



Close reading plan

Hatchet, Chapter 13 by Gary Paulsen

Ryan Howard, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	<i>Hatchet</i> by Gary Paulsen (Chapter 13)	Where to Access Text	Scholastic ISBN-13: 978-0-439-391191
Text Description			
Thirteen-year old Brian Robeson is on his way visit his father in Canada for the summer when his single-engine plane crashes. Brian is alone and forced to survive in the Canadian wilderness with only his hatchet. After forty-seven days of relentless physical and emotional challenges, Brian is defeated and attempts suicide. This text provides a context to help students identify theme through character development. Additionally, this text provides a context to help students comprehend mood, imagery and conflict.			
Quantitative			
Lexile and Grade Level	1020; 5 th	Text Length	Chapter 13
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of the text is perseverance. This is depicted through Brian's transformation, which highlights the theme of the novel. This is expressed in the text through the development of the "two" characters, old and new Brian.		Hatchet is a narrative told in third-person omniscient about Brian's survival in the wilderness. The text follows a sequence of events that supports the development of the main character. The text includes figurative language as well as single, repeated words capturing the age and emotions of the main character.	
Prior Knowledge Demands		Language Features	
Students should have a prior knowledge of the traits of the main character. Additionally, students should be able to identify theme and conflict.		The language of this text contains figurative language. Some vocabulary is text-dependent and invented by the main character.	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example."</i> (CCSS ELA Appendix A)		<i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text."</i> (CCSS ELA Appendix A)	
<ul style="list-style-type: none"> • Tension • Fury • Hissing • Smolder • Funk 	<ul style="list-style-type: none"> • Punky • Willow • Infuriating • Refracts • Exulted 	<ul style="list-style-type: none"> • Clouddown 	<ul style="list-style-type: none"> • Foolbirds
Potