

Opinion: Character Analysis

Unit Introduction

NOTE

In the original binders this unit title was “Character Analysis.” It has been retitled to reflect alignment with Common Core State Standards text types. CCSS Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages.

In order to align with the CCSS standards, we have reclassified this unit as an opinion unit. Make sure students are clearly stating an opinion in the introduction. In this text-based unit third graders will write an opinion essay about a character from literature they have already read. Students will write a multi-paragraph essay to support their opinion of the character and his/her traits, using details from the text.

Student Goals:

1. Write opinion pieces based on text, supporting a point of view with reasons.
 - Students will introduce character and text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Students will provide reasons that support their opinion.
 - Students will use linking words and phrases to connect opinion and reasons.
 - Students will provide a concluding statement.
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
4. With guidance and support from adults, use technology to produce and publish writing.
5. Gather information from print source: take brief notes on sources and sort evidence into provided categories.
6. Write routinely over extended time frames and shorter time frames.
7. Students will demonstrate command of the conventions of Standard English capitalization including capitalizing appropriate words in titles.

To incorporate the Common Core State Standard 3.W.6, to "use a variety of digital tools to produce and publish writing," you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects-use WORD publishing forms such as postcards and brochures.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Unit Overview:

Many of us have met ‘best friends’ in the pages of a book. Understanding character is the very heart of what readers must do when they read fiction. In fact, “characterization” is often cited as one of the most powerful literary elements. A character’s beliefs, feelings and thoughts are “the glue that holds the story together.”*

The prewriting lessons in this unit go beyond definitions of character and a listing of the character traits. The goal of these beginning lessons is to help students learn how to evaluate characters in their reading and writing. We recommend that this preparation for writing the literary analysis should be a part of reading instruction *throughout the school year*. For that reason, we encourage teachers to read the prewriting lessons, charts and resources and begin implementing these reading strategies early in the year. It will be a lot easier for students to learn how to write an essay about a character if they are already used to studying character in the books they read.

Another suggestion for timing the teaching of this unit is to teach the reading and evidence collection lessons during your reading time if possible. Students can be finishing a different piece of writing during writing time at the same time they start collecting evidence and learning about characters traits during reading.

In the prewriting lessons students are taught that readers determine what characters are like by what they say or do. They develop trait vocabulary in several ways. Students practice identifying traits of a character in the poem, ‘Harvey’ by Judith Viorst. Several Short Writes provide an opportunity to think about the traits of both story and real life characters.

Notes: We recommend that throughout the school year you and your students evaluate character traits when reading. Practicing this skill will make it easier for students to learn how to write an opinion essay about a character.

The teacher model in this unit uses three character traits and evidence to support each one. Each trait makes up a distinct body paragraph, so the complete essay is five paragraphs long. You may wish to differentiate. Less proficient writers could write about one trait with two to three pieces of evidence to support the trait.

Learning occurs by adding the new to the old. The lessons continue to *spiral and build* upon the instructional routines and craft lessons taught in previous units. Anchor charts reinforce lessons and highlight student writing. Teachers continue to demonstrate thinking aloud, model their writing, and offer shared writing experiences. A writing sample is provided in these lessons, but you are encouraged to create your own writing.

Finally, the Revising and Editing Checklists have grown in scope from the beginning of the year. This tool keeps writers focused on what they have learned. It is always the teacher's option to adapt the checklist to their students' needs.

Modifications:

Most students will write a few paragraphs describing the traits represented in a single character of their choice. Advanced writers can be encouraged to describe multiple traits for a character. Advanced writers can also include examples of a single trait that are found in a variety of characters from a variety of stories. Less proficient writers can use the class or group examples as the evidence in their own essays, rather than spend the time and effort in collecting evidence independently. Their effort can go into the writing. Enjoy this final unit of study. Don't forget to save writing samples!

*Emery, D.W. (1996) *'Helping readers comprehend stories from the characters' perspectives'*. The Reading Teacher 49, 534-541.

**Manyak, P. (2007, March) *'Character Trait Vocabulary: A School Wide Approach.'* The Reading Teacher 60(6), 574-577.

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This picture book defines and gives real life examples of character traits.

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Expository Writing: Character Analysis Essay (O1)

Character Traits: *A Lasting Impression*

Writing Teaching Point(s)

- Students will build and develop ‘trait’ vocabulary.
- Students will apply knowledge of traits in a short write assignment.

Standard(s):

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Sentence strips, felt pens
- Student dictionaries, thesaurus’
- Model of teacher’ short write about an important person
- List of common trait words
- Model of teacher’s character sketch writing

Connection:

“Writers, we have done so much writing this year. We have also done a lot of reading. Our next writing assignment is going to connect our reading and our writing. We will focus on characters and how writers show us what characters are like, what the character’s traits are.”

Write the words “character-who” and “trait-what the character is like” on the board.

Teach (modeling)

“One of the reasons writers spend so much time creating interesting characters is that people or characters are very important to us in real life. We meet characters in books all the time, but we also know characters in our real lives. Characters in your life are simply people who are important to you.”

When telling about a special character, the teacher models choosing a personality trait, defining, and explaining this trait with examples of the character’s actions.

“My children often ask me what my grandpa was like. There are a lot of things I could say to describe grandpa. I could say he had dark curly hair and a dimple in his chin. While those details are interesting, they describe what is on the ‘outside’. My children really want to know something deeper. What was his character or personality? What was he like ‘inside’?”

We use traits to describe what someone is like on the inside. The way a person speaks, acts and thinks all combine to make up that trait.

So I tell my children, my grandpa was always optimistic. Optimistic means he was cheerful and always enjoyed the happy-side of life. He whistled each morning as he got ready for work. Even a rainy day could be an adventure. ‘We won’t let a little rain stop us from having fun,’ he’d say. The Flintstones were his favorite characters. Grandpa

used to yell ‘Yabba dabba doo!’ whenever he was enjoying something, like grilling burgers at a family picnic. This simple task, and ordinary time with family made grandpa happy.”

Teacher uses the above ideas to add information to the chart, ‘Character Traits’. Point to columns on chart. *“Watch me as I enter information to our chart. First, I’ll name the trait. One trait I feel really describes grandpa is **optimistic**. Next, is the definition. I define optimistic as . . . The third column is the evidence or the examples. So, some things I saw grandpa doing that shows he was optimistic . . .”* i.e.

Character Traits		
Trait	Definition	Evidence: What the character <i>does, says</i> or <i>thinks</i> and <i>feels</i>.
Optimistic	Cheerful Seeing the ‘bright’ or ‘positive’ side of things	Whistles Laughs often Enjoys everyday activities

“Do you know of any characters---real or story characters---who are optimistic? How do they show cheerfulness even when things are ordinary or dull?”

Distribute list of common trait words and review the meaning of some.

“Let’s read the first column of trait words together.”

Read aloud each word in column one starting with adventurous. Use a think aloud to choose one you know really well and one you don’t know very well. Just one of each. *“Adventurous, appreciative ...bossy-I definitely know what bossy means. My sister is so bossy. Her nickname in our family is bossy boots! I am going to star the word bossy because I really know what that one means.”*

Continue reading the words aloud. Stop at conceited.

“I am not sure I know what conceited means. I have heard it before, but I am not sure about it. I am going to mark the word conceited with a question mark.”

Finish reading the words in column one.

Guided Practice

“Read the rest of these trait words with your partner. Put a star by at least one word in each column that you know really well. Put a question mark next to at least one word you are not sure about.”

After reading, have students first share to the class words they know and what they think they mean. Next ask for words students are not sure of and work together to define them.

Model:

“Let’s work to make a chart together. First, we’ll choose one trait that we know. Let’s use bossy. How might we define this trait? What does it mean?”

Students pair share what they think bossy means. Take volunteer’s ideas about what bossy means. Use student ideas to develop a working definition of bossy. *“I am going to write the definition for bossy that we came up with on this sentence strip.”* Record the definition.

“What kind of behaviors might we see in a person who is bossy? What would a bossy person do?” Students pair share what they think a bossy person does or says. Take volunteer’s ideas. Use student ideas to develop a description of bossy behaviors.

“I am going to write some examples of what a bossy person would do or say on this second sentence strip.”

Tape both sentence strips to a piece of chart paper or section of your wall that can hold several student examples and remain up for the duration of this unit.

Guided Practice:**Small Group or Pair-Share:**

Distribute 2 sentence strips to each group.

“Partners, choose one trait (from prior knowledge or the chart) that you know well. Compose a definition. Write the trait and the definition on one sentence strip. On the second sentence strip list some actions that show this trait. Be ready to share with the class.”

Each group adds the sentence strips to build a chart of terms and definitions and briefly shares with the class.

“Great! This chart will help you better understand and correctly use the trait vocabulary. You are ready to begin our next activity.”

Model:

“Now we know a lot about character traits and what those traits are like. I know people who match one or even more than one of these traits. I told you my grandpa was optimistic and my sister is bossy. My dog is cheerful and my friend, Tom, is stern. Tell your neighbor about someone you know who matches one of these character traits.” Have a few volunteers share a person they know who matches a character trait.

“I wrote a short description of someone I know who matches a trait. Let me show it to you.”

Display the model of the teacher’s character sketch writing. Read it aloud to the class.

“I tried to describe how my character matches the trait word I used by telling what he says or does that is optimistic.”

Independent Practice:

“Think of someone you know who matches one of these trait words and examples we have on our chart. Write at least three sentences that tell what the person’s trait is and

how their actions or words show that trait.

First tell your neighbor about the person you know and what that person does to show a trait.”

Give students two or three minutes to pair share, then ten minutes to silent write.

Notes:



Common Character Traits

adventurous	friendly	nervous
appreciative	foolish	nosy
bold	generous	optimistic
bossy	gentle	patient
carefree	gloomy	pessimistic
clever	grumpy	persistent
conceited	gullible	prudent
confident	humble	reliable
courageous	honest	sensible
curious	impatient	stern
dependable	inconsiderate	sympathetic
determined	independent	supportive
demanding	intelligent	spiteful
energetic	inventive	thoughtful
envious	irresponsible	tolerant
faithful	loyal	trustworthy
fearless	mischievous	wise

Character Traits		
Trait	Definition	Evidence: What the character <i>does, says</i> or <i>thinks</i> and <i>feels</i> .
Example: Optimistic	Cheerful Seeing the 'bright' or 'positive' side	Whistles Laughs often Enjoys everyday activities

Teacher's Model of Character Sketch

I have an older sister who is bossy. She likes to tell everyone what to do. She usually tells me what clothes I should be wearing. Sometimes, she even tells my dad how he should cook dinner. Once my sister got in big trouble at school because she told the substitute teacher she was teaching Math wrong. That time, the school even called home about how bossy my sister is. Even though she is bossy, she is also very helpful. I get mad when she bosses me around, but sometimes her bossing can help me.

