

Florida B.E.S.T. Standards

CHARACTER DEVELOPMENT



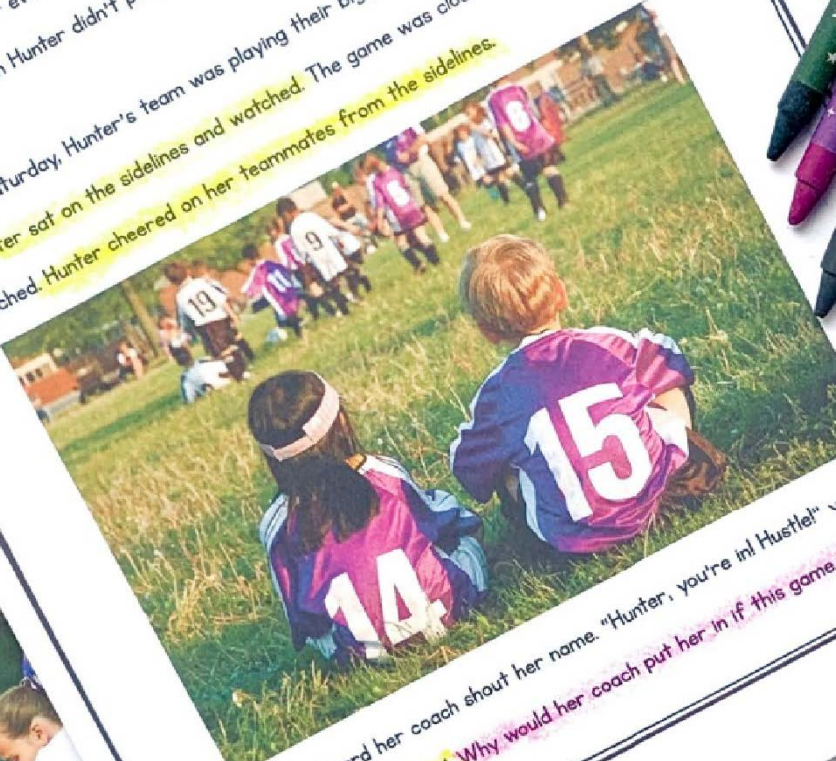
490L

Characters and Challenges Name: _____ Date: _____

The Big Game

Hunter loved to play soccer. She was on a soccer team called the Purple Pirates. They played every Saturday. The only problem was that Hunter was not very good at soccer. In fact, Hunter had never even scored a goal. She usually sat on the sidelines because she was so bad. Even though Hunter didn't play very much, her parents always came to cheer her on.

This Saturday, Hunter's team was playing their biggest rivals, the Green Giants. As usual, Hunter sat on the sidelines and watched. The game was close. The last quarter approached. Hunter cheered on her teammates from the sidelines.



Hunter heard her coach shout her name. "Hunter, you're in! Hustle!" yelled the coach. Hunter was shocked. Why would her coach put her in if this game was tied?

Hunter's member of the person. She tried had the ball! Hunter dribbled out of time. She may mightiest kick. Hunter cheered as the buzzer Hunter's team sur herself. All of her hard w



Character Answers

1. Who
2. What
3. What

a. b. c. d.

Mag CORE

Characters and Challenges Name: _____ Date: _____

TEST: School Bus Bully

the bus to and from school every day. She hated riding the school bus
up of the older kids always bullied the younger kids. Taylor and her
ed and taunted. They were called babies. Some of the bullies e-

the big bullies, stole Taylor's friend Natali

ate her cookies. She threw ev-

because she had no

and second



Characters and Challenges Name: _____

Milo and Annie

Milo was ambling through the town center shopping center with
spotted cages with dogs and cats set outside the pet shop.
"Dad, can we go see the dogs?" Milo begged.
"Sure, Milo," replied his dad.
Milo grabbed his dad's hand as they crossed the street and w-

shop. The dogs' tails wagged in eagerness as Milo and his dad appro-
The man sitting with the dogs and cats greeted Milo and his
his pet rescue organization. He rescued dogs and cats that no one
and he saved stray dogs and cats.

