcentral.com/ Word Central is created by Merriam-Webster. It offers a "kid-friendly" online dictionary, thesaurus and rhyming dictionary.

- www.spellingcity.com/homophones-and-homonyms.html Spelling City gives examples of multi-meaning words.

- www.thebestclass.org/rtscripts.html Readers Theater scripts can be used to promote fluency.

- www.readingonline.org/electronic/boswell/ This site offers lots of ideas and assessments based on the text *Because of Winn-Dixie.*

- ngexplorer.cengage.com/ngyoungexplorer/moreissues.html National Geographic Young Explorer site where students can listen to informational text as they read along.

- busyteacher.org/ Free printables and ideas for teachers K through grade 6.

- www.readwritethink.org/search/?grade=12&resource_type_filtering=6-16-18-20-126&resource_type=18 Read Write Think offers free printables (graphic organizers, assessments, writing starters, etc.).

- www.discoveryeducation.com/search/page/k-5/english-language-arts/-/-/index.cfm?campaign=flyout_teachers_k5_la This Discovery Education site has free lesson plans, videos and white board lessons.

- www.wonderopolis.org Wonderopolis: Where the Wonders of Learning Never Cease is an interactive site where the user can ask questions.

Lesson Sequence — Unit Progression

The Unit Progression gives weekly examples of how to teach to the unit-specific learning targets over the course of nine weeks. Teachers should adjust the pace as needed for their individual classes.

Week by Week

During the first two weeks, students will analyze the homonym "character" by reading informational texts and literary texts that use the word in different contexts. Students will use knowledge of context clues to find evidence that supports their thoughts and ideas. Students will create goals for the school year that reflect how they'd like their own character to grow. Additionally, fourth graders will analyze texts that contain the same character and discuss how that person changes over time.

In week three, students begin the extended text *Because of Winn-Dixie*. They practice before-, during- and after-reading strategies that develop comprehension. Through close reading, fourth graders study the text and analyze character traits as they get into week four. Along the way, students will learn about academic language and how it is different from traditional vocabulary. Text-dependent questions will be answered through journal entries, brief constructed responses and small-group activities.

Students finish reading *Because of Winn-Dixie* in week five, and then watch the movie based on the book. They write their personal opinions as well as an explanatory piece that compares evidence of character development from the movie with evidence from the text.

In week six, text excerpts are selected and read aloud from the more complex text *Shiloh* in order to model the strategy of close reading. This allows fourth graders an opportunity to observe and practice reading closely and critically as they study the author's craft and the importance of word choice. During week seven, nonfiction is highlighted when the concepts of text features and text structure are discussed. By the end of the week, students start to brainstorm research ideas relating to character development. They complete their research during week eight and fine-tune the information they'd like to share during week nine. Fourth graders finish the unit by practicing their speaking and listening skills as they present their research to the class.

Appendix A: Text Complexity Considerations

When selecting books, text complexity matters. According to the Common Core State Standards Initiative, three factors should be considered when the teacher is choosing texts: 1) Qualitative Measures, 2) Quantitative Measures, and 3) Reader and Task Considerations. For more information on these measures, see the following website: www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/.

As a result of research conducted in 2013 on text complexity, updated information was added to Appendix A of the CCSS to reflect the new expectations required of students in order to meet College and Career Readiness (CCR) by high school graduation. The table below shows the six different measures found reliable for measuring text complexity and their corresponding grade levels.

Common Core Band	ATOS (Accelerated Reader)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Text Evaluator
2nd-3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4th-5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6th-8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9th-10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11th-CCR	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	890 – 1360

Table 1: Updated Text Complexity Grade Bands and Associated Ranges From Multiple Measures, taken from www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf, which can be found on the website www.corestandards.org/other-resources/.

Appendix B: Instructional Strategies for Diverse Learners

When choosing instructional strategies, teachers should consider the multiple learning styles, backgrounds and abilities of all students. Research shows that to promote ELA/literacy skills, teachers should incorporate a mix of whole-group, peer-paired and independent activities into instructional procedures. Below is a list of research-based strategies recommended to promote literacy skills in the five essential areas of reading (comprehension, vocabulary, fluency, phonics and phonemic awareness).

Comprehension Strategies

- KWL Charts, Venn Diagrams, T-charts, etc.
- Interactive Read-Alouds, Think-Alouds, etc.
- Story Boards, Sketch to Stretch, etc.
- Question-Answer-Relationship (QAR) (e.g., www.youtube.com/watch?v=wsud7AQWva8)
- Focus Questions

Comprehension Strategies with Cooperative Learning (Collaboration)

- Guided Reading, Literature Circles, Book Talks, etc.
- Readers Theater, Role Play, Reciprocal Reading, etc.
- Shared/Buddy/Paired Reading
- Think-Pair-Share, Turn-and-Talk, etc.
- Jigsaw (e.g., www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx)
- Socratic Seminar (grade 2: www.youtube.com/watch?v=zBfH_fhAme0; for older students: www.youtube.com/watch?v=69Qv3I0nuNg)
- Fishbowl
- Four Corners (e.g., www.youtube.com/watch?v=M2XmJQ9FL5A)
- Gallery Walk (e.g., www.youtube.com/watch?v=nNT3PZP2obU)

Vocabulary Strategies

- Word Walls
- Word Analysis, Word Sorts (e.g., Making Words), Word Games (e.g., UpWords, BINGO)
- Word Ladders
- Concept Mapping (great for ELL students/differentiation), Concept Circles, Frayer Model, etc.

- Alpha Boxes (e.g., www.youtube.com/watch?v=iBGB7CiN0bQ)
- List-Group-Label (e.g., www.youtube.com/watch?v=K731qicwYcY)
- Non-Linguistic Strategies (visuals)
- Analogies, Connect-Two, etc.

Fluency Strategies

- Daily Read-Alouds, Think-Alouds, etc.
- Record Self/Listen to Self
- Listen to Stories Using Technology
- Repeated Readings
- Choral Reading

Phonemic Awareness/Phonics Strategies

- Making Words
- Word Ladders
- Centers/Literacy Stations
- Guided Reading
- Interactive Writing