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Expository Writing: Character Analysis Essay (OCA2)

What a Character! *Brainstorming Unforgettable Characters*

Writing Teaching Point(s):

- Students will be introduced to the goals of the unit: a multi-paragraph essay that expresses an opinion about a character and is supported by evidence from the text.
- Students will understand and begin to use the literary terms ‘character’ and ‘character traits’.
- Students will identify favorite characters and tell what makes them unforgettable.

Standard(s):

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Anchor Chart: ‘Character Analysis’
- Student handout: ‘Common Character Traits’ from lesson 1
- Mentor text: Scott Foresman 3.1, *My Rows and Piles of Coins*, pages 120-135. *As a review, the teacher may have students listen to the story using the Scott Foresman Audio Text.*
- Writing notebooks
- Short write: Teacher sample

Connection:

“We’ve read so many wonderful stories and books this year. Many times when we think of favorite books, it’s the character we remember and not just the story. Sometimes we are so impressed by a character that we want to share our thinking and reactions with others.

Writers, in this unit you will write a type of essay called ‘Character Analysis’. This essay is an explanation of your opinion about an unforgettable character, supported with evidence from the story. Today you will begin by brainstorming a list of some of your favorite story characters.”

Teach (modeling)

Teacher refers to anchor chart pointing to the definition of ‘character’ and reviewing the term ‘traits’. *“Writers, you’ve written wonderful imaginative stories, and you know a lot about characters. Remember, characters are the people or animals in a story.*

Character traits are the qualities that tell how a character acts, thinks and feels. These traits make the characters seem believable and interesting.”

Teacher adds the name of the character, story title and character trait to the anchor chart.

“Here’s an example. One character I’ll never forget is Saruni, from the story My Rows and Piles of Coins, by Tolowa M. Mollel. Do you remember this story in our anthology? When I read about Saruni, I thought about my first bicycle and what it felt like to want a bicycle very badly! I remember that Saruni worked very hard to earn and save money for his bike. Even though there are many wonderful things to buy in the market, Saruni held his precious coins tightly.

*I would describe Saruni as **determined**. **Determined** means to work hard and concentrate on reaching your goals no matter what.*

*I remember a time I was really **determined**. I gave my best efforts towards earning an ‘A’ on my math test. I studied my multiplication tables each night and practiced with my mom.”*

Guided Practice

“Can you remember a time that you were particularly determined; a time when you needed to give great effort to achieving a goal?”

Partner-Share: *“Turn and tell your partner about a time you were determined.”*

Add personal examples to the anchor chart.

Model: Demonstrate identifying evidence

“If we know that Saruni is determined, there must be parts of the book that show him being determined. I can’t just say Saruni is determined unless the story shows that he is. Let’s think of an example from the book where Saruni is determined.

When Saruni goes to the market he is very excited to see all the things he might buy. But he clutches his coins in his hand and saves them. He is determined to save his money for the bike.

I am going to add these ideas to a chart.”

Model adding the trait word determined and the example of Saruni clutching his coins.

Active Engagement (guided practice)

Have students take out handout: ‘Common Character Traits’

“Now it’s your turn to create a list of favorite characters. Turn to the idea section of your writing notebook.”

Think-Pair Share: *“Thinking together with your partner, create a list of favorite story characters. Next to the character’s name, write the trait or an adjective to tell why this character is so special and interesting for you.”*

Large Group Share:

Ask for student volunteers to share examples of favorite characters and their special trait or quality. Add 2-3 examples to the Anchor Chart. *“Who are some of your favorite characters? Describe this character with a trait or short phrase. Tell about something that happens in the story that shows this character trait.”* i.e.

The name of a favorite character is _____.

I think s/he was (adjective/trait) _____.

One example is _____.

Continue to build examples on the anchor chart by asking students for the names of other characters **who also fit that same trait**. *“Now, let’s think of other story characters who fit that same trait.”* The anchor chart may look something like the sample that follows this lesson.

Link to Independent Practice:

Use the chart to help students summarize their observations about why it is we remember so clearly certain characters from favorite stories.

“Let’s review this anchor chart and your good thinking. Each of these characters has in some way made an impression.”

Short Write:

“So, today we will end our session with a Short Write about one special character. Introduce one of the characters from your list or our anchor chart. Name and briefly describe one special trait. Tell about something that happens in the story that shows this character trait.”

Teacher Model: (See attached Short Write sample)

“Let me show you what I mean. For example, I’ll write about Saruni:

‘A character I’ll never forget, is Saruni in the story, My Rows and Piles of Coins. Each week, Saruni goes to the marketplace with his mother. . .’

Think-Pair-Share:

“Tell your partner the name of the character, and the character trait you will describe in your Short Write.

Great. You will have 10-12 minutes to complete this short description.”

Closure:

In small groups, students read aloud the short-write compositions to one another.

Resources and References (adapted from, acknowledgements)

Johnson, Kathryn and Pamela Westkott. *Writing Like Writers*, 2004.

Character Analysis Essay: An essay that explains the writer's thinking and ideas about an unforgettable character.

Characters are the people or animals in a story.

Character traits are qualities that make a character interesting and unforgettable.

Readers often draw a conclusion or infer about a character's traits from their **actions, what the character says or thinks, and what the character feels.**

Characters We Know	Character Trait and Example from the Book

<p>Character Analysis Essay: An essay that explains the writer's thinking and ideas about an unforgettable character.</p> <p><i>Characters</i> are the people or animals in a story.</p> <p><i>Character traits</i> are qualities that make a character interesting and unforgettable.</p> <p>Readers often draw a conclusion or infer about a character's traits from their actions, what the character says or thinks, and what the character feels.</p>	
Characters We Know	Character Trait and Example from the Book
<p>Saruni, <i>My Rows and Piles of Coins</i></p> <p>Lydia Grace, <i>The Gardener</i></p> <p>Gertrude Ederle, <i>America's Champion Swimmer</i></p> <p>Amanda, <i>Boom Town</i></p>	<p><u>determined</u>: concentrate efforts to achieve an object or goal.</p> <p><u>Our examples: determined</u></p> <ul style="list-style-type: none"> i.e. learning to ride a bike
<p>Ant, <i>The Grasshopper and the Ant</i></p> <p>Grandfather, <i>A Day's Work</i></p> <p>William, <i>William's House</i></p>	<p><u>responsible</u>: trustworthy, dependable to perform a duty.</p> <p><u>Our examples: responsible</u></p>
<p>Amanda, <i>Boom Town</i></p> <p>Francisco, <i>A Day's Work</i></p> <p>Suki, <i>Suki's Kimono</i></p>	<p><u>confident</u>: to be certain, to be sure or positive.</p> <p><u>Our examples: confident</u></p>

Teacher's Short Write Sample:

A character I'll never forget is Saruni, from the story *My Rows and Piles of Coins*. Saruni is a boy who lives in Tanzania. Each week, Saruni goes to the marketplace with his mother. He must carry the goods he wants to sell a long distance. Saruni is determined to help. Saruni works hard to earn money. Even though there are many interesting items to buy in the market, Saruni holds the coins tightly in his pocket.

Expository Writing: Character Analysis Essay (O3)

Inferring: *How do we identify a character's traits?*

Writing Teaching Point(s):

- Students will infer a character's traits from the character's actions, what s/he says, or thinks and feels.
- Students will practice using a graphic organizer.
- Students will choose a favorite character for the essay.
- Students will compose a Short Write introducing this character.

Standard(s):

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Materials:

- Anchor chart, 'Character Analysis'
- Student handout, 'Common Character Traits'
- Mentor text: poem by Judith Viorst, 'Harvey', teacher sample and student copy
- Mentor text: Scott Foresman, *My Rows and Piles of Coins*, pages 120-135.
- Handout: 'Action and Trait', teacher and student copies
- Writing notebooks

Connection:

"You have created such a helpful chart of traits, definitions and examples. I am so impressed with your smart thinking."

Today I am going to share an easy way to identify a character's traits and use the story text to find evidence."

Teach (modeling)

"In a story the author may just name the character traits for the reader. For example, an author might write, 'Determined and kind are words that describe Saruni in My Rows and Piles of Coins.'"

*But most often the author will **show** us these traits. Showing us Saruni holding his coins instead of buying the things he saw is how the author shows he is determined. Our job as readers is to draw a conclusion or infer the character's traits from their **actions**. We also draw conclusions about a character's traits from what the character **says or thinks, and feels**."*

Note: This is a great place for the sheltered instruction strategy of Total Physical response (TPR).

Wave your hands for actions a character makes.

Touch your temple for what a character thinks.

Gesture your hands to, then away from your mouth for what a character says.

Touch your heart for what a character feels.

Have students mimic these actions to recall the various ways authors reveal character traits.

Use these gestures throughout this unit.

Distribute worksheet, 'Harvey'.

"I'll show you what I mean. Let's read a poem by Judith Viorst. The poem is about a friend called Harvey. While reading, let's think about which traits would best describe Harvey's character."

Project poem on the overhead or document camera. Teacher and students read aloud poem.

Guided Practice: Turn and Talk

"Tell your neighbor one thing we learned about Harvey from this poem."

Modeling:

Teacher models inferring the character trait from the character's actions. i.e.,

*"I would describe Harvey as **unselfish**. I know that unselfish means putting the needs and wants of others first. Hmm . . . In this poem the author doesn't say 'Harvey is unselfish.' No, I understood or inferred this from his **actions**."*

Point out examples in text. *"Here, Judith Viorst tells us that Harvey*

- lends his shirt
- remembers I like jelly beans
- shares lemonade
- calls me when I'm sick'

*All these examples of what Harvey does for his friend shows me he is **unselfish**."*

Guided Practice: *"Let's think together of another way to describe Harvey? We'll go back to the poem for evidence.*

- *What is Harvey saying or feeling?*
- *What can we infer about Harvey from these actions?"* See teacher sample.

