

PURPOSE: The strategy helps students think about the characters while reading a story. Students provide the character's personality trait and then support their answers with evidence from the story. Following the character supports students' comprehension of literature.

Instructions for Strategy 1: Identifying Character Traits

- Read a story.
- Consider the character's traits, emotions of character/other characters, and characters' relationships.
- As you are reading, what can you tell me about the character in the story? What kind of person is he/she? How does the author help you understand the personality traits of the character by his/her thoughts, words, actions, or what others say of him/her?
- For example, in the story "The Drum," the teacher might say:
 - The boy is helpful. Support your answer with **details** from the text.
 - The boy is helpful. What is another way to describe the character? Support your answer with **information** from the story.
 - What kind of person is the boy? Support your answer with **evidence** from the story. (This question is more difficult because the student must generate the answer.)
 - How did the boy feel when he didn't get a drum? *Support with evidence*
 - How did the boy change from the beginning to the end of the story? *Support with evidence*

Other strategy:

- Provide a word list that describes aspects of the character. (*refer to handout with lists of character traits*)
- Use the handout with Character graphic organizers to record aspects of the character with the student.

Facilitator Note: The graphic organizer handouts are student resources that are used with permission from the Florida Center for Research: home page <http://www.fcrr.org>