"Would you like to walk a dog?" the man asked Milo.
"Yes! May I please, Dad?" Milo pleaded.
"I guess there is no harm in walking one, but we cannot adopt

sternly.

M.

hit

Milo



490L

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TEST: School Bus Bully

Taylor rode the bus to and from school every day. She hated riding the school bus because a big group of the older kids always bullied the younger kids. Taylor and her friends were teased and taunted. They were called babies. Some of the bullies even took their things.

Kelly, one of the big bullies, stole Taylor's friend Natalie's backpack. She went through Natalie's lunch and ate her cookies. She threw everything else out of the bus window. Natalie was in tears because she had no lunch. Taylor had had enough. She whispered to all of the other first and second graders that they needed to stand up to the older kids. They all agreed to help.



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to the

it is

the older
all the

with

the other first and second graders. They explained that the older kids had been bullying them.

The principal was very disappointed to hear that the older kids were being bullies. She called the older kids to the office. Taylor had never seen the older kids look so afraid. The principal scolded them. She even called Kelly's mom. Kelly began crying because she knew that she was in trouble.

From that day on, the older kids left the younger kids alone. Taylor knew that she had done the right thing. Telling the principal about the bullies had been a brave thing to do.

Character
Answer

1. Who is

2. What

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b. T

c. T

d. T

3. What

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4. What

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b. T

c. K

d. T

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not very good at soccer. In the sidelines because she was always came to cheer her

als, the Green Giants. As
se. The last quarter



"yelled the coach.

was tied?

John Barker

Characters and Challenges

Characters and Challenges
Answer the following questions. Underline the text evidence in the color shown.

1. Who is the main character? Joy

2. What problem does the main character face?

Sara doesn't like Joy.

get an invitation to Sara's party.
~ she can't have a birthday party.

• Deal after the problem occurs?

Characters and Challenges Name: _____

Name: _____

- Date:

Name: _____ Date: _____

Birthday Party Upset

average day at school. Mrs. Beckett's class was an enthusiastic choir.

Birthday Party Upset _____ Date: _____

It was just an average day at school. Mrs. Beckett's second graders entered the classroom with their usual enthusiastic chatter. Joy sat down at her desk to begin morning work. Joy was a good student who always gave her teacher 100% attention to her teacher.

Suddenly, the door opened and Mrs. Beckett's second graders entered the classroom with their usual enthusiastic chatter. Joy sat down at her desk to begin morning work. Joy was a good student who always gave her teacher 100% attention to her teacher.

Suddenly, Joy noticed that the chatter in the classroom had gotten louder, so she glanced up from her work. She observed a girl in her class named Sara passing out envelopes to some of the girls. The girls opened the envelopes in anticipation of receiving one. What was in the envelopes that Sara was passing out?

observed a girl in her class named Sara passing out heart sink. What was in the envelopes that Sara was passing out, and why didn't she receive one?

That afternoon at recess Joy's best friends Sasha and Kayla asked Joy,

That afternoon at recess Joy's best friends Sasha and Kayla asked Joy if she was going to Sara's party. Joy gave the girls a confused look and replied for

not. I didn't get an invitation."

"Sasha replied.

...passed them out this morning," stated

...felt very left out. It seemed like all of
ends were invited to Sara's party except
She went home and sulked.



Q. 10

Feel

soy felt her
heart sink

Soy felt very
left out.

yla about her problem.

Ag. B.

CHARACTER DEVELOPMENT

3rd grade

Table of Contents

* This product includes 12 Lexile® leveled passages in the 2nd-3rd Grade Florida B.E.S.T. Text Complexity Band (the range for 2nd-3rd grade is 420-820).

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3. Mentor Text Model
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ABOUT LEXILE LEVELS



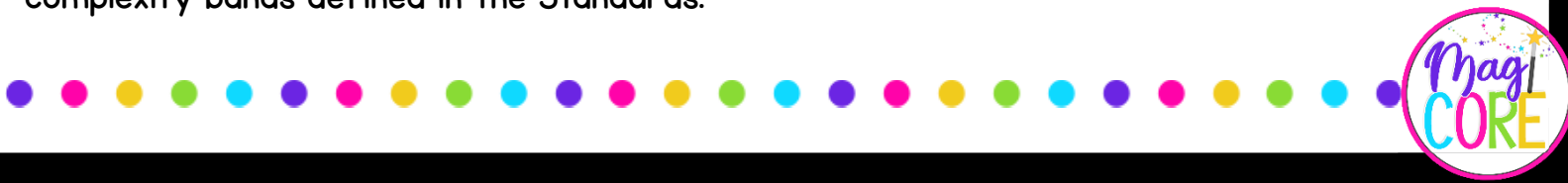
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to research, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Mentor Text: Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also included a guided response, such as a graphic organizer or questions.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.