Teach (modeling)

Distribute copies of chart handout to students and project chart on the overhead screen. Pointing to each column the teacher says, *“An easy way to think about characters is to use a chart like this. You can start anywhere.”*

- *Jot down the actions; then match them with trait*
- *List the trait; then gather the evidence or examples*
- *Or go back and forth from evidence to naming a trait.”*

Teacher models gathering evidence and adding information to chart. *“Let’s practice using this organizer. I’ll return to the story, My Rows and Piles of Coins.*

Let’s see. I scan this first page of the story. In the second paragraph on page 120, I see some actions right away. It says Saruni ‘plunged into the market’. . . his ‘heart beat excitedly’. . . ‘wanted to buy everything’. The items in the marketplace excited Saruni. But instead of spending his money, Saruni remembered his goal. Even though it was difficult, Saruni ‘clutched the coins tightly’.

I will jot words or phrases in the section labeled action to remind me of this scene. These actions help me infer---they are the evidence---that Saruni is determined. So next, I’ll write the word ‘determined’ in the trait column.”

Guided Practice

Point to the chart of memorable characters generated in lesson 2. Have students in groups of three or four choose one of those memorable characters or assign one to each group.

“We found sections of the story My Rows and Piles of Coins that showed Saruni’s traits through his actions, what he said, what he thought and how he felt.”

Note: Use the TPR explained earlier.

“Now it is your turn. Use your reading anthologies to find sections of the stories these characters are from that show us the character’s traits. You might find a section of the story that shows a character trait through an action, something the character says, thinks or feels. Find as many examples as your team can of how the author shows the readers a character’s traits. Write these down on your group’s chart just like we did for our class chart about Saruni.” Be ready to share in twelve minutes.”

Closure:

Have groups share one example they found of how an author shows a character's traits. They can put their chart on the document camera or simply read an idea out. The rest of the class should use the TPR taught in this lesson to tell what type of character development they think each example is.

Notes:**Resources and References (adapted from, acknowledgements)**

Heather Lattimer, Thinking Through Genre, 2003.

Harvey

Harvey doesn't laugh about how I stay short while everyone grows. Harvey remembers I like jellybeans---except black.

Harvey lends me shirts I don't have to give back.

I'm scared of ghosts and only Harvey knows.

Harvey thinks I will, when I say someday

I will marry Margie Rose.

Harvey shares his lemonade----sip for sip.

He whispers, "zip" when I forget to zip.

He swears I do not have funny looking toes.

Harvey calls me up when I'm in bed with a sore throat and runny nose. Harvey says I'm nice---but not too nice.

And if there's a train to Paradise,

I won't go unless Harvey goes.

What the character <i>does</i>	Trait
lends shirt, remembers I like jelly beans, shares lemonade, calls me when sick	unselfish —thinks about others; caring and giving
What the character <i>says or thinks</i>	
doesn't laugh, whispers zip, says I don't have funny toes I'm afraid of ghosts, I will marry Margie Rose,	respectful —acts in a polite or considerate way trustworthy --keeps secrets

Harvey

Harvey doesn't laugh about how I stay short while everyone grows.

Harvey remembers I like jellybeans---except black.

Harvey lends me shirts I don't have to give back.

I'm scared of ghosts and only Harvey knows.

Harvey thinks I will, when I say someday

I will marry Margie Rose.

Harvey shares his lemonade----sip for sip.

He whispers, "zip" when I forget to zip.

He swears I do not have funny looking toes.

Harvey calls me up when I'm in bed with a sore throat and runny nose.

Harvey says I'm nice---but not too nice.

And if there's a train to Paradise,

I won't go unless Harvey goes.

What the character <i>does</i>	Trait
What the character <i>says or thinks</i>	

Sample Chart: How do we find a character's traits?

Saruni

What the character <i>does</i>	Trait
<ul style="list-style-type: none"> Counts his coins Holds coins tightly Practices riding bike Market with mother on Saturday Works in fields in rain Embarrassed by bumping into man at market 	<p>determined</p> <p>generous with time (willing to give)</p> <p>shy</p>
What the character <i>says or thinks</i>	Trait
<ul style="list-style-type: none"> "I'll buy us bike to help." "If only I had a cart-----I could lighten her load. Mother: You saved for me? "Go on, laugh." Soon I would be like a cheetah on wheels 	<p>generous</p> <p>confident (<i>sure or certain</i> he will learn to ride)</p> <p>The laughter does not make him feel unable.)</p>
What the character <i>feels</i>	Trait
<ul style="list-style-type: none"> Walked away disappointed—couldn't help Kind words did not cheer me You're giving back my money? Thank you! Proud walking bike (mother couldn't keep up) 	<p>generous</p> <p>respectful, appreciative</p> <p>proud</p>

Names of members in your group:

Character:

Title of the Story the Character is in:

What the character <i>does (actions)</i>	Trait
What the character <i>says or thinks</i>	Trait
What the character <i>feels</i>	Trait

Expository Writing: Opinion Essay (O4)

Planning the Essay: *Finding Evidence in the Text*

Writing Teaching Point(s):

- Identify character traits and evidence in a favorite story.
- Students will practice using a graphic organizer.

Standard(s):

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Chart/Student Handout: 'Action and Trait Organizer', Lesson 3
- Books and stories of the favorite character from your classroom library and Scott Foresman anthology
- Writing notebooks

Connection:

"Students, the purpose of an opinion essay is to form an opinion and support it with strong reasons. There are different ways to write an opinion piece. In this one you will select a character from a text, form an opinion of the character's traits, then support your claim with evidence from the text."

"Today you will choose one character to write about and begin to plan your essay by identifying those traits you find most interesting or admirable in your character. You will provide evidence or examples from the story."

Teach (modeling)

Review the chart from lesson 2 that has a list of characters we know in the left column, and their character traits and examples from book in the right column.

"We have listed so many characters we know well. I want each of you to think about which character you are interested in writing your character analysis paper about. Take the next five to ten minutes to reread our list of characters and to browse back through our books. You can use a character from any Reading Street main selection that we have read this year. After ten minutes, I want to hear which character each person has chosen for their opinion essay."

Guided Practice:

Students browse, talk and review the charts to make their decision.

Close this section of the lesson with a zip around share of which character each student has selected.

Model:

"I am going to continue to use Saruni for my writing."

Review the 'Action and Trait' classroom chart.

“Your good thinking created this organizer. You inferred the character traits from three kinds of evidence:

- a character’s actions,*
- what a character says or thinks, and*
- what a character feels.*

Now you have a listing of Saruni’s traits and some specific evidence of these traits in the story.

*Let’s quickly review our ideas. First, you studied Saruni’s **generous** or **unselfish actions**. In the story you saw that he went to market with his mother on Saturday and helped in the fields during the rains. Saruni was generous because he willingly gave his time and energy.*

*Next, you heard Saruni **thinking** it would be great to ‘have a bike to help’ carry goods to market. Later he thinks, ‘If I had a cart, I could lighten her load.’ Saruni was willing to use his own savings to buy a bike and cart for his mother.*

*When Saruni goes to the shop and discovers he doesn’t have enough money for a bike, you noticed his **feelings** of disappointment. But not because he couldn’t ride a bike with friends, but because without a bike he couldn’t help his family.*

*All of these actions, thoughts and feelings are evidence of Saruni’s **generous** spirit. You found this evidence by studying the story very carefully.”*

Guided Practice

Pair Share:

“Turn to your writing partner and remind him/her of the character and story you have chosen for your essay.

Next, together name the three kinds of evidence that helps the reader form an opinion about the character traits. Return to the chart if you need help remembering.”

Link to Independent Practice:

Distribute handout, ‘Action and Trait Organizer’.

“Now it is your turn. First, write the name of the favorite character in the space provided at the top of the organizer.

Just as we uncovered traits and evidence for the character Saruni, you will work like a detective to describe your favorite character. Begin with the first row of your organizer. Scan the text of your story. Note the important ‘things the character does.’ Remember, jot down only words or phrases. . . no sentences. What do these actions tell you about the character (trait)?

Use our classroom charts. The trait lists and definition charts will help you use the best descriptive trait. In a few minutes we will stop and share our work on this first row of our organizer.”

Partner- Share:

“Writers, I’d like you to share the first row of your organizer with a partner. Partners, you have an important job to do. Listen carefully.

- *Are there at least 2 specific examples or evidence from the story?*
- *Does the trait vocabulary describe these actions?”*

Large Group: Volunteer(s) share the chart column that lists ‘what a character does’ in the story. Then he/she shares the ‘trait’ chosen to describe this action.

After 2-3 examples. “Now, continue on your own to complete the organizer. Carefully look at what the character says or thinks, and feels. This evidence will help you learn more about your character and choose the traits that, in your opinion, best describe him/her.”

Teacher confers with small groups and individuals as needed.

Closure:

“Writers, you are ready and organized with a good deal of information to compose your essay.

“In our next lesson you will begin the drafting of your essay.”

Notes:

Resources and References: (adapted from, acknowledgements)

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Character Action and Trait Organizer

Character: _____

Book Title: _____

What the character <i>does</i>	Trait
What the character <i>says</i>	Trait
What the character <i>feels</i>	Trait

Sample Chart: How do we find a character's traits?

Saruni

What the character <i>does</i>	Trait
<ul style="list-style-type: none"> Counts his coins Holds coins tightly Practices riding bike Market with mother on Saturday Works in fields in rain Embarrassed by bumping into man at market 	<p>#1 determined</p> <p>#2 generous with time</p> <p>shy</p>
What the character <i>says</i> or thinks	Trait
<ul style="list-style-type: none"> "I'll use bike to help." "If only I had a cart-----I could lighten her load." Mother: You saved for me? "Go on, laugh." Soon I would be like a cheetah on wheels 	<p>#2 generous</p> <p>Confident</p>
What the character <i>feels</i>	Trait
<ul style="list-style-type: none"> Walked away disappointed—couldn't help Kind words did not cheer me You're giving back my money? Thank you! Proud walking bike (mother couldn't keep up) 	<p>Generous</p> <p>#3 respectful</p> <p>proud</p>

Expository Writing: Character Analysis Essay (O5)

Let's Get Organized!

Writing Teaching Point(s):

- Students will review the organizational structure of an essay.
- Students will choose the traits to be explained and described in the body of the essay.

