

Tracking Character Development

GRADES


4 - 10

DISCIPLINE

 ELA

COURSE

Any

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
35 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify character development over the course of a novel or short story	TRACKING CHARACTER DEVELOPMENT Based on the notes you took during reading, how did the main character(s) change over the course of the novel?	On the attached organizer, student: <ul style="list-style-type: none"> Identifies at least one character trait that remained stable throughout the story, supporting their answer with specific evidence from the text. Identifies at least one character trait that changed throughout the story, supporting their answer with specific evidence from the text. 	<ol style="list-style-type: none"> Model identifying a main character, a character trait that describes them at the start of the book. It may help to model with a different text, so you don't "use up" character traits your students might use for the unit text. Think aloud how to assess whether the character changed or stayed the same. Also, model the process of finding and citing evidence. Instruct students to complete the activity for characters in their assigned text. It may help to provide students with a list of character traits. They can do this in partners or on their own. Group students to discuss their findings. <p>Example (for <i>The Watsons Go to Birmingham</i>):</p> <p>Select four of Kenny/Byron's most identifying character traits before the family trip to Birmingham. Decide if Kenny/Byron still embodies this trait after his experiences in Birmingham. If he does, cite evidence to support the trait based on what happened in and after the trip to Birmingham. If he does not, describe how and why Kenny/Byron changed.</p> <ul style="list-style-type: none"> Initially, students may work independently or in pairs to complete the chart based on the teacher's discretion. After chart is completed, students should discuss their responses in small groups.
Standards: CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Additional Attachments:  Examining Character Development				

by Courtney Murphy