



## Character: The Inside Story

Chippewa River Writing Project--Cadillac 2017

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### Contentions

My demonstration is meant to suggest and support my contentions that:

1. Providing students with choices motivates students to engage in the learning process.
2. Students' writing skills will improve if teachers model their own thinking while writing.
3. Writing while reading helps students to be engaged readers-merging their thinking with the text in order to understand the text at a deeper level.

### Questions

- What practices included in this unit will support students' learning in future grades?
- What practices could be added in order to better support learning in future grades?
- What text(s) do YOU use that have been successful?

### The Approach/Process

#### Background Information

This lesson attempts to highlight a few of the key pieces of a much larger unit on connecting reading and writing. The concepts are taught through short mini-lessons included in reading and writing workshop. Prior to this lesson, students would have spent over a month being immersed in character traits through explicit instruction of vocabulary and orally identifying and supporting opinions of character traits in read alouds. In addition, the students will have collaboratively created a character trait board they can reference throughout the year. We would have analyzed these texts both as readers and as writers.

#### Steps to Follow

1. Remind the students of all of the work they have done with character traits to date. Then explain that today they will use what they have learned in order to write their own opinion text using character traits and their choice of one of their favorite texts.
2. Mini-lesson of the difference between emotions and character traits with an anchor chart. As a class, brainstorm a list of character traits on the [ABC google doc](#). Here is a blank copy of the [ABC google doc](#) you can use with your students. Just make a copy of the copy.

3. Check to make sure all are character traits and not emotions.
4. Invite students to choose a book, complete a picture walk and then read it.
5. Read the book *Axle Annie* by Robin Pulver and model how to select a character trait and sketch their character.
6. Mini-lesson on how to find text-based evidence to support their choice of character trait and add it to their sketch
7. Students will read closely to find text-based evidence to support their choice of a character trait and add it to their sketch.
8. Model writing an opinion writing.(Introduction, opinion statement, reasons, and ending)
9. Students write an opinion piece.
10. Students share what they have written.

## Bibliography/Related Reading

Harvey, Stephanie, Anne Goudvis, *Strategies That Work Teaching Comprehension for Understanding and Engagement*. Portland, Me.; Markham, Ont.: Stenhouse Publishers ; Pembroke Publishers, 2007.

Miller, Debbie. *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, 2002.

Ray, Katie Wood. *About the Authors: Writing Workshop with Our Youngest Writers*. Portsmouth, NH: Heinemann, 2004.

## Common Core State Standards

### READING

#### Key Ideas and Details

##### CCSS.ELA-LITERACY.RL.2.3

- Describe how characters in a story respond to major events and challenges.

#### Integration of Knowledge and Ideas:

##### CCSS.ELA-LITERACY.RL.2.7

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### WRITING

##### CCSS.ELA-LITERACY.W.2.1

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

##### CCSS.ELA-LITERACY.W.2.6

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.