Standard(s):

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Chart: 'Simple Expository Structure'
- Sample Student Essay, 'Ernesto, the Barrio Boy'
- Sample Student Essay with overlay of organizational structure
- Sample Charts: 'How Do We Find Character Traits,'
 - *Saruni*; completed by students in Lesson 3
 - Chart completed by each student in Lesson 4

Connection:

"Writers, you know so much about your character's traits and the evidence to support your ideas. Now you are ready to compose your essay."

"Today you will plan the structure or organization of your writing. You will think about the parts of this piece and the order in which you will present your ideas to the reader."

"You have used graphic organizers to plan your writing this year. Do you remember planning the informational article? How did you put your ideas together so they made logical sense for the reader? Think for a minute."

Think-Pair-Share:

"What do you remember about the parts or structure of this nonfiction article? Turn to your neighbor and talk for one minute about the organization of an informational article."

Teach (modeling)

Teacher refers to chart, 'Simple Expository Structure'. and student essay sample.

"Good thinking and remembering! Yes, the character analysis, like much nonfiction writing, has several parts: the introduction, the body paragraphs that explain, and the ending."

Mentor Text: Together with the class, the teacher reads through the student sample essay.

First reading, just read the whole essay through to the end.

Students pair share what they noticed and what they liked about Amira's essay.

Have a few volunteers share observations.

Second reading, review the expository structure of introduction, body and conclusion. Read and pause at the end of each paragraph to consider its purpose. *“Amira uses this simple structure in her Character Analysis essay, ‘Ernesto, the Barrio Boy’.*

- *“An **introduction** paragraph states the topic or what the essay is about.”* Draw a box around this paragraph of the text and write ‘Introduction’ at the top.
- *“The **body** paragraphs follow the introduction. The purpose is to explain. Each paragraph tells about one character trait. For example, the second paragraph tells us Ernesto was timid. The whole paragraph explains what timid means and the evidence from the text.”* Draw a box the paragraphs and write Trait 1.
- *“The third paragraph describes Ernesto as curious. He wants to learn English. He repeats new words and retells the stories.”* Draw a box around the paragraphs and write Trait 2.
- *“Read the **fourth paragraph** and tell your writing partner which trait the fourth paragraph explains.”* Ask for student response. *“Yes, the fourth paragraph explains that he is adventurous. Even though he is at first unsure, Ernesto visits his friends’ homes and tries new foods.”* Draw a box around this section of text and write ‘Trait 3’ at the top.
- *“Then there is the ending paragraph. The **conclusion** wraps up the article.”* Draw a box around this section of text and write ‘Conclusion’ at the top.

“This simple organization gives the writing a logical structure. It helps the reader understand the author’s descriptions of her favorite character and the evidence or examples that support it.”

Guided Practice:

“Let’s start imagining the body sections of an essay together. We’ll return to the character, Saruni and we’ll use the smart work we’ve already done on the ‘Trait and Anchor’ chart to guide our thinking.

First, let’s scan the traits and evidence on this chart to help us remember the ideas. Hmm. . . I am thinking that for me, an important character trait is ‘determined’. I chose ‘determined’ because we have gathered a lot of evidence. I can easily give my reader examples from the story. So, I’ll highlight the trait, determined.”

Think-Pair-Share:

“With your partner decide which 2 remaining traits you would choose to describe Saruni.

Be ready to explain why you think these traits would make a strong essay.”

Large Group: Arrive at a consensus and highlight traits 2 and 3.

i.e., “Smart thinking. Yes, we know that Saruni is also confident and proud. But we have more evidence or strong examples, to show the reader that Saruni is generous and respectful.”

Each of these three traits will become a paragraph in our essay: determined, generous and respectful.”

Link to Independent Practice:

“Open your writing notebook and reread the Short Write about your favorite character. Think again about why you care about this special character.

Now return to your Character and Trait Worksheet. Review the traits listed.

- *Highlight the 3 traits you think best describe your character.*
- *In the trait box write the definition of the trait.*
- *Finally, for each trait, do you have a least two examples or evidence from the story?”*

Closure:

“Good job! Thinking about how to order the sections of your essay will help your ideas flow logically and make sense for your reader.

In our next lesson we will begin drafting the Introduction!”

Notes:

Resources and References: (adapted from, acknowledgements)

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‘Ernesto, the Barrio Boy’ by Amira

Introduction

Idea 1 Trait:

Idea 2 Trait:

Idea 3 Trait:

**B
O
D
Y**

Conclusion

‘Ernesto, the Barrio Boy’ by Amira

When I read good books or stories I usually have an opinion about a character. I liked this story and I think that Ernesto is like a lot of kids in school.

Ernesto was a 10 year old boy from Mexico who came to the United States. At first Ernesto was a timid kid. When he came to his school he felt very nervous and not smart at all. He didn’t know a word of English. When his mother left him with his new teacher, Ernesto was alone and afraid. So Ernesto just followed the other kids. He tried look different or dumb.

After Ernesto spends more time in school he starts to like it. He is curious and wants to learn English. He trusts his teacher, Miss Ryan. He carefully repeats the new words she teaches him and tries to use them in sentences. He listens to the stories Miss Ryan reads and retells the story in his own words. He is proud when she tells the class, ‘Ernesto has learned how to pronounce ‘butterfly’.

Ernesto is adventurous and eager to make new friends. These friends are from different countries, like Kazushi from Japan and Frankie from India. Soon Ernesto is invited to visit their houses for dinner. At first he is unsure. He wonders if their families are nice. He doesn’t want to try the new foods. He thinks the foods look and smell weird. But then he takes a bite. The food is different than home, but is delicious.

At the end of this story I like Ernesto and think I could be his friend. Even though he was sometimes afraid, he was curious and adventurous. When I moved it was hard to fit in. I learned from Ernesto that you should try hard to make new friends and make the best of it.

Simple Expository Structure

Introduction

When I read good books or stories I usually have an opinion about a character. I liked this story and I think that Ernesto is like a lot of kids in school.

Trait 1:

Ernesto was a 10-year-old boy from Mexico who came to the United States. At first Ernesto was a **timid kid**. When he came to his school he felt very nervous and not smart at all. He didn't know a word of English. When his mother left him with his new teacher, Ernesto felt alone and afraid. So Ernesto just followed the other kids. He tried not to look different or dumb.

Trait 2:

After Ernesto spends more time in school he starts to like it. He is **curious** and wants to learn English. He trusts his teacher, Miss Ryan. He carefully repeats the new words she teaches him and tries to use them in sentences. He listens to the stories Miss Ryan reads and retells the story in his own words. He is proud when she tells the class, 'Ernesto has learned how to pronounce butterfly.'

Trait 3:

Ernesto is **adventurous** and eager to make new friends. These friends are from different countries, like Kazushi from Japan and Frankie from India. Soon Ernesto is invited to visit their houses for dinner. At first he is unsure. He wonders if their families are nice. He doesn't want to try the new foods. He thinks the foods look and smell weird. But then he takes a bite. The food is different than home, but is delicious.

Conclusion:

At the end of this story I like Ernesto and think I could be his friend. Even though he was sometimes timid, he was also curious and adventurous. When I moved it was hard to fit in. I learned from Ernesto that you should try to make new friends and make the best of it.

Sample Chart: How do we find a character's traits?

Saruni

What the character <i>does</i>	Trait
<ul style="list-style-type: none"> Counts his coins Holds coins tightly Practices riding bike Market with mother on Saturday Works in fields in rain Embarrassed by bumping into man at market 	<p>#1 determined</p> <p>#2 generous with time</p> <p>shy</p>
What the character <i>says or thinks</i>	Trait
<ul style="list-style-type: none"> "I'll use bike to help." "If only I had a cart-----I could lighten her load." Mother: You saved for me? "Go on, laugh." Soon I would be like a cheetah on wheels 	<p>#2 generous</p> <p>Confident</p>
What the character <i>feels</i>	Trait
<ul style="list-style-type: none"> Walked away disappointed—couldn't help Kind words did not cheer me You're giving back my money? Thank you! Proud walking bike (mother couldn't keep up) 	<p>Generous</p> <p>#3 respectful</p> <p>proud</p>

**** Expository Writing: Opinion Writing (O5a) Reviewing Leads**

Writing Teaching Point:

- Students will review types of Leads they have written in past essays.
- They will choose one to include in their Opinion Essay

Standard(s):

W.3.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Materials:

- Writing notebooks

Looking back at the work we have done in writing workshop, we have learned several ways to start our writing. In the Personal Narrative we looked at three ways to introduce your narrative: a question, a strong feeling and something interesting to come.

Turn and talk with your neighbor. Which lead did you choose for your personal narrative?

In the informative writing we looked at using a question for our lead and in the research writing we introduced our research by setting a scene. Turn and talk with your neighbor. Which one of these leads will work for your Opinion Essay?

Teach (modeling):

“I’m going to try to grab the reader’s attention with a lead that sets the scene.

Remember Saruni’s wheelbarrow? How it was old and creaky? What do you think that would sound like on its way to the market? Elicit squeaky, creaky noise. I like it! ‘squeak, creak, screeeech.’

Squeak, creak, screeeeech. That was the sound of Saruni’s wheelbarrow.

I think that makes a catchy lead. The reader will be curious and want more information.”

Active Engagement (guided practice):

“Let’s try out a few catchy leads together. Can anyone suggest using a question lead?”

Elicit question lead, something like “Have you ever tried to save your money for something expensive?” “Let’s try out a strong statement lead for Saruni.” Elicit statement lead such as “Saving money is hard.”

Link to Independent Practice:

“Good job writers. You’ve thought about how to make your good writing better by creating a catchy lead. Now it is time for you to write three leads for your piece. After writing some different leads you can choose the one you like the best.”

Closure:

“Tomorrow you will write the rest of the introduction for your opinion essay.”

Notes:

Resources & References:

Expository Writing: Opinion Essay (O6)

Drafting the Introduction: Opinion Statements.

Writing Teaching Point(s):

- Students will draft an introduction for the opinion essay.
- Students will write their opinion of character trait(s) clearly.

Standards:

- W.3.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.b. Provide reasons that support the opinion.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.2.a. Capitalize appropriate words in titles.

