



# How Writers Use Language to Develop Character

★ TASK ★ LADDER

by Richard R. Hattal

Characterization in literature is the process authors use to develop character traits and create images of a character for the audience. What the character says provides a great deal of insight for the reader. The character might speak in a shy, quiet manner or in a nervous manner. The character might speak intelligently or in a rude manner. The author uses a character's thoughts, words and actions to let us, the reader, know more about a character. Using Chapter 7 of the book *Phineas MacGuire Gets Slimed*, students will explore how Frances O'Roark Dowell uses a character's thoughts, words and actions to develop an understanding of the traits that character possesses.

This module should occur after reading the book *Phineas L. McGuire Gets Slimed*. However the module can be easily adapted to fit any novel that contains figurative language.

In this 2 week module, students will focus on characters within a story (RL.4.3), figurative language and word relationships (L.4.5), and writing an informative essay (W.4.2). They will learn how authors can use different types of language to give the reader a better understanding of that character's traits. Before beginning this module, students should have a basic understanding of character traits and the different types of language authors can use. Prior to beginning the module, students should have read *Phineas L. McGuire Gets Slimed* by Frances O'Roark Dowell.

GRADES

4

DISCIPLINE

 ELA

COURSE

Any

PACING

 N/A

## Section 1: What Task?

### Teaching Task

#### Task Template IE3 - Informational or Explanatory

After reading Chapter 7 of *Phineas L. Macguire Gets Slimed*, write a literary analysis in which you explain how Frances O'Roark Dowel uses one character's thoughts, words and actions to convey the character's traits to the reader. Support your response with evidence from the text/s. Include examples of the author's use of speech style and figurative language to help convey your message to your readers.

### Standards

#### *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*

##### RL.4.3

Focus

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

##### L.4.5

Focus

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

##### W.4.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Texts

#### *Phineas L. Macguire Gets Slimed*

Here is the link to purchase this book through Amazon: <http://www.amazon.com/Phineas-MacGuire-Slimed-Scientific-Notebooks/dp/141699775X>

**Student Work Rubric - Informational or Explanatory Task - Grades 4-5**

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Introduces the topic and an unclear main idea.	Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.	Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.
<b>Use of Sources</b>	Includes <b>few</b> relevant details from sources.	<b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.
<b>Development</b>	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop the main idea</b> .	<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
<b>Organization</b>	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, <b>with a clear beginning, middle and end</b> . <b>Uses transitions (e.g., another, for example, also, because) to connect information</b> .	Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
<b>Conventions</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing. Uses language and domain-specific vocabulary <b>with minor errors</b> .	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

The Common Core State Standards in 4th grade, fictional literature, calls for students to identify and describe characters' actions, thoughts, and motivations, which is no small task for a 9-year-old who is just beginning to read a longer text. In this module, you will explore how an author can use a characters thoughts, words and actions to help us better understand just who that character is.

After close reading chapter 7 of *Phineas L. McGuire Gets Slimed*, you will examine how the author, Frances Dowell, uses a characters thoughts, words, and actions to help us understand the traits of that character. You will select either Ben or Phineas, and explain how one of the character's thoughts, words, and actions make it easier for the reader to understand their traits.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ACTIVE READING: INITIAL READ:** Ability to identify key elements of the text.

**ANALYZING USE OF SPEECH STYLE AND FIGURATIVE LANGUAGE:** Ability to identify an author's use of speech style and figurative language and determine its impact on the reader.

**ANALYZING A CHARACTER'S THOUGHTS, WORDS, AND ACTIONS:** Ability to identify how an author uses the thoughts, words, and actions of a character to convey character traits.

### ***Transition to Writing***

**SOCRATIC SEMINAR:** Ability to think critically and collaboratively in a group about concepts and ideas of a text.

### ***Writing Process***

**PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**BODY PARAGRAPHS:** Ability to develop the topic with relevant facts, details, quotations, and examples.

**CONCLUDING PARAGRAPH:** Ability to write a conclusion that includes transition, restatement of main idea of essay, and closing statement.



**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**EDITING:** Ability to proofread and format a piece to make it more effective.


