

		<i>Common Core State Standards for English Language Arts</i>				
		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). SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING LITERATURE /SPEAKING & LISTENING	Unit: Heroes Lesson: Character Traits Text: <i>Shiloh</i>	Match the character traits words with pre-selected picture cards working with a partner or in small groups. <i>Marty is _____.</i> <i>Marty shows _____.</i>	Discuss topical vocabulary using the lotus diagram with pre-selected pictures and sentence frames working with a partner or in small groups. <i>Marty is _____ and _____.</i>	Participate in class and peer discussions using descriptive vocabulary about character traits using sentence frames and teacher modeling. <i>Marty is _____ because he _____.</i>	Participate in class and peer discussions using descriptive vocabulary about character traits using visual support. <i>(Action demonstrating character trait) so Marty is (character trait).</i>	Participate in class and peer discussions using descriptive vocabulary about character traits. <i>Marty is _____ because he _____.</i> <i>People who are _____ (definition of trait as connected to the text).</i>
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade level words and expressions such as: honest, optimistic, resourceful, selfless, courageous, loyalty, confident, trustworthy, moral, perseverance, thoughtful, and cooperative.					
	Cognitive Function: Students at all levels of English language proficiency DESCRIBE the traits of characters in the text.					
		Example Context for Language Use: Students participate in discussions and collaborative groups using topical vocabulary to describe character traits.				
		Level 6—Reaching				