Materials:

- Mentor text: student sample, ‘Ernesto, the Barrio Boy’, Lesson 5
- Anchor chart, ‘Opinion Essay Introduction’
- Mentor text: Scott Foresman, ‘*My Rows and Piles of Coins*’, page 120.
- Sample Shared Writings: Introduction and Lead Strategies

Connection:

“Writers, you have completed such important work. Now you know which traits will describe your character, and you have the evidence to prove these points! Congratulations, you have organized the body of your essay!”

Today you will draft the introduction. You already wrote introductions for your informational articles”

Active Engagement (guided practice)

“Let’s talk about the purpose of the introduction. What do you already know about this section of a paper? Think about the introductions or beginnings you have written. What made these first paragraphs special? What did you include in the other introductions you have written?”

Think-Pair Share: *“Turn to your partner. Share what you remember about introductions.”*

Large Group: Teacher elicits from students information learned about introductions. i.e. background information that may include setting, character, problem, lead, etc. *“Yes, the first sentences must let the reader know what the writing is all about. Smart writers give lots of attention and time for writing an informative introduction.”*

Teach (modeling)

Part 1: Essential Background

Teacher provides sample essay for rereading on overhead or document camera and reads aloud the short introduction sentences. *“Let’s reread Amira’s essay about Ernesto, the Barrio Boy.”* Teacher reads complete character analysis essay aloud or has students read in pairs. *“Tell your neighbor what you thought Amira did well with her opinion essay.”* Students pair share briefly.

“Now, let’s focus on the introduction. We are all going to write introductions today, so let’s learn from Amira.”

Everyone rereads the introduction. Draw a box around the introduction or use a colored highlighter to set it off from the rest of the text. Have students do the same.

“In these opening sentences, Amira tells us she has an opinion about the characters when she reads. She informs us the topic of this essay is Ernesto, a character who interests her because he ‘is like a lot of kids in school.’

But as I read this introduction, I still have a lot of questions.

- *What is the title of this story? Who is the author?*
- *What is Ernesto like? Why is he important?*
- *And finally, Why is Ernesto the writer’s favorite or special character?”*

“Okay, these questions help me see that the introduction to a character analysis essay is a little different from the informational article or imaginative story.

The purpose of an opinion essay is a little bit different from an informative article or a narrative. The purpose of an opinion essay is to share my opinion and the reason that support it. So, the introduction must include my opinion and prepare the reader with some basic information. Teacher refers to chart. “Here’s some information I should include in an opinion essay.” i.e.,

Introduction

Opinion Essay: The First Paragraph

☐ **1. ‘Catch’ the reader’s interest: A Lead**

2. Prepare the Reader

- ☐ Book title and author
- ☐ Character’s name
- ☐ A little about the character. Maybe tell the character’s goal or problem

☐ **3. Explain why the Character is Special.**

***Name the traits** you will explain in the essay.*

Active Engagement (guided practice):

Teacher models writing an introduction with student recommendations and ideas.

“Using these points to guide our writing, let’s draft an introduction for an essay about Saruni.

Writers, you know a lot about the importance of the first sentence in any writing. You have learned and practiced 3 lead strategies in your writing this year: a question, a strong statement or a hint of something interesting. Let’s take a few minutes to review.”

Model:

“Now, I need to make sure my reader has enough background information. Remember that we had some questions about Amira’s essay because she did not include enough background information. I want to include enough background information so my readers can understand my essay.

First, I’ll turn to the story in our textbook on page 120 to make sure I know the exact title, the author’s name, and the correct spelling.

Now, I’ll think aloud as I model writing an introduction. Help me with your good ideas.” i.e.,

**In the book, My Rows and Piles of Coins, by Tololwa Mollel, we meet a boy named Saruni.*

So we have identified the book and author and the character’s name. We have capitalized the important words in the title. Did you see that I underlined the title? That is a writing convention for books. Now, we need to look at the chart. We need to tell the reader a little about the character.

He is a boy who is trying to save enough money to buy a bike.

Finally, I need to state my opinion. In an opinion essay, the writer’s opinion is the main element of the writing. We want the reader to know exactly what we think.

*In my opinion, Saruni is determined, generous and respectful.
Read on to find out why.*

So I have a rough draft of the introduction. I have included important information and my opinion statement. I’m ready to draft the reasons I feel Saruni is determined, generous and respectful.

In the book My Rows and Piles of Coins by Tolowa M. Mollel, we meet Saruni. He is a boy who is trying to save enough money to buy a bike. In my opinion, Saruni is determined, generous and respectful. Read on to find out why.

**See sample Think Aloud and Shared Writing following this lesson.*

Pair Share: *“Now with your writing partner, reread our introduction. Have we included all the important background information?”*

Large Group: Students identify each element for ‘Preparing the Reader.’

☒ Check the boxes on the anchor chart.

Link to Independent Practice:

“You’re ready to write your background information. Remember to include all the important background information: Title and author, character’s name and a little about the character.”

Work to complete the background information in the next 5-10 minutes. Be ready to read to a partner.”

Partner-Share: Partners read their drafts. *“Listen carefully to your partner’s draft. Has s/he included the important background information listed on the chart?”*

Model:

“Great work! Let’s check our chart of what needs to be included in a good opinion essay. We need to include our opinion statement.

Independent Practice:

“Now it is your turn. Write your last one or two sentences that state your opinion of the character’s traits.

Closure:

Students pair share complete introductions. They use the chart to make sure all the important parts are included.

Notes:

Introduction

Opinion Essay: The First Paragraph

- ☐ **1. ‘Catch’ the reader’s interest: A Lead**

2. Prepare the Reader

- ☐ Book title and author
- ☐ Character’s name
- ☐ A little about the character. Maybe tell the character’s goal or problem

- ☐ **3. Explain why the Character is Special.**

Name the traits you will explain in the essay.

Sample Shared Writing: An Introduction---Saruni, *My Rows and Piles of Coins*

My Thinking	Introduction
<p>LEAD:</p> <p>Squeak, creak, screeeeech. That was the sound of Saruni's wheelbarrow.</p>	
<p><i>"First I'll name the title and the main character. I'll write. . .</i></p> <p><i>Now I'm thinking the setting of this story is important. . .</i></p> <p><i>Every story has a problem. For Saruni . . .</i></p> <p><i>So, Saruni's goal is . . .</i></p> <p><i>I will state my opinion of the character's traits.</i></p>	<p>In the story, <u>My Rows and Piles of Coins</u>, by author Tololwa Mollel, the main character is a young boy named Saruni.</p> <p>Saruni lives with his mother and father in a village in Tanzania.</p> <p>Each week the family sells their goods in the marketplace. But the load is heavy. Saruni thinks a bicycle could help a lot.</p> <p>In my opinion, Saruni is a determined, generous, and respectful son.</p>

Expository Writing: Character Analysis Essay (O7)

Drafting the Body Paragraphs - Part 1: Ready, Set, Go!

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none"> • Students will understand the structure of a paragraph. • Students will draft the first paragraph in the body of their essay.
<p>Standard(s):</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Handout: Sample Paragraphs, ‘Ernesto, the Barrio Boy’ • Chart paper and pens for Shared Writing • Chart: Traits and Actions Organizer: Saruni, Lesson 3 • Writing notebooks: organizer and introduction draft, from Lessons 3 and 6 • Teacher sample: Saruni essay
<p>Connection:</p> <p><i>“Writers, in our workshops you’ve drafted the introduction to your essay, and you’ve written a lot of notes in your organizer for each of the character traits.</i></p> <p><i>Today you will use those notes to draft the body paragraphs of your essay.”</i></p>
<p>Teach (modeling)</p> <p>Teacher explains and models the structure of a paragraph in an expository essay. Distribute handout, Sample Paragraphs, ‘Charlotte and Templeton’.</p> <p><i>“Do you remember writing the body paragraphs of the informational article?</i></p> <p><i>Let’s take a few minutes to review. When we write a paragraph in the body of an essay, we have a couple of jobs to do. First we let the reader know what the section or paragraph is about. This is called the topic sentence. Then we look through the notes in the organizer and decide which details to include in the paragraph. These are called the detail sentences. Detail sentences give the reader more information to better understand the topic of the paragraph.</i></p> <p><i>Here’s an example from Amira’s essay about Ernesto.</i></p> <div data-bbox="289 1524 1433 1854" style="border: 1px solid black; padding: 10px;"> <p>Ernesto is adventurous and eager to make new friends. These friends are from different countries, Like Kazushi from Japan and Frankie from India. Soon Ernesto is invited to visit their houses for dinner. At first he is unsure. He wonders if their families are nice. He doesn’t want to try the new foods. He thinks the foods look and smell weird. But then he takes a bite. The food is different than home, but is delicious.</p> </div>

Teacher highlights or underlines the topic sentence: Ernesto is adventurous and eager to make new friends

“Do you see how, in the first sentence, the writer lets us know what she is going explain in the paragraph? This topic sentence introduces the subject. What character traits is Amira writing about in this paragraph?”

Students partner share.

In a second color, teacher highlights or underlines the detail sentences. *“Next, there’s a group of detail sentences that give us some specific information. We learn how Ernesto shows he is adventurous and eager to make new friends. Does Amira retell the whole story or just the little bit that shows Ernesto being adventurous? Good details show what the topic sentence claims, but they don’t tell the whole story over again. Nonfiction writers use this topic/detail pattern of sentences over and over again. It helps the reader better understand the topic.”*

Guided Practice

Think-Pair Share: *“Now find the second or fourth paragraph in Amira’s essay about Ernesto. Read one of those paragraphs with your writing partner. Decide together which is the topic sentence? Highlight the topic sentence. Which are the detail sentences? Using a second color, highlight the words or phrases in the sentences that add details or examples.”*

Large Group:

Students identify the topic sentence and detail sentences structure of the mentor text. Teacher highlights the topic and detail sentences.

“As we draft the paragraphs in our essay, we’ll remember that writers often start with a topic sentence and then a series of details.”

Modeled-Shared Writing:

Teacher refers to the ‘Traits and Actions’ organizer and demonstrates how to use it as an informational tool for composing a paragraph.