**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

### PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
40 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>QUICK WRITE: DISTINGUISHING BETWEEN FEELINGS AND EMOTIONS</b> In a quick write, explain how we can use information the author provides us about characters to determine their traits?	Student work meets expectations by distinguishing between traits and emotions and listing techniques authors use to develop characters.	<p>***Students will need their own chapter book prior to starting this lesson. You may use a single book, or each student may use their own.***</p> <p>Display the attached visual aids on the overhead or front board so students may view them.</p> <p>Begin by differentiating between character traits and emotions. Tell students that a character trait is the way a person or a character in a book acts: it's a part of their personality and it comes from inside. Emotions are usually fleeting feelings that may be due to an outside force, such as good news.</p> <p>With a piece of chart paper and a marker, ask students to identify all the different character traits they know. List the traits on chart paper.</p> <p>Have students read the book they/you have selected? As they read, have them write character traits on sticky notes. After about 25 minutes of reading have students share their traits with a partner. Ask them to make sure they are traits and not emotions. Allow students time to discuss.</p> <p>Come back together as a group. Have students share the trait they feel is "most prevalent" in their main character. Post the trait to the chart paper. Ask students to identify how they determined their trait and if the author used "emotions" to help the reader identify the trait?</p> <p>Ask students to do a quick write answering the question "how are traits and emotions used by the author to help us understand a character's actions?"</p>
Standards:  <b>L.4.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  <b>RL.4.3</b> : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).				
Additional Attachments:   <b>character_trait_poster.pdf</b>  <b>Generic Write Rubric.pdf</b>				
50 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>DISCUSSION: EXPLAINING THE DIFFERENCE BETWEEN DIRECT AND INDIRECT CHARACTERIZATION</b> What are the different ways an author can develop a character? Are the traits always "spelled out"? Or does an author sometimes use indirect methods to develop a character? Students will review the attached presentation. After reviewing	Students will participate in the post-presentation discussion by providing reasonable answers to questions.	<p>View the attached PowerPoint and complete the exercises within.</p> <p>After students complete the exercises, have students share responses. Accept all reasonable responses.</p>

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		the presentation student will participate in a classroom discussion that presents multiple text samples to be analyzed.		
	<p>Standards:</p> <p><b>RL.4.3</b> : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Additional Attachments:</p> <p> <b>characterizations-lesson.ppt</b></p>			
50 mins	<p><b>TASK ENGAGEMENT:</b></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>A LETTER TO THE PRINCIPAL, USING FORMAL AND INFORMAL LANGUAGE</b></p> <p>Write a letter to the principal and a letter to your mother explaining why you were late for school. Use language appropriate to your goals in writing the letter and to the audience (the principal or your mother).</p>	<p><b>Summative Assessment</b> Students will write a letter to the principal and a letter to their mom explaining why they were late for school. Writing will be graded using the attached Checklist for Formal-Informal Writing. Students will need to use appropriate phrases and words for formal versus informal language in their writing.</p> <p><b>Formative Assessment</b> During the Teaching Phase, the students will identify sentences as using formal language or informal language by holding up an index card. This will allow the teacher to determine the students' level of understanding of the concepts of formal language and informal language. The teacher can make note of the students that do not understand the concept. Those students can be paired with students with clear understanding in the Guided Practice section. During the Guided Practice, the teacher will monitor pairs of students as they match up cards with sentences using formal and informal language. Students will walk the room until they find the partner that has a card that</p>	<p>1. The teacher will begin by saying: Today we are going to talk about the kinds of words (language) people use when they are speaking and/or writing. Sometimes when we are speaking with friends we use what is called informal language. We use words like "yeah", "cool", and "awesome". Teacher will write and project the words "informal language" so all students can see. Sometimes when we speak or write we use what is called formal language. Teacher will write and project the words "formal language" so all students can see. We use very precise words and instead of saying "finished" we say "completed", or instead of saying "buying" we say "purchasing". When we use formal language we are usually speaking to someone important or writing something that is very important. Can you give me an example of a time when you might use formal language? Why is it important to know the difference between formal and informal language?</p> <p>2. Teacher continues: In order to better understand the difference between formal and informal language we are going to watch a PowerPoint.</p> <p>3. Before beginning the attached PowerPoint: Formal vs. Informal, pass out 2 index cards to each student. On one of the index cards will be the word "formal" and on the other index card will be the word "informal". Teacher explains to the students: I am giving you two index cards. Towards the end of the PowerPoint I will be asking you to read some sentences. Hold up the index card with the word "formal" if you think the sentence uses formal language. Hold up the index card that says "informal" if you think the sentence uses informal language.</p> <p>4. Teacher will project PowerPoint slides and discuss them with the class. Discuss the examples and the fact that informal language often uses exclamation points as well as question marks and periods. Formal language most often will use question marks and periods.</p> <p>5. For slides 7-16 the teacher will ask students to hold up the "formal" or "informal" index cards to identify the kind of language used in each sentence. The teacher must hit the space bar on the computer keyword once for the answers to appear on the screen for all students to see.</p> <p>6. Teacher will monitor student understanding of the concept of formal and informal language when students hold up the index cards as responses. Making note of the students that do not understand the difference between formal and informal language will be helpful later during the lesson. During the Guided Practice section, strategically pair these students with a partner that has a better understanding of the concept.</p>

