

SAY IT LIKE A CHARACTER

Performance Standard 1C.B

Retell a story by role-playing a character's part and describe that character's feelings and actions accordingly:

- *Role playing*: Consistently convey the emotion by using facial expressions, dialog, body language, and voice.
- *Explaining*: Consistently identify motives or causes for character actions; consistently identify text evidence to support generalizations; consistently provide relevant content based on the text.

Procedures

1. *In order to comprehend a broad range of reading materials (1C)*, students should experience sufficient learning opportunities to develop the following skills:
 - Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning.
 - Identify the author's purpose and the main idea.
 - Describe characters and plots across multiple episodes of a story (i.e., chapter book).
 - Retell text read or heard.
 - Use illustrations or text to support conclusions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide read aloud, shared reading or guided/independent reading experiences and opportunities to practice reciting passages from a text in a way that expresses emotions like fear, love, excitement, joy, anger and surprise. Select a story with which the students are familiar and have each student make a drawing of his/her favorite part and identify the feeling.
4. Have students individually deliver oral reports in which they role-play the way they think a character would speak to convey a specific message. Students should also display their pictures and give a reason for role-playing the feeling identified.
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Three class periods

Resources

- Fiction text
- Picture (from pre-assessment)
- Say It Like A Character Rubric

SAY IT LIKE A CHARACTER

NAME _____ DATE _____

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard or absent (must receive 2 total points)

	Role Playing	Explanation
4	<ul style="list-style-type: none"> • Consistently conveys the emotion by using all of the following: <ul style="list-style-type: none"> ○ Facial expression ○ Dialog ○ Body language ○ Use of voice 	<ul style="list-style-type: none"> • Consistently identifies motives or causes for character actions. • Consistently provides relevant content based on the text. • Consistently identifies text evidence to support generalizations.
3	<ul style="list-style-type: none"> • Usually conveys the emotion by using most of the following (3-4): <ul style="list-style-type: none"> ○ Facial expression ○ Dialog ○ Body language ○ Use of voice 	<ul style="list-style-type: none"> • Usually identifies motives or causes for character actions. • Usually provides relevant content and concepts. • Usually identifies text evidence to support generalizations.
2	<ul style="list-style-type: none"> • Occasionally conveys the emotion by using some of the following (2): <ul style="list-style-type: none"> ○ Facial expression ○ Dialog ○ Body language ○ Use of voice 	<ul style="list-style-type: none"> • Occasionally identifies motives or causes for character actions. • Occasionally provides relevant content and concepts. • Occasionally identifies text evidence to support generalizations.
1	<ul style="list-style-type: none"> • Seldom/never conveys the emotion by using the following: <ul style="list-style-type: none"> ○ Facial expression ○ Dialog ○ Body language ○ Use of voice 	<ul style="list-style-type: none"> • Seldom/never identifies motives or causes for character actions. • Seldom/never provides relevant content and concepts. • Seldom/never identifies text evidence to support generalizations.
Score		

THE THREE LITTLE PIGS

"Meets"



"Meets"



IC-BM

"Exceeds"

Goldilocks and the three
BEARS

"Exceeds"



IC-BE