*“With this structure of ‘Topic Sentence-Detail Sentences’ in mind, let’s compose a body paragraph together. To begin, refer to the first column of notes in the organizer for the essay about Saruni. What’s the first big idea? The trait we labeled #1 is **determination**. Yes, this is the first big idea. The first paragraph in the body will be about Saruni’s determination.*

Together, let’s try writing the topic sentence first. It should tell the reader that this paragraph is about Saruni’s determination. I need to make sure I include Saruni’s name and the trait word determined.”

i.e. ‘Saruni was a very determined boy.

“I’m wondering if all our readers will know what determined means? I think it would be good to use the definition too. Let’s add:

i.e. Saruni was a very determined boy who never forgets his goal.

You see, I tried to give the definition by adding it to the sentence instead of writing ‘determined means to be focused on a goal.’

“Now, let’s read over the ‘evidence’ notes. Which examples of determination do we want to use? Let’s highlight the 3 or 4 details we’ll select.”

“Yes, these are great details because they are the best evidence of determination. We’re ready. Together, let’s write the first detail sentence.”

i.e.

1. To earn a few coins, Saruni helps his mother at the market.

Think-Pair-Share: *“Good job! Now with your partner write the remaining detail sentences for our paragraph.”*

i.e.,

2. In the market there are many good things to buy.
3. But Saruni holds his coins tightly in his pocket.
4. He’ll only spend money on a bike!
5. Saruni also shows determination when he practices riding his father’s heavy bicycle.
6. Even when he falls and the boys laugh, Saruni doesn’t quit.

Large Group: Volunteers share sentences and teacher adds student work to the shared writing sample.

Link to Independent Practice:

Students need organizer and writing paper to begin the draft.

Teacher will refer to the anchor chart and say. . .

“Reread the notes you gathered in your organizer. I want you to use the topic sentence/detail sentences to write the body paragraphs.

What’s the first trait you will describe? Think about a way you will introduce the first character trait. What topic sentence might you write? Will you include a definition of this trait?”

Students pair share first topic sentence idea. Partners listen to confirm the character’s name and a trait word are included.

Skim the notes on your organizer. Which detail will you choose first? How will you write that detail sentence?

What details will come next?”

Pair –Share: *“Take a few minutes to discuss your plan with your writing partner.*

*Now I'd like you to write this **first** paragraph. Remember, when writers write the sections of their essays, they start with a topic sentence, then write a series of detail sentences."*

Closure:

Volunteers read aloud a body paragraph. Listeners identify the topic sentence and detail sentences.

Notes:

Resources and References (adapted from, acknowledgements)

Anderson, Carl. *Strategic Writing Conferences*, Heineman: 2009.

‘Ernesto, the Barrio Boy’ by Amira

When I read good books or stories I usually have an opinion about a character. I liked this story and I think that Ernesto is like a lot of kids in school.

Ernesto was a 10 year old boy from Mexico who came to the United States. At first Ernesto was a timid kid. When he came to his school he felt very nervous and not smart at all. He didn’t know a word of English. When his mother left him with his new teacher, Ernesto was alone and afraid. So Ernesto just followed the other kids. He tried look different or dumb.

After Ernesto spends more time in school he starts to like it. He is curious and wants to learn English. He trusts his teacher, Miss Ryan. He carefully repeats the new words she teaches him and tries to use them in sentences. He listens to the stories Miss Ryan reads and retells the story in his own words. He is proud when she tells the class, ‘Ernesto has learned how to pronounce ‘butterfly’.

Ernesto is adventurous and eager to make new friends. These friends are from different countries, like Kazushi from Japan and Frankie from India. Soon Ernesto is invited to visit their houses for dinner. At first he is unsure. He wonders if their families are nice. He doesn’t want to try the new foods. He thinks the foods look and smell weird. But then he takes a bite. The food is different than home, but is delicious.

At the end of this story I like Ernesto and think I could be his friend. Even though he was sometimes afraid, he was curious and adventurous. When I moved it was hard to fit in. I learned from Ernesto that you should try hard to make new friends and make the best of it.

Draft Essay Sample for Saruni

Squeak, creak, screech. That was the sound of Saruni's wheelbarrow. In the story, My Rows and Piles of Coins, by author Tololwa Mollel, the main character is a young boy named Saruni. Saruni lives with his mother and father in Tanzania. Each week the family sells their goods in the market. But the load is heavy. Saruni thinks a bicycle could help a lot. In this story Saruni shows he is a determined, generous, and respectful son.

Saruni is a very determined boy who never forgets his goal. To earn a few coins, Saruni helps his mother at the market. In the market there are many good things to buy. But Saruni holds his coins tightly in his pocket. He'll only spend his money on a bike! Saruni also shows determination when he practices riding his father's heavy bicycle. Even when he falls and the boys laugh at him, Saruni doesn't quit.

Beginning Body Paragraph for Saruni

Squeak, creak, screech. That was the sound of Saruni's wheelbarrow. In the story, My Rows and Piles of Coins, by author Tololwa Mollel, the main character is a young boy named Saruni. Saruni lives with his mother and father in Tanzania. Each week the family sells their goods in the market. But the load is heavy. Saruni thinks a bicycle could help a lot. In my opinion, Saruni is a determined, generous, and respectful son.

Saruni is a very determined boy who never forgets his goal. To earn a few coins, Saruni helps his mother at the market. In the market there are many good things to buy. But Saruni holds his coins tightly in his pocket. He'll only spend his money on a bike! Saruni also shows determination when he practices riding his father's heavy bicycle. Even when he falls and the boys laugh at him, Saruni doesn't quit.

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Expository Writing: Character Analysis Essay (O8)

Drafting the Body Paragraphs: Linking Words and Phrases

Writing Teaching Point(s):

- Students will be aware of linking words and phrases and use them in their writing.
- Students will complete draft of the body of the opinion essay.

Standard(s):

- W.3.1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Handout/Chart: Linking Words and Phrases list
- Writing notebooks and student draft
- Shared writing sample: Beginning Body Paragraph for Saruni, Lesson 7
- Shared writing sample: Completed Essay
- Chart and pens for Shared Writing

Connection:

“Today you will have time to continue writing the body of your opinion essay. As you write, I’d like you to consider how you might use words or phrases to link your opinion to the reasons you found in the text.”

Teach (modeling)

“The body of an essay must be organized so that readers can follow all of your ideas. As you’ve learned in writing narratives and the informative essays, certain words are often used to link the reader from one idea to another.”

Distribute ‘Linking Words and Phrases list’. *“Let’s review this list of linking words and phrases that are especially effective in an opinion essay.”*

Read together the Linking Words handout:

“Turn and talk to your neighbor. Which words and phrases are you familiar with?

Which do you need to have clarified?” Teacher clarifies for understanding the words and phrases that are new to students. *“Which of these phrases do you think would be best for the ending? The beginning? In the middle?”* Short discussion with students to clarify.

Guided Practice

Refer to charts: essay organizer and shared writing sample.

“We’ll start with the second paragraph. This is the paragraph that identifies the first trait and backs it up with evidence from the text. Let’s look closely at this paragraph to see where we might add a linking word or phrase to connect the opinion to the evidence. I am thinking that a good place to link ideas is at the start of the second sentence. I will revise my writing to say ‘In the text, Saruni works with his mother at the market to earn a few coins.’ This shows that I am using evidence from the text to support my opinion.”

Shared Writing:

“Let’s look at the next paragraph. With a partner, find a place to use a linking word or phrase.”

Partners work together to add a linking word/phrase. Add one or two to the chart. Then choose, as a group, one to add to the sample essay. (See examples in the Draft Essay Sample.)

Link to Independent Practice:

“Okay. It’s time to continue writing your essay draft.” Teacher reminds students to use the ‘Action and Trait Organizer’ as a blueprint or map.

“Begin your writing today by first rereading your draft. Refer to your plan and use it to write the essay.

- *Each of the traits will become a separate paragraph.*
- *Topic sentence tells the trait.*
- *Detail sentences explain with evidence from the story.”*

Independent Writing:

“Today you will have the remainder of the writing workshop to write the body of your essay.”

Closure:

“For the next few minutes, look over your writing. Have you used a linking word or phrase?”

Volunteers share with the large group.

Notes:**Resources and References (adapted from, acknowledgements)**

Johnson, Kathryn. *Writing Like Writers*. Prufrock Press, 2004

Linking Words and Phrases

Linking words and phrases connect opinions and reasons.

In my opinion	I believe	Furthermore
Therefore	Since	Because
For Example	Next	After that
In the text	Finally	In conclusion
All in all	So you can see	At the end of the story

Shared Writing Sample Completed Essay for Saruni

“Squeak, creak, screech,” is the sound of Saruni’s wheelbarrow. In the story, My Rows and Piles of Coins by author Tololwa Mollel, the main character is a young boy named Saruni. Saruni lives with his mother and father in Tanzania. Each week the family sells their goods in the market. But the load is heavy and Saruni thinks a bicycle could help a lot. In my opinion Saruni is a determined, generous, and respectful son.

Saruni is a very determined boy who never forgets his goal. To earn a few coins, Saruni works with his mother at the market. In the market there are many good things to buy. But Saruni holds his coins tightly in his pocket. He’ll only spend money on a bike! Saruni never quits. Even when he falls and the boys laugh at him, Saruni practices riding his father’s heavy bicycle.

Besides determination Saruni shows he is also generous with his time and money. He could be playing with his friends, but even when the rains come and the market is closed, Saruni helps in the fields. Finally, mother is surprised by his generosity, “You saved all your money for a bike to help me?” she asks.

Most of all, Saruni is always respectful. A good example is the day he finally goes to the bike shop. Proudly, Saruni tells the owner he has thirty shillings and fifty cents. The owner laughs, since it’s not nearly enough! But Saruni does not get angry or rude. Another example of respect comes at the end, when Saruni finally has a bike. He doesn’t ride to market. Instead he walks the bike because mother can’t keep up with a fast bicycle. Even then he thinks, “Now, if I had a cart, I could lighten her load.”

Expository Writing: Opinion Essay (O9)

The Essay Conclusion

Writing Teaching Point(s):

- Students will close the essay with a conclusion statement that restates the writer's opinion.

Standard(s):

W.3.1.d. Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Chart, 'An Opinion Essay Conclusion'
- Writing notebook, essay draft
- Handout/Chart: Linking Words and Phrases list, Lesson 8
- Overhead/Handout: 'Conclusion' organizer

Connection:

"You've completed the body of your Opinion Essay. Now you're ready to end the writing with the final paragraph or conclusion."