matches their sentence, but uses the opposite type of language. Students will sit down on the floor together once they believe to be matched up. The teacher will monitor the students and check with each pair once they have been matched up. Cards can be mixed up and redistributed to play again if needed. Teacher should monitor for students that do not understand. During the Guided Practice the teacher will monitor students as they create sentences using formal or informal language.

7. Once the PowerPoint has been viewed, the teacher will use the sentences from the presentation to create an anchor chart. With the students, go through each sentence one at a time and discuss whether it uses formal or informal language. List the sentences using a T-chart so the students can see the sentences side by side. Discuss characteristics of the sentences and the reasons why some are formal and others are informal. (see sample T-chart) Ask the following questions while creating the T-chart: What word or phrase makes that a formal/informal sentence? What are the characteristics of formal/informal language? When does someone use formal/informal language?

## Sentence Writing Activity:

Teacher continues:

1. Now that you have had a chance to practice matching sentences that use formal and informal language, you are going to have the opportunity to create your own sentences. I am going to give each one of you an index card. You are going to write two sentences on your index card. One sentence will be on the front of the card, and one sentence will be on the back of the card. One sentence should use formal language, and the other sentence should use informal language. Pass out index cards.

2. Teacher continues: Let's review Slides 2 and 3 from the PowerPoint Formal vs. Informal (attached). Remember that we use formal language when speaking or writing to an important person, or when we are in a serious situation. We use informal language when speaking or writing to a friend or peer in a more casual setting. You are free to create your own sentences, but if you are struggling with a topic to write about, you can use the following example. Write a sentence to your grandmother about your new pet, and a sentence to your best friend about your new pet. Feel free to write more than one sentence to be more detailed.

3. Students write their sentences on the index cards.

4. Teacher will monitor the student pairs by asking the following questions:

- What word or phrase makes that a formal sentence?
- What word or phrase makes that an informal sentence?
- How can this sentence become a formal sentence?
- Why did you use that word or phrase in your formal writing?
- Why did you use that word or phrase in your informal writing?
- Statements that teacher can make include: The word \_\_\_\_\_needs to be added to make this informal writing.
- The word \_\_\_\_\_needs to be added to make this formal writing.
- I like the way you used the word\_\_\_\_\_ in the formal writing.
- I like the way you used the word \_\_\_\_\_ in the informal writing.

5. When the students have finished writing their sentences, they will share their index cards using the strategy of an Inside-Outside circle.

**Inside - Outside Circle:** Half of the students stand up and form a circle with their backs to the inside of the circle. They are Partner A. The other half of the students form a circle facing a partner from the first circle. These students are



		<p>Partner B. Partner A will read their paragraph first to Partner B. Then Partner B will read their paragraph to Partner A. The teacher can stand in the center of the circle to monitor as the paragraphs are being read. If there are an uneven number of students the teacher may need to become a part of one of the circles. Once both students have read their paragraphs, it is time to change partners. Have the students who are Partner A raise their right hands and then move two people to the right to meet with a new partner. Repeat the same procedure for reading their paragraphs to their new partner.</p> <p><b>Independent Practice:</b> What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?</p> <p>1. Teacher continues: As the last part of our lesson today, you are going to complete the following activity on your own. You will be writing a letter to your mom and a letter to your principal explaining why you are late to school. One letter will be written using formal language, and the other will be written using informal language.</p> <p>Ask the following questions to review the differences between formal and informal language.</p> <p>Which person should you use formal language for? Why? Which person should you use informal language for? Why? What types of words or phrases can you use for formal/informal language? What types of punctuation can you use?</p> <p>2. Teacher will distribute attached activity: Letters To Principal and Mom (one copy per student) and review the directions on the sheet with the class.</p> <p>Teacher continues: Please read the situation on the top of your page as I read it aloud. You are late arriving at school. Your job is to write two letters explaining why you are late for school. The first letter you will write will be to the principal explaining why you are late to school. The second letter you will write will explain to your Mom why you were late for school. Teacher continues: Be sure to use the kind of language (formal or informal) that would be most appropriate for the person receiving the letter. Please remember to include appropriate greetings, capitalization, punctuation, and type of language for each letter.</p> <p>3. Teacher continues: I will also pass out a checklist that you can use to guide you with your writing. Teacher will distribute attached Checklist for Formal/Informal Writing (one per student) and review the components of the checklist with the students. Teacher continues: Please use this checklist as you write to ensure that you earn the highest amount of points possible.</p> <p>4. Students will be given time to write their two letters.</p> <p>5. Sample Letters to Principal and Mom can be used as a reference to grade student work. The samples can also be shared with students that are struggling with their writing</p>
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Standards:

- L.4.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.5 : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Additional Attachments:

- Formal vs. Informal.pptx
- Letters to Principal and Mom.docx

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20 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>TASK ANALYSIS</b> As a class we will analyze the prompt for this module and break it down so we know what we're going to be learning about. As we discuss the prompt, complete the Prompt Reflection Sheet.	<b>Meets Expectations:</b> <ul style="list-style-type: none"> <li>Sheet is fully filled out and student responses reflect understanding of the task.</li> </ul>	<b>***Note to teachers***</b> It is very important that students understand that they will be using the language (formal, informal, slang etc.) to help analyze the traits of the characters. Students should be producing essays where they examine the language the author uses and how that language helps them better understand what the character is like. <ul style="list-style-type: none"> <li>Read / share important background knowledge about the unit/module with your students.</li> <li>Explain to the class that the goal of this unit/module is to explain how authors use different types of language to enhance character development and learn more about character development.</li> <li>Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like:               <ul style="list-style-type: none"> <li>What will you have to do to successfully answer this part of the prompt? (<b>What are character traits? What does it mean when it says types of language?</b>)</li> <li>What do you need to learn to be able to do this? (<b>Types of language, Character Traits</b>)</li> <li>What parts of this seem easy / what parts seem hard?</li> </ul> </li> <li>Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.</li> </ul>
Standards:  <b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Additional Attachments:  				
1 hr	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>RUBRIC ANALYSIS</b> In your group, read the definition for your part of the rubric. Use the poster paper to write in your own words what it means. Add a graphic to help remember this part.	<b>Meets expectations if:</b>  <b>Small group:</b> <ul style="list-style-type: none"> <li>All students participating</li> <li>Students work as a team to design a poster and graphics</li> </ul> <b>Poster:</b> <ul style="list-style-type: none"> <li>Students rephrasing rubric accurately using kid-friendly language</li> <li>Goals show understanding of prompt and rubric expectations</li> </ul> <b>Presentation:</b> <ul style="list-style-type: none"> <li>During presentation, student has eyes on speaker and only one speaker talking</li> </ul>	1. Teacher will display prompt daily, reminding students of the end goal 2. Teacher will display rubric and hand out rubric to each student 3. The teacher will use a poster for the area of "focus" and model how to read the rubric and then deconstruct, using kid-friendly language. 4. Next, the teacher will assign small groups an area of the rubric to deconstruct beginning with district focus elements of "controlling idea," "organization," and "conventions." 5. Students will read in groups and teacher will guide them to use kid-friendly language to paraphrase, adding a unique graphic to help remember each element of the rubric. 6. Next, each table group will create a poster for their assigned rubric element. 7. Students will then present their rubric element posters to the class. Each time, the teacher will ask a person from each table group what the speakers said in their own words. 8. Students will take notes on their own rubric/organizer as the groups present. 9. Posters will be displayed in the classroom throughout the module.



