

LOOKING AT A CHARACTER

Performance Standard 2B.A

After reading a literary work, interpret what one character is like and provide evidence from the text to support those opinions accordingly:

- *Recalling characters:* Recall a central character; remember important facts about the character.
- *Evaluating characters:* Spontaneously produce some evaluative (I like) expressions about the character; provide 3 examples of text support for his/her character evaluation.
- *Explaining vocabulary:* Use own vocabulary for character recall but may include some references to text vocabulary in the explanation.
- *Comparing characters:* Compare story character (using more than one trait) to a person in his/her own life or to another character read about.

Procedures

1. *In order to read and interpret a variety of literary works (2B)*, students should experience sufficient learning opportunities to develop the following:
 - Investigate self- and teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
 - Re-enact and retell stories, songs, poems, plays, and other literary works.
 - Produce simple evaluative expressions about the text (I like the story because...).
 - Make simple connections from the story to events or people in their own lives.
 - Identify specific parts of the text to support a point.
 - Present a reasonable interpretation of a book.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student orally retell some things about a character after the text has been discussed in a group. Tell the students prior to reading the text that they will talk about the story and some of the characters when they finish reading. After the reading, have all the students participate in a group discussion about the story. Select students one at a time to tell what a character is like by describing the character and giving examples from the story to justify the description. The student should tell how he/she feels or thinks about the character (I like her/him because...). Do not give the student information; instead, use probing questions to elicit a response (“Tell us as much as you can about the character.” Or, “Tell us more about the character/person you just read about. How do you know that about the character? What makes you think that?”). Then ask each student to say who the character reminds him/her of in either his/her own life or in a different story and tell why. Do not give the student information; instead, use probing questions to elicit a response (“How are they alike? What do they do that is the same?”).
4. Have students experience a text by reading it themselves or by listening to one read aloud by you. Afterwards have students discuss the characters and the events of the text as a group.
5. Following the discussion, ask each student to tell what a character from the text is like and to give the reason he/she thinks that from events or description in the text. Prompt, if necessary, with questions like: “How do you know that about the character? What makes you think that? What did the character say or do that helps you to think that is true?” The students should respond by providing specific examples from the text events, character’s actions or motives, and his/her personal reaction to the character. Tell the student to think about people he/she knows or characters he/she has read or heard about from some other time. Ask each student to name who the current character reminds him/her of and tell why. Ask each student to compare ways the characters are alike in features such as appearance, clothing, speech, behavior, actions, and motives.
6. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level. Note: the retelling should occur immediately following the text reading. Every student does not have to be assessed on the same text on the same day. Students can be assessed using different texts or the same text on different days in response to the teacher or student rereading a familiar story.

Resources

- Narrative or expository text
- Looking At A Character Rubric

Time Requirements

- One class period

LOOKING AT A CHARACTER

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Character Recall	Character Evaluation	Explanation Vocabulary	Character Comparison
4	<ul style="list-style-type: none"> • Student recalls a central character. • Student remembers important facts about the character. 	<ul style="list-style-type: none"> • Student spontaneously produces some evaluative (I like) expressions about the character. • Student can provide 3 examples of text support for his/her character evaluation. 	<ul style="list-style-type: none"> • Character recall uses the student's vocabulary but may include some references to text vocabulary in the explanation. 	<ul style="list-style-type: none"> • Student compares story character (using more than one trait) to a person in the student's life or to another character read about.
3	<ul style="list-style-type: none"> • Student recalls a central character. • Student remembers important facts about the character. 	<ul style="list-style-type: none"> • Student spontaneously produces at least one evaluative (I like) expression about the character. • Student can provide 2 examples of text support for his/her character evaluation. 	<ul style="list-style-type: none"> • Character recall uses the student's vocabulary but may include only one reference to text vocabulary in the explanation. 	<ul style="list-style-type: none"> • Student compares story character (using only one trait) to a person in the student's life or to another character read about.
2	<ul style="list-style-type: none"> • Student recalls a character. • Student remembers limited facts about the character. 	<ul style="list-style-type: none"> • Student, with probing, produces an evaluative (I like) expression, about the character. • Student, with probing, can provide 1 example of text support for his/her character evaluation. 	<ul style="list-style-type: none"> • With probing, student makes references to text vocabulary in the explanation. 	<ul style="list-style-type: none"> • Student, with probing, compares story character to a person in the student's life or to another character read about.
1	<ul style="list-style-type: none"> • Recalls (with probing) a character. • Remembers facts about the character only when probed. 	<ul style="list-style-type: none"> • Student, with probing, produces an evaluative (I like) expression about the character. • Student, with probing, cannot provide an example of text support for his/her character evaluation. 	<ul style="list-style-type: none"> • Character recall uses only the student's vocabulary. 	<ul style="list-style-type: none"> • Student, with probing, compares story character to a person in the student's life or to another character read about.
Score				