Teach (modeling)

"The character analysis conclusion is brief and to the point. It usually includes three parts or sentences that: (Refer to chart.)"

An Opinion Essay Conclusion
1. Tell what happens at the end of the story.
2. Remind readers of character traits.
3. Restate writer's opinion.
Restate your opinion of the character's traits AND
Explain what you have learned OR Predict what will happen in the future.

Guided Practice

Mentor Text: Teacher guides students to identify the structure of a conclusion in the mentor text. See sample attached. *"Let's read a sample paragraph to see if the writer has included these three important sentences."*

At the end of this story, I like Ernesto and think I could be his friend. Even though he was sometimes afraid, he was curious and adventurous. When I moved it was hard to fit in. I learned from Ernesto that you should try hard to make new friends and make the best of it.

How do you think Amira did with her conclusion? Did she include the end of the story trait words and her own reaction?"

Pair Share: *"Turn and share your thinking with a partner."*

Large Group: Teacher elicits ideas from students.

"Yes, in this final paragraph the author includes the three elements or parts of a strong conclusion. The writer tells about the ending, restates his/her opinion listing the traits, and connects it to a personal reaction."

Modeled Writing:

Refer to chart. *"With this helpful structure, we are ready to write the conclusion paragraph for our essay about 'Saruni'.*

Refer to teacher sample of Shared Writing attached. *"Hmmm. First, I'll review the Linking Words and Phrases list that can be used in a conclusion. I'll write,*

At the end of the story. . . i.e.

Saruni takes his new bike to market. (End of story)

His parents are proud of their determined, generous, and respectful son. (retell traits)

I think that Saruni's character traits helped him reach his goal. I'll try to remember them when I have to work hard for something!" (personal learning)

Link to Independent Practice:

"It is time for you to write the conclusion paragraph. Make sure to include the all the elements or parts of the conclusion."

Closure:

Pair-Share: Students read their Conclusion to a writing partner.

"Partners, you have an important job. After the read aloud, identify the important elements:

1. Tell what happens at the end of the story.

2. Remind readers of character traits.

3. Restate writer's opinion.

Restate your opinion of the character's traits AND

Explain what you have learned OR predict what will happen in the future.

Then switch roles!"

Notes:

Resources and References: (adapted from, acknowledgements)

An Opinion Essay Conclusion

1. Tell what happens at the end of the story.

2. Remind readers of character traits.

3. Restate writer's opinion.

Restate your opinion of the character's traits

AND

Explain what you have learned

OR

Predict what will happen in the future.

Sample Conclusion Paragraph

At the end of this story, I like Ernesto and think I could be his friend. Even though he was sometimes afraid, he was curious and adventurous. When I moved it was hard to fit in. I learned from Ernesto that you should try hard to make new friends and make the best of it.

Conclusion Organizer

1. Tell what happens at the end of the story.	
2. Remind readers of the character traits.	
3. Restate writer's opinion. Share a personal thought OR Predict the future	

Conclusion Organizer

Sample

1. Tell what happens at the end of the story.	At the end of the story, Saruni takes his new bike to market.
2. Remind readers of the character traits.	His parents are proud of their determined, generous, and respectful son.
3. Restate writer's opinion. Share a personal thought OR Predict the future	I think that Saruni's character traits helped him reach his goal. I'll try to remember them when I have to work hard for something!

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Expository Writing: Character Analysis Essay (O10)

Revision Checklist: An Important Description? Try A Simile!

Writing Teaching Point(s):

- Students will enhance an important detail by using the craft of simile.

Standard(s):

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Anchor chart: 'Simile'
- Revision checklist
- Writing notebook, draft

Connection:

"After you have assembled a rough draft of your essay, you will want to revise or polish it. You have already revised your introduction with a hook or lead sentence. You have written body paragraphs with important details and even a conclusion.

Today I want to give you another tool writers use to create interest and voice. Rather than a factual or an exact definition, writers sometimes use a simile."

Teach (modeling):

Refer to anchor chart.

"Simile is a comparison that uses the word 'like' or 'as'. Similes create a picture that makes a description more interesting or vivid.

Let's say I'm writing about a horse running through a field. I could say, 'The horse ran fast'. Or, I could use a simile: 'The horse ran like the wind'. The simile, 'like the wind', creates a special picture, doesn't it? I see the horse running wild and free."

Guided Practice:

Model Text: *"Let's take a look at three examples of simile I found in our reading book. In the story, Wings, the author describes Ikarus:*

'He swept through the schoolyard like a slow motion instant replay.'

I get a picture of Ikarus' slow, exact movements.

Here, the author describes Beauty and the Beast:

'Beauty's words and tears were like medicine for the beast.'

Comparing Beauty's words with medicine helps me understand their soothing, healing effect on the beast.

In the Story of The Statue of Liberty:

'Liberty was put back together like a giant puzzle.'

With these words, I can imagine all the pieces fitting together snug and close."

Shared Writing:

*“One of the tricks of writing similes is deciding **when** and **where** to use this strategy. As you reread during revision, think about a **person’s** actions or appearance or maybe an **object** you want the reader to imagine. Those are the times to consider using a simile to describe.*

Let me show you what I mean. For example, here’s one sentence in our shared write that describes Saruni’s important action: ‘Saruni is . . . focused on his goal.’ I see Saruni’s concentration, the strong attention he gives to saving his coins.

What might we compare this to? Let’s brainstorm a list of things that show a sharp focus or strong concentration.”

i.e. like a bee to honey
like a magnet to metal
like a mouse to cheese
like a flea on a dog

Teacher adds examples to the anchor chart.

*“Or here’s another sentence: ‘But the owner **just laughs**. . .’*

I think it’s important for the reader to see the clerk’s reaction to Saruni’s few coins. What picture would you like to create for the reader? What does the laughter sound like? Remember how the laughter makes Saruni feel.

Let’s brainstorm a list of ways the man in the bike store might laugh.”

i.e. But the owner just laughs like. . .
like a playground bully
like a circus clown
like an hysterical hyena

Partner Practice:

“In the conclusion paragraph we wrote:

Saruni is now a bike owner. He’s very proud.

This is an important moment for Saruni. With your writing partner, create a picture of Saruni. How proud is he? Brainstorm some ideas.”

i.e. Saruni is proud like a . . .
Saruni is as proud as. . .

Link to Independent Practice:

“Writers use similes to help them describe really important points. I want you to try this strategy in your revision today. Find one important description or action where you might add a simile. Try several different ideas. Choose your favorite to add to your essay.

When you are finished revising with a simile, you may continue to use the Revision Checklist as a guide. At the bottom of the checklist, you see the section ‘Other Craft I Know’. You know these strategies. These are craft tools you have practiced in other writings.

If you have time, check your writing again. Reread your writing. Is there any place you might make the writing even better using this one strategy or others you know?”

Closure:

Volunteers share similes used in revising their writing. Discuss how this revision makes the writing even better.

Add the sample to the simile anchor chart.

Notes:

Resources and References (adapted from, acknowledgements)

Anderson, Carl. *Strategic Writing Conferences*. Heineman, 2009

Craft Strategy: Simile	
<p>A comparison of two unlike objects using the words like or as.</p> <p>The horse ran fast The horse ran <i>like</i> the wind.</p>	
Mentor Text	Our Own Examples
<p><u><i>Wings, the author describes Ikarus:</i></u></p> <p>He swept through the schoolyard <i>like</i> a slow motion instant replay.</p> <p><u><i>Beauty and the Beast:</i></u></p> <p>Beauty's words were <i>like</i> medicine for the beast.</p> <p><u><i>Story of the Stature of Liberty:</i></u></p> <p>Liberty was put back together <i>like</i> a giant puzzle.</p>	

Expository Writing: Opinion Essay (O11)

Revision: A *Final Check*

Writing Teaching Point(s):

- Students will use a revision checklist to make final changes to a draft before editing.

Standard(s):

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Shared writing sample: Completed Essay
- Opinion Essay A Revision check list
- Writing Notebooks, opinion draft

Connection:

Today you will review the essay one last time, using the Revision Checklist.”

Teach (modeling) Review the Revision Checklist and procedures.

“This Revision Checklist outlines the writing strategies you have studied during this particular unit. You’ll carefully reread your essay to make sure that you have included each of these writing strategies. If there is something on this checklist that is not in your essay, today is your chance to add it.

You know the procedures and routines for using a checklist. But, let’s take a minute to review.

For example, the first item on the checklist is the Introduction. Let’s reread the introduction to our ‘Saruni’ essay with the checklist as a guide.”

Teacher and students reread the shared writing and note each point for the Introduction.

1. *“Yes, we have used a lead to catch the reader’s attention. I’ll put a check in the box.*
2. *Yes, we have listed the book title and author and remembered to capitalize and underline properly. And the next sentence gives the setting. Finally, we tell the reader Saruni’s goal. We’ve included all these points, so I’ll put a check in the box.*
3. *Finally, we have the opinion statement that tells what we believe Saruni is like. Saruni is determined, generous, respectful. So yes, we can put a check in this final box.”*

Guided Practice

The Introduction:

*“Now, reread the Introduction paragraph of **your** essay. Check to make sure that you have included each point on the checklist. If you find that something is missing in the Introduction, use this workshop time to revise or add to your introduction.”*

Allow a few minutes for rereading.

“Raise your hand if you will be doing some revision on the Introduction of your essay.”

The Body:

“Choose one paragraph in the body of your essay. Reread the paragraph. The checklist reminds you that a topic sentence tells what this paragraph is all about. Highlight this sentence.

Do your details sentences tell more information about the topic? Is the information clear?”

Partner Practice:

“Turn to your writing partner. Use the checklist as a guide to ask your partner for advice in the second paragraph. ‘Have I included a topic sentence and detail sentences? Is the writing easy to understand? Do you have any questions? Raise your hand if you think you will be doing some revision on the body paragraphs.”

Link to Independent Practice:

“Today when you revise, I want you to check each of the middle paragraphs for topic and detail sentences.

Then continue to follow the checklist. You will work without interruption for the first 10 minutes. After that continue to work steadily. However, if needed you can ask advice from a partner on the places you know you want to make a change.”