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			at a time <ul style="list-style-type: none"> <li>Students elaborate or ask clarifying questions of each other to show engagement</li> <li>Listeners, during presentations, engage with comments and clarifying questions</li> </ul>	
Standards:  <b>CCR.SL.1</b> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
<b>Reading Process</b>				
<i>Not provided</i>	<b>ACTIVE READING:</b> <b>INITIAL READ:</b> Ability to identify key elements of the text.	<b>CHARACTER TRAITS QUICK WRITE</b> After I read the text aloud, select one character and write a character description in which you identify three traits of that character. Include details from the text to support your analysis.	Student work meets expectations if it identifies three traits and provides evidence that shows how that trait is demonstrated in the text.	Each student should follow along in their book as the teacher reads the text aloud. Periodically the teacher should ask questions to ensure students are comprehending what is read.  Sample Questions Include:  1) What is an "artistic genius"? How does the phrase "artistic genius" impact your image of Ben?  2) Why do you think the author includes details about Ben's father? Does this impact your impression of Ben at all?  3) What does the word "thwarting" mean? What text clues help you understand this term?  4) Why would the author describe Ben chewing on a pencil? What mental image does this give you of Ben?  5) What does the word "starvazoid" mean? How does this word impact your view of Ben? Is this a word Phineas, as a scientist, would use?  6) Why does Phineas say to Ben "You hate playing kickball," I said. "Today you spent recess trying to build a T-Rex out of popsicle sticks"? How does this interaction help you understand Ben and Phineas' relationship?  After reading and discussing, students should perform a quick writes answering the prompt:  Pick a character, Phineas or Ben. What traits does your character show in chapter 7? Identify at least 3 traits using details from the text to support your answer.
Standards:  <b>RL.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RL.4.3</b> : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).				
Additional Attachments:   <b>Generic Write Rubric.pdf</b>  <b>Generic Write Rubric.pdf</b>				
<b>30 mins</b>	<b>ACTIVE READING:</b> <b>INITIAL READ:</b> Ability to identify key elements of	<b>ANNOTATING THE CHARACTER'S THOUGHTS, WORDS, AND</b>	Check for understanding.	*Make copies of chapter 7 so students can underline/highlight. Have students label the paragraphs for easy identification.


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	the text.	<b>ACTIONS</b> To write effectively, we must make sure we have the best information possible. To write our final product we must have a good idea of Ben and Phineas' thoughts, words, and actions. To help us understand these items, we will re-read chapter 7, focusing on Ben and Phineas' thoughts, words, and actions. After accomplishing this task, students will select the character they wish to focus on in their essay.		<p>Students will need six different colored pencils.</p> <p>Students close read the text. As they read they will focus on the thoughts, words, and actions of both Phineas and Ben. Make sure students understand that "words" are what the character is saying or the dialogue.</p> <p>Have students create a "key" to identify what each color represents. For example "red lines" are for Phineas' Thoughts and "blue lines" represent Ben's words.</p> <p>Read through and model paragraph one and two for students. The have students read through the text underlining as they go. Be sure to circulate and assist students as required.</p> <p>After students have completed this task, arrange them in groups of 3-4 to share what they found. As students review their findings make sure to visit each group to ensure they are doing it correctly.</p> <p>After completing this task, students will select the character they wish to write about.</p>
<p>Standards:</p> <p><b>RL.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.3</b> : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>				
30 mins	<b>ANALYZING USE OF SPEECH STYLE AND FIGURATIVE LANGUAGE:</b> Ability to identify an author's use of speech style and figurative language and determine its impact on the reader.	<b>GRAPHIC ORGANIZER FOR FORMAL AND INFORMAL WORDS AND PHRASES</b> Examine the language each character uses. How do the words and phrases that character uses influence the reader's view of that character? How does language style influence how the reader perceives the character? Complete the graphic organizer to explain how one character's use of formal and/or informal language influences how you perceive that character.	<p>Completed Graphic Organizer includes specific, appropriate examples of each type of figurative language your character uses.</p> <p>For example:</p> <p>Ben is talking to Phineas about the problems he would solve if he becomes Class President. Ben says, "Have you noticed that around ten thirty everybody's stomachs start growling? But there's still an hour until lunch, and you can't concentrate on anything because you're, like, totally, starvazoid."</p> <p>Students should identify the phrase "you're like, totally starvazoid" as informal language. In the same sentence they may identify words such as stomach and concentrate as formal language.</p>	<p>What type of words and phrases would you expect a scientist to use? What types of words and phrases would a 4th Grade comic book artist use? What about a kid on the playground, what type of words and phrases would they use?</p> <p>What is the difference between formal and informal language? Formal and informal language serve different purposes. The tone, the choice of words and the way the words are put together vary between the two styles. Formal language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments. Formal language does not use colloquialisms, contractions or first person pronouns such as 'I' or 'We'. Informal language is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language.</p> <p>Use the graphic organizers provided to closely examine the words and phrase Ben and Phineas use throughout chapter 7. Look for examples of different types of language that occur through out the chapter. Ask students is this something a 4th Grade Comic book artist or a scientist would say?</p> <p>After reviewing the entire chapter ask students to examine how the words help us understand Phineas the Scientist, Ben the Comic Book Author, and the plain old every day 4th Grade Kid.</p> <p>An examples would be:</p> <p>Ben is talking to Phineas about the problems he would solve if he becomes Class President. Ben says, "Have you noticed that around ten thirty everybody's stomachs start growling? But there's still an hour until lunch, and you can't concentrate on anything because you're, like, totally, starvazoid."</p>

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				<p>Ben uses words like stomach and concentrate which is a little more formal and intelligent sounding. Then he goes on and uses words like totally and starazoid, which are informal and kid like.</p> <p>How do these types of words and phrases help the audience get a better feeling for the traits of the characters?</p>
<p>Standards:</p> <p><b>L.4.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Additional Attachments:</p> <p> <b>Formal and Informal Language.docx</b></p>				
40 mins	<p><b>ANALYZING A CHARACTER'S THOUGHTS, WORDS, AND ACTIONS:</b> Ability to identify how an author uses the thoughts, words, and actions of a character to convey character traits.</p>	<p><b>NOTE TAKING - THOUGHTS, WORDS AND ACTIONS WORKSHEET</b></p> <p>As we reread chapter 7 of <i>Phineas L. McGuire Gets Slimed</i>, focus on the things your character thinks about, says, and the actions they take. Then complete the "Thoughts, Words, and Actions" worksheet with the details you think are most important for conveying character traits.</p>	<p>Review students "Thoughts, Words and Actions" organizer to ensure students properly identify the thoughts, words and actions that influence their characters traits.</p>	<p>Students should have selected a character, Ben or Phineas, to write about in their essay. Provide students with the "Thoughts, Words, and Actions" worksheet to complete as they read. Students will reread chapter 7 independently.</p> <p>Introduce the activity to students with the following: "To fully understand a character, we must examine more than what he says. A character's thoughts, words, and actions work together to highlight character traits. Authors do not arbitrarily have characters think a certain way or say something that does not represent who they are as characters. In the last mini-task, we will focused on the things your character thinks about, says, and the actions he takes. We will discuss why each character thinks a certain way, why he says things a certain way, and why he takes particular actions. We will also explore what these thoughts, words, and actions mean to our understanding of each character's traits."</p> <p>Students will review their notes from the previous mini-task and complete the graphic organizer using the color coded review from the previous task.</p>
<p>Standards:</p> <p><b>L.4.5</b> : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>RL.4.3</b> : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Additional Attachments:</p> <p> <b>THOUGHTS WORDS ACTIONS.pdf</b></p>				
<b>Transition to Writing</b>				
40 mins	<p><b>SOCRATIC SEMINAR:</b> Ability to think critically and collaboratively in a group about concepts and ideas of a text.</p>	<p><b>SOCRATIC SEMINAR</b></p> <p>Participate in the Socratic Seminar discussion by answering - How do a character's thoughts, words, and actions help us understand their traits?</p>	<p>Student work meets expectations if</p> <ul style="list-style-type: none"><li>• Participates in discussion using questions prepared in earlier mini-task.</li><li>• Poses questions in discussion.</li><li>• Follows discussion protocol as evidenced by partner's</li></ul>	<p>After reading chapter 7 of <i>Phineas L. McGuire Gets Slimed</i> and prior to writing, students should be prepared to use their "Thoughts, Words, and Actions Planner fro the previous task.</p> <p>Create two groups of discussion participants: A) Inner circle speakers, B) Outer circle observers.</p> <p><i>Inner circle speakers' roles:</i></p> <ul style="list-style-type: none"><li>• One speaker opens discussion with a prepared question</li><li>• Make eye contact with other participants</li><li>• Refer to text(s)</li></ul>