Character Development

The main character in a story goes through a sequence of events that can cause them to develop, evolve, and change.

While reading a story, ask yourself:

1. What is the main character like in the beginning of the story?
2. What are the major events?
3. What does the character do, say, think, and feel during each event?
4. How does the major event change the main character? Do they learn a lesson?

Middle



Anchor Chart

Pippi Longstocking

Excerpt by Astrid Lindgren

Way out at the end of a tiny little town was an old overgrown garden, and in the garden was an old house, and in the house lived Pippi Longstocking. She was nine years old, and she lived there all alone. She had no mother and no father, and that was of course very nice because there was no one to tell her to go to bed just when she was having the most fun, and no one could make her take out her ear of when she much preferred caramel candy.

Pippi had not forgotten her father. He was a sea captain who sailed on the great ocean, and Pippi had sailed with him in the ship until one day her father was blown overboard in a storm and disappeared.

"My papa is a carnival king; it certainly isn't every child who has such a stylish papa," Pippi used to say with satisfaction. "And as soon as my papa has built himself a boat he will come and get me, and I'll be a carnival princess. Hic-hic, won't that be exciting?"

Two things she took with her from the ship: a little monkey whose name was Mr. Nilsson, and Pippi had a suitcase full of gold pieces. The sailors stood upon the deck and watched as long as they could see her. She walked straight ahead without looking back at all with Mr. Nilsson on her shoulder and her suitcase in her hand.

"A remarkable child," said one of the sailors as Pippi disappeared in the distance.



Mentor Text

500L Characters and Challenges Name _____ Date _____

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Practice Page

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce Character Development anchor chart. Read aloud the Mentor Text *Pippi Longstocking*. Model analyzing Pippi at the beginning of the story using the graphic organizer and questions. Emphasize that this is only analyzing her at the beginning of the story. When we read stories, it is important to analyze the character throughout the story. This helps us determine how the character develops.

Day 2: Select a story in the mid-range of the text complexity band. Make the story and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

Day 3: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 4: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

Day 5-6: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 7: By the end of the unit, most of your class should be showing mastery of the passages. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students' lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



Character Development

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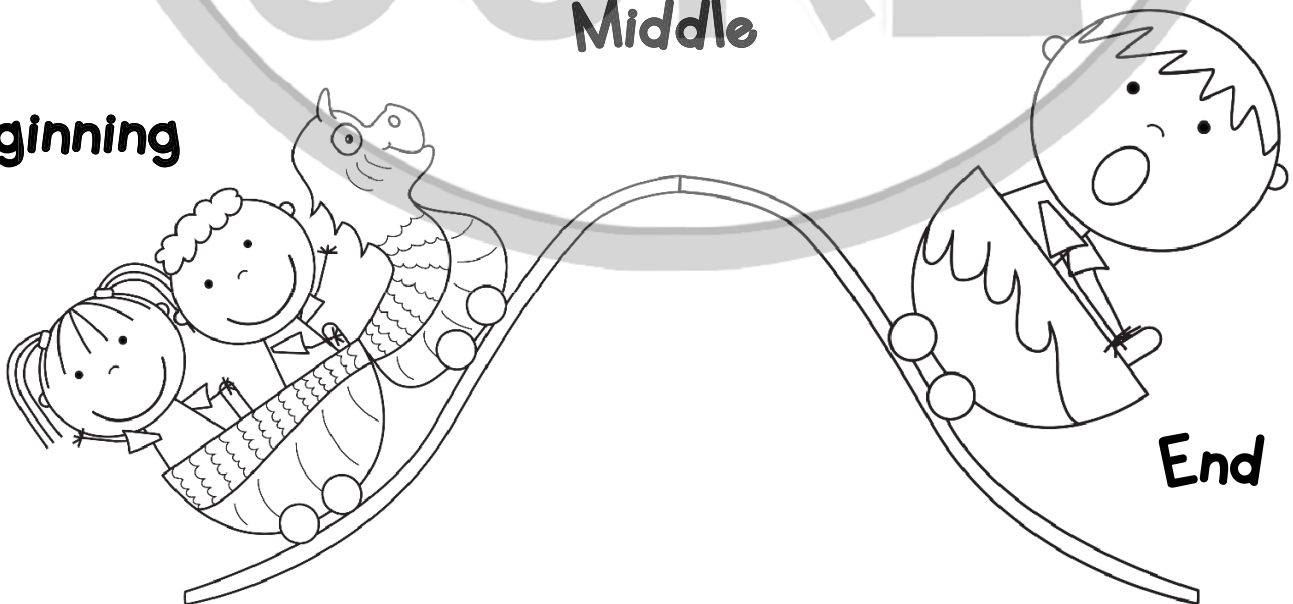
While reading a story, ask yourself:

1. What is the main character like in the beginning of the story?
2. What are the major events?
3. What does the character do, say, think, and feel during each event?
4. How does the major event change the main character? Do they learn a lesson?

Beginning

Middle

End



The Big Game

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Hunter was shocked. Why would her coach put her in if this game was tied?

A Trip to the Toy Store



Mateo raced to the mailbox. It was his eighth birthday. He wanted to see if he had any birthday cards. A smile spread across his face as he spotted an envelope from his grandparents in Missouri. Mateo brought the envelope inside and opened it. He was overjoyed when he saw a twenty-dollar bill folded neatly inside a note. The note read:

Dear Mateo,

Happy birthday! We love you and miss you. Please use this money wisely. We can't wait to visit you in a week.

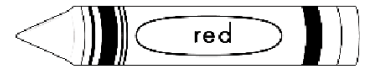
Love,

Grandma and Grandpa

Mateo was so excited. His mind raced with the toys he could buy. Should he buy one of the new Transformers? Should he add to his Lego collection? Maybe he should buy a new video game.

Characters

Answer the following Questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.



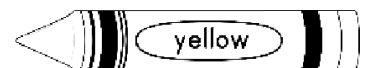
1. Who is the main character? _____

2. What is the sequence of events in the story? Include what the main character says, does, thinks and feels.



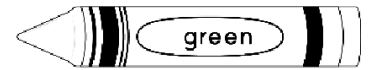
A large rectangular box divided into four horizontal sections by three downward-pointing arrows, intended for writing the sequence of events.

3. What problem does the main character face?



- a. Mateo wants a lot of toys for his birthday.
- b. Mateo spends his birthday money on candy.
- c. Mateo spends his birthday money on a new Transformer.
- d. Mateo did not get enough birthday money to buy everything he wanted.

Characters



4. What is the solution to the problem?

- a. Mateo buys a lot of candy.
- b. Mateo buys Legos for his birthday the next year.
- c. Mateo's mom buys him the Transformer he wants.
- d. Mateo learns it is better to save his money for something that will last.

5. What trait could you use to describe the main character? Use text evidence to support your answer.



6. How did the challenge change the character?



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Good to Go



Not O.K.

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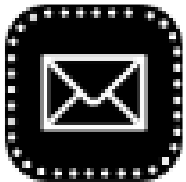
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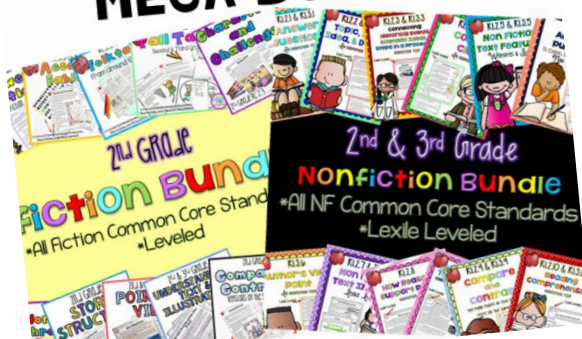
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