



Big Idea: The **central character** in a story **develops** as the events take place.

Big Question: *How does the writer help you understand a character?*

CCSSRL1. Read closely, make inferences with evidence. CCSSRL3. Analyze character development

Take the gradual release of responsibility across the week.

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well						
Target: Infer character traits.	Target: Infer character's feelings.	Target: Identify way(s) a character changes in a story.	Target: Interpret character development.	Target: Analyze character development.						
<p>I Do: Read part of story aloud. Think out loud as you read--Who is an important character? What do I know about that character? How do I figure out a trait?</p> <p>We Do: Read another part of the story. Figure out the trait of another character.</p> <p>You Do: Draw one character, then give picture to another student. Dialogue: Infer who is pictured and tell a trait the picture shows.</p> <p>Assessment: List one of your own traits. Tell how your actions show it.</p>	<p>I Do: Start a story chart—how do I know how the main character feels during the story?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Event</th> <th>How I feel</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>We Do: Continue the chart with input from students.</p> <p>You Do: Complete the chart for another character.</p> <p>Assessment: Tell how you can figure out a character's feelings.</p>	Event	How I feel					<p>I Do: Explain that in most stories the central character changes. The character learns a lesson. Or the character makes a choice that changes his/her future.</p> <p>Make a list: Choices the main character made. What does one choice show about how the character changed or learned something?</p> <p>We do: Analyze the list: What did the character learn or how did the character change?</p> <p>You Do Write about one choice the character made. What did it lead to?</p> <p>Assessment Write a note to the character telling what you think about one choices the character made.</p>	<p>You Do: (Formative assessment) Read a short story or part of a story.. Identify main character and infer trait with evidence. Identify way(s) the central character changes.</p> <p>I Do: Check and clarify, extend</p> <p>Students needing support: Make timeline of story.</p> <p>Advanced Students: List responses to the question: how does a writer help you understand a character?</p>	<p><i>Teacher Guides Students needing support: We analyze an actual event; list choices the person made, infer what trait(s) that showed and what the person learned. Then independently revisit the story and complete list for a different character in that story.</i></p> <p>INDEPENDENT Advanced: <i>Options:</i> > Write a reflection that the central character might have written—what I learned. > Write the next part of the story, showing that the character learned an important lesson. > Act out an important part of the story.</p> <p>Class Synthesis: <i>Whole class dialogue:</i> How does a writer help you understand a character in a story?</p>
Event	How I feel									