



MISSISSIPPI  
**EXEMPLAR**  
Units & Lessons

ENGLISH LANGUAGE ARTS

**Grade 3**

Grant funded by:



## Lesson 7: Characterization and Writing (continued)

**Focus Standard(s):** RL.3.3, W.3.1b, L.3.2c

**Additional Standard(s):** SL.3.1, RL.3.1, W.3.4, L.3.1

**Estimated Time:** 55 minutes

**Text(s):**

- *The Art of Miss Chew*
- *My Rotten Red Headed Older Brother*
- *Babushka's Doll*
- *Thunder Cake*

**Resources and Materials:**

- Handout 3.1: Characters' Contribution anchor chart
- Handout 6.1: R.A.C.E.S. Anchor Chart
- [Becoming an Artist – ReadWorks Article](#)
- [Chicken Soup for Nicole- ReadWorks Article](#)
- [The Ants and the Grasshopper- ReadWorks Article](#)

**Lesson Target(s):**

- The students will respond to a writing prompt in which they describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- The students will learn how to use commas and quotation marks correctly.

**Guiding Question(s):**

- How do characters' actions contribute to the sequence of events in a story?
- How can the use of dialogue and descriptions of actions, thoughts, and feelings help to show the response of characters to situations?
- How does a writer use quotation marks and commas correctly while writing?

## Vocabulary

**Academic Vocabulary:**

- Context clues
- Motivation
- Traits

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Students create pictures/symbols to represent words
- Students write/discuss using the words

**In-ConTEXT Vocabulary:**

- Babushka
- Cart
- Impressed
- Jeered
- Naughty
- Remarked
- Selfish
- Tale

**Strategies for Teaching How to Determine Meaning from Context Clues:**


- Read short paragraphs or sentences using these words
- Model using context clue words in the text to identify the meaning of the unfamiliar word
- Create synonyms lists for the words based on the context clues

**Direct Instruction Text Vocabulary:**

- Ingredients
- Rattled

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

<ul style="list-style-type: none"> <li>• Sultry</li> <li>• Talent</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can use context clues to determine the meaning of unfamiliar words in a text</li> <li>• I can describe characters in a story</li> <li>• I can provide support using a character’s actions, words, or thoughts to show their internal traits</li> </ul> <p><b>Activity 1: Vocabulary</b></p> <p>Play guess my word with students. Give clues about each vocabulary word from the unit. This activity can be done in a variety of ways. Get the students to number off from 1 to 10 in their notebooks and give clues about the word. The student then writes down what they believe the word is. Another method is to do the activity orally and let a student point to the word on the word wall. Be sure to discuss the word’s meaning during this activity.</p> <p><b>Activity 2: Anticipatory Set/Introduction to the Lesson</b></p> <p>Review the R.A.C.E.S. strategy by asking the students questions about each part. Refer to <b>Handout 6.1: R.A.C.E.S. Anchor Chart</b> for students who many need a visual.</p>	

**Activity 3a: Modeling**

Begin modeling explicitly how to take each part of R.A.C.E.S. and begin writing a cohesive response. Focus on sections R and A and quotation marks. Use one of the ReadWorks Articles found in the resources/materials to assist in this modeling activity.

The writing prompt: Describe the character traits of a character you read about. Choose one character trait that most contributes to the way the character acted or responded in the passage. Write an opinion piece about that trait and how or why it most contributes to the way the character acted or responded in the text.

**Activity 3b: Guided Practice**

The students return to their groups from the previous lesson and begin working on their writing piece and practice what the teacher has just modeled. Students will focus on the R and A section of R.A.C.E.S. process during their writing.

**Note:** Circulate to assist as needed with this activity.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Partner low-oral language students with high students during Turn and Talk activities. Strategically choose the appropriate book level for each group for group work.
- Have lower students discuss with the teacher instead of write, referring the student back to the anchor charts to scaffold their understanding during independent practice.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Early finishers can add more than one internal and external character trait.
- Strategically choose the appropriate book level for each group for group work.
- Higher students can create their own example of character traits during independent practice.

**Reflection and Closing:**

Review lesson and character traits with the class. Draw attention to the R.A.C.E.S. writing process.

- ✓ Take up the students writing to review before the performance task to ensure all students are progressing.

## Homework

Student can read independently and make a list of character traits.

For training or questions regarding this unit,  
please contact:

[exemplarunit@mdek12.org](mailto:exemplarunit@mdek12.org)