Closure:

Use this opportunity to ask students how they have grown as writers during this unit of study. *“What new learning are you noticing or especially proud of?”*

Notes:

Resources and References: (adapted from, acknowledgements)

Completed Draft Essay Sample for Saruni

“Squeak, creak, screech,” is the sound of Saruni’s wheelbarrow. In the story, My Rows and Piles of Coins by author Tololwa Mollel, the main character is a young boy named Saruni. Saruni lives with his mother and father in Tanzania. Each week the family sells their goods in the market. But the load is heavy and Saruni thinks a bicycle could help a lot. In my opinion, Saruni is a determined, generous, and respectful son.

Saruni is a very determined boy who never forgets his goal. To earn a few coins, Saruni works with his mother at the market. In the market there are many good things to buy. But Saruni holds his coins tightly in his pocket. He’ll only spend money on a bike! Saruni never quits. Even when he falls and the boys laugh at him, Saruni practices riding his father’s heavy bicycle.

Besides determination Saruni shows he is also generous with his time and money. He could be playing with his friends, but even when the rains come and the market is closed, Saruni helps in the fields. Finally, mother is surprised by his generosity, “You saved all your money for a bike to help me?” she asks.

Most of all, Saruni is always respectful. A good example is the day he finally goes to the bike shop. Proudly, Saruni tells the owner he has thirty shillings and fifty cents. The owner laughs, since it’s not nearly enough! But Saruni does not get angry or rude. Another example of respect comes at the end, when Saruni finally has a bike. He doesn’t ride to market. Instead he walks the bike because mother can’t keep up with a fast bicycle. Even then he thinks, “Now, if I had a cart, I could lighten her load.”

At the end of the story, Saruni takes his new bike to market. His parents are proud of their determined, generous and respectful son. I think that Saruni’s character traits helped him reach his goal. I’ll try to remember them when I have to work hard for something!

Opinion Essay: A Revision Checklist

I have reread my draft looking for ways to make my writing *even better*.

The Introduction:

☐ Did I catch the reader's interest with a lead sentence?

☐ Did I prepare the reader by telling . . .

- Book title and author?
- A little about the story?

The Body Paragraphs: Topic and Detail Sentences

In each paragraph . . .

☐ Did I name the trait?

☐ Did I explain with evidence or details?

The Conclusion:

☐ Did I restate my opinion and connect with a personal statement OR predict what will happen in the future?

Craft Strategies

Voice

☐ Does my writing sound clear and like **I** wrote it?

☐ Other craft strategies I know

Expository Writing: Character Analysis Essay (O12)

Editing: *Pronouns, Let's Be Clear*

Writing Teaching Point(s):

- When using a pronoun, students will confirm that the noun it replaces is clear to the reader.

Standard(s):

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Materials:

- Mentor text: *America's Champion Swimmer*, page 93. Scott Foresman, 3.2.
- Student handout, 'Pronouns'
- Writing notebook and essay draft.
- Editing Checklist

Connection:

"Writers, editing is our last important step. When we edit, we do everything we can to help our readers understand our writing."

Today your editing will focus on pronouns. When we use pronouns, it's important to check and make sure that our readers are not confused. It must be easy for the reader to know who or what we are naming."

Teach (modeling)

Distribute handout, 'Pronouns'. *"Recently, we read, America's Champion Swimmer: Gertrude Ederle. "This is a short selection from the story."*

Teacher and students think together and identify all the pronouns used in a passage. *"You remember that pronouns take the place of nouns. Look at the table on your handout. Some common pronouns are: I, you, he, she, her, etc. We use pronouns often, so that we do not have to keep repeating a name over and over."*

Together, let's find the pronouns in this first paragraph and highlight them."

Trudy spent **her** early years playing in the sidewalks of New York. **It** wasn't until **she** was seven that **she** had **her** first adventure in the water. While visiting **her** grandmother in Germany, Trudy fell into the pond and nearly drowned.

Partner-Practice: *"Good job. Now, with your partner find all the pronouns in the second paragraph and highlight them."*

After that near disaster, Trudy's father was determined to teach **her** to swim. For **her** first lesson, **he** tied one end of a rope to Trudy's waist and held on to the other end. **He** put Trudy into a river and told **her** to paddle like a dog.

Teach (modeling) Identify the noun the pronoun represents.

"Since, a pronoun takes the place of a noun, let's make sure we know which noun is being replaced. Watch me as I explain.

In the first sentence of this paragraph we highlighted the pronoun 'her'. Oh look, there are two more examples of the pronoun 'her'. Because this paragraph is all about Trudy, it makes sense that the pronoun 'her' replaces the noun 'Trudy'.

Let's make sure by rereading 'Trudy' instead of 'her' in these sentences." Students and teacher check by rereading aloud. *"Yes, it makes sense, but it sounds repetitive and clumsy.*

Next, I think the pronoun 'he' refers to 'father'. This makes sense because the first sentence tells us father teaches Trudy. Let's reread to check. We'll use the word 'father' instead of 'he' in these sentences." Students and teacher check by rereading aloud. *"Yes, the sentences make sense, but what happens when the noun 'father' is used over and over?"*

Partner Practice:

"Finally, a third paragraph. Do you see that this third paragraph has no pronouns?

- Read the paragraph with your partner. Where might you choose to use a pronoun to take the place of a noun?*
- Cross out the noun and replace it with a pronoun."*

People were beginning to notice Gertrude. Newspapers described Gertrude as courageous, determined, modest and poised. Newspapers called Gertrude the most perfect swimmer. Trudy's mother said Gertrude was "just a plain home girl."

"Now reread the edited paragraph. The important points to check when using pronouns are:

- Is the meaning clear? Do you know who or what is being named?*
- Does the writing 'flow'?*

Finally, when you are finished

- *Check the author’s version on page 95.”*

Large Group: Come together to compare and discuss the use of pronouns in this paragraph.

“You don’t want readers to be confused about the pronouns you use in your writing. And you don’t want the writing to be repetitive and boring! Check to make sure that there is a balance or mix of nouns and pronouns.”

Active Engagement (guided practice) Students edit one paragraph of their essay.

Partner-Practice: *“Partners, take turns reading one paragraph of your essay.*

- *Point out the pronouns you used. Which noun does it replace?*
- *Does the writing sound repetitive, or is there a balance of nouns and pronouns?”*
-

Link to Independent Practice:

Distribute the Editing Checklist.

“Today it’s your job to check the pronouns in your essay. Take your time. Writers have a responsibility to make sure that the writing is clear to a reader.”

“You have completed #3 of the Editing Checklist.”

Closure: Volunteers read a sentence or paragraph.

- Point out the pronouns.
- Tell the noun, that the pronouns are replacing.

Notes:

Resources and References (adapted from, acknowledgements)

Anderson, Jeff. *Mechanically Inclined*, Stenhouse, 2005. Hoyt, Linda. *Mastering the Mechanics*, Scholastic, 2008.

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Pronouns

Personal Pronouns:

I you he she we they
me it him her us them

Trudy spent her early years playing in the sidewalks of New York. It wasn't until she was seven that she had her first adventure in the water. While visiting her grandmother in Germany, Trudy fell into the pond and nearly drowned.

After that near disaster, Trudy's father was determined to teach her to swim. For her first lesson, he tied one end of a rope to Trudy's waist and held on to the other end. He put Trudy into a river and told her to paddle like a dog.

Read the paragraph with your partner.

- **Where might you use a pronoun to take the place of a noun?**
- **Cross out the noun and replace it with a pronoun.**

People were beginning to notice Gertrude. Newspapers described Gertrude as courageous, determined, modest and poised. Newspapers called Gertrude the most perfect swimmer. Trudy's mother said Gertrude was "just a plain home girl.

The important points to check when using pronouns are:

- **Is the meaning clear? Do you know who or what is being named?**
- **Is there a mix of both nouns and pronouns?**

Expository Writing: Opinion Essay (O13)

Editing: *Capitalize and Underline Titles*

Writing Teaching Point(s):

- Students will correctly capitalize and underline a title.

Standard(s):

L.3.2.a. Capitalize appropriate words in titles.

Materials:

- Shared writing sample: Completed Essay
- Essay Draft
- Writing a Title Chart

Connection:

Today I will show you how to correctly punctuate a title."

Teach (modeling)

"The introduction of a Opinion essay prepares the reader with some basic information. One important item is the name or title of the book or story.

There are 3 things to remember when writing a title:

- 1. Capitalize the **first** word and **last** word of a title.*
- 2. Capitalize every word in the **middle** except little words like, 'a, an, the'.*
- 3. Underline the title.*

Let's review an example of a title and return to our essay about Saruni. Remember, Saruni is the main character in a story titled:

My Rows and Piles of Coins

See how we capitalize the first and last word, as well as the important words 'Rows' and 'Piles'. The small words: 'and, the' are not capitalized.

Lastly, underline the title."

My Rows and Piles of Coins

Guided Practice

Pair Share: *"Quickly, turn to your writing partner and name the three things to remember when writing a title.*

Link to Independent Practice:

Check the titles listed in the Table of Contents of your reading anthology. Note which words are capitalized in the titles. Explain why.”

Closure:**Notes:****Resources and References: (adapted from, acknowledgements)**

Writing a Title

1. Capitalize the **first** word and **last** word of a title.
2. Capitalize every word in the **middle** except little words like, 'a, an, the'.
3. Underline the title.

Editing Checklist

Editing is a time to think about what I can do to make this story easier for a reader to read and understand.

Capitalization and Punctuation

- ☐ 1. Did I . . .
- indent each of the paragraphs?
 - begin each sentence with a capital letter?
 - end each sentence with a period, exclamation point, or question mark?

- ☐ 2. Did I use an apostrophe to show that a person or thing owns something?

- ☐ 3. Did I capitalize and underline the book title?

Grammar

- ☐ 4. Pronouns: Is the meaning clear to the reader?

Spelling

- ☐ 5. Have I . . .
- read my writing backwards looking for misspelled words?
 - tried to correct misspelled words?

Write about one change you made to your writing as you edited.

End of Unit Checklist: Opinion/Character Analysis

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating STUDENTS		Writes an opinion supported by evidence from the text.	Writes an introduction identifying title, author, character and traits.	Writes body paragraphs that describe character traits.	Writes a satisfying conclusion.	Includes similes (optional lesson).	Uses a revision checklist to make changes.	Writes appropriately for audience and purpose.	Underlines and uses capitals to write title	Uses pronouns correctly (optional).	Uses an editing checklist to improve conventions.
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