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			scoring sheet and teacher observation.	<ul style="list-style-type: none"> <li>• Uses ""Thoughts, Words, and Actions Planner" from previous mini-task.</li> <li>• Respond to another speaker</li> <li>• Paraphrase and add to another speaker's ideas</li> <li>• Add new or follow-up questions</li> </ul> <p><i>Outer circle observers' roles:</i></p> <ul style="list-style-type: none"> <li>• Record opening question in seminar discussion</li> <li>• Chart partner's participation (tally or check marks on rubric)</li> </ul> <p>4. Allow time for mid-point switch in roles so every student has an opportunity as both speaker and observer.</p> <p><i>At mid-point, observers should answer the following reflection questions:</i></p> <ul style="list-style-type: none"> <li>• What is the most interesting point your partner made?</li> <li>• What would you like to have said during the discussion?</li> </ul> <p><i>At mid-point, speakers should answer the following reflection questions:</i></p> <ul style="list-style-type: none"> <li>• How did I extend others' thinking during the discussion?</li> <li>• How did I honor other participants during the discussion?</li> </ul> <p>5. At the close of discussion, both speakers and observers should answer the following reflection question: How will the Socratic Seminar impact my writing?</p>
<p>Standards:</p> <p><b>RL.4.3</b> : Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>SL.4.3</b> : Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>SL.4.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>				
<p>Additional Attachments:</p> <p> <b>Socratic Seminar Observation Checklist.pdf</b></p>				
<b>Writing Process</b>				
20 mins	<p><b>PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p><b>ORGANIZING YOUR NOTES</b></p> <p>Review your notes and journal entries. Gather all details that may be useful in your essay.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• What you learned while reading.</li> <li>• What you learned while discussing the book in class.</li> <li>• What you already knew about the subject that may help you answer your prompt.</li> </ul>	<p>Student is able to identify information that will be useful in writing their essay.</p>	<ul style="list-style-type: none"> <li>• Review the writing task with students. Remind students that they need to include discussion of speech style and figurative language in the essay.</li> <li>• Students will organize their notes according to the method used in your classroom. I would recommend that students organize their notes according to the character's thoughts, words, and actions, with one paragraph dedicated to each.</li> </ul>
<p>Standards:</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>				



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20 mins	<p><b>INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><b>OPENING PARAGRAPH</b></p> <p>Now that we have all our ideas organized, it is time to start writing. Every good essay starts out with a bang. The opening paragraph is what catches the readers attention and hooks them.</p> <p>Write an opening paragraph that includes a hook, a main (controlling) idea and sequences (puts them in order) the key points you plan to make in your composition. Share your opening paragraph with your partner and at least one other classmate.</p>	<p>Work meets expectations if it</p> <ul style="list-style-type: none"> <li>Includes a concise summary statement or draft opening.</li> <li>Provides direct answer to main prompt requirements.</li> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of the controlling idea.</li> </ul>	<ul style="list-style-type: none"> <li>Pass out a set of <i>Sample Intro Paragraphs</i> Handouts and ask students in pairs to identify what they have in common, and the controlling idea for each paragraph.</li> <li>Invite pairs to share out what they have discovered and use their findings to create a list of “to-dos” for the opening paragraph they write as well as a definition for “controlling idea.”</li> <li>Here is an example of things that could be in that checklist: <ul style="list-style-type: none"> <li>Introduction Paragraph... <ul style="list-style-type: none"> <li>...grabs your attention</li> <li>...moves from general to specific</li> <li>...flows smoothly</li> <li>...provides necessary background info</li> <li>...addresses the audience</li> </ul> </li> </ul> </li> <li>Students then work individually to write opening paragraphs. Teacher circulates to answer questions. Given the checklist students create, have them swap paragraphs and “grade” each others’ using the checklist.</li> </ul>
<p>Standards:</p> <p><b>W.4.2.A</b> : Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Additional Attachments:</p> <p> <b>Sample Opening Paragraphs.pdf</b></p>				
50 mins	<p><b>BODY PARAGRAPHS:</b> Ability to develop the topic with relevant facts, details, quotations, and examples.</p>	<p><b>BODY PARAGRAPHS</b></p> <p>Write the first draft of the body paragraphs of your essay. Each body paragraph should focus on a key detail. Analyze the evidence that you include to ensure that your details are well supported by evidence. As you write, periodically reread the prompt to ensure you maintain focus.</p>	<p>Meets expectations if students write 2-3 quality body paragraphs based on the rubric, including evidence from the text and an analysis of the evidence.</p>	<ol style="list-style-type: none"> <li>Teach the importance of developing key ideas with evidence and analysis, as needed. Model the writing of a body paragraph.</li> <li>Have students include the following in their body paragraphs: <ul style="list-style-type: none"> <li>Transition</li> <li>Key details (one paragraph for thoughts, one paragraph for words, one paragraph for actions)</li> <li>Evidence from the text for support</li> <li>Analysis of the evidence</li> </ul> </li> <li>Give students time to write their body paragraphs, providing mini-conferences and support as needed.</li> <li>Be certain students cite evidence from the text to support the key details, using their notes and text.</li> <li>Finish with a share-out, either class-wide or between partners.</li> </ol>
<p>Standards:</p> <p><b>W.4.2.C</b> : Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>W.4.2.B</b> : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>				
30 mins	<p><b>CONCLUDING PARAGRAPH:</b> Ability to write a conclusion that includes transition, restatement of main idea of essay, and closing statement.</p>	<p><b>CONCLUDING PARAGRAPH</b></p> <p>Write a conclusion to wrap up your essay including the following:</p> <ul style="list-style-type: none"> <li>Transition</li> <li>Restatement of your controlling idea</li> <li>A powerful ending that</li> </ul>	<p>Student work meets expectations if the conclusion paragraph includes:</p> <ul style="list-style-type: none"> <li>Transition sentence</li> <li>Restatement of controlling idea</li> <li>Concluding statement that</li> </ul>	<ol style="list-style-type: none"> <li>Remind students that an effective conclusion begins with a transition, restates the controlling idea of the essay, and leaves the reader with something to think about.</li> <li>Have students write their conclusion, offering individual help as needed.</li> </ol>

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		leaves your readers with something to think about	leaves readers with something to think about	
	Standards: <b>W.4.2.E</b> : Provide a concluding statement or section related to the information or explanation presented <b>W.4.2.D</b> : Use precise language and domain-specific vocabulary to inform about or explain the topic.			
50 mins	<b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>MULTIPLE DRAFTS</b> After working with another student to identify parts of your essay that need clarification, revise your essay using the ARMS strategy.	<ul style="list-style-type: none"> <li>Student provides completed draft with evidence of changes and revisions.</li> </ul>	<ol style="list-style-type: none"> <li>Have students select a section of a current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The student author notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing.</li> <li>Encourage students to read their writing aloud, and then circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.</li> <li>Have students use the <b>ARMS</b> Strategy:  <u>A</u>dd words and sentences (be descriptive, capture all ideas).  <u>R</u>emove words and sentences (be concise).  <u>M</u>ove words and sentences (sentence fluency, organization).  <u>S</u>ubstitute words and sentences (word choice, voice). </li> </ol>
	Standards: <b>W.4.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>W.4.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
40 mins	<b>EDITING:</b> Ability to proofread and format a piece to make it more effective.	<b>GROUP EDITING</b> Students will follow the two step process below to peer edit the class' essays.  <b>Step One:</b> <ol style="list-style-type: none"> <li>Read each essay and add comments, suggestions, and questions between in the margins.</li> <li>Try to add <i>at least three comments</i> per page.</li> <li>Use the questions What? When? Why? Where? Who? How? questions when you want the essay's writer to provide more details.</li> <li>Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft.</li> </ol> <b>Step Two:</b> <ol style="list-style-type: none"> <li>Once you have read the entire essay and hand-marked the paper, provide feedback to the essay's</li> </ol>	<i>Meets expectations if:</i> <ul style="list-style-type: none"> <li>includes at least three comments per page</li> <li>questions are asked to prompt the writer to provide more details and to get the author to reflect on his/her own writing.</li> <li>comments and letter provides useful and constructive feedback for the writer</li> <li>positive comments are explained.</li> <li>it avoids broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good"</li> <li>it targets aspects of the essay targeted in during the revision process like</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the Peer Group Workshop Handout with students. Read the handout to the group.</li> <li>Arrange students into groups.</li> <li>Have them revise a paper for between 10 and 20 minutes, then pass the paper to the next group member for further revision.</li> <li>When all of the members of the group have read an essay, have them discuss their feedback.</li> <li>The author will take notes silently on the discussion.</li> <li>Then, when the discussion is over, the author asks those who revised his/her paper clarifying questions and about any other aspects that did not come up in discussion.</li> </ol>



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		<p>writer; your goal should be to provide the writer with specific possibilities for revision.</p> <p>2. Make your feedback as specific as possible so that the writer knows exactly which section of the essay you're addressing.</p> <p>3. In your feedback, deal with areas such as <i>purpose, feeling, tone, content, organization, introduction/conclusion, and style</i>.</p> <p>4. Write your feedback in complete and clear sentences.</p>	<p>organization, content, and focus, rather than editing for typos, misspellings, and grammatical errors.</p>	
	<p>Standards:</p> <p><b>W.4.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
	<p>Additional Attachments:</p> <p> <b>Rough Draft and Peer Editing.doc</b></p>			
40 mins	<p><b>FINAL DRAFT</b>: Ability to submit final piece that meets expectations.</p>	<p><b>FINAL DRAFT</b></p> <p>Use the notes and input received during the revising and editing stages to complete your final essay.</p>	<p>Use the LDC Informational Essay Rubric to grade the final product.</p>	<p>Students should use the notes and comments they received during the revising and editing process to complete their final essay.</p>
	<p>Standards:</p> <p><b>W.4.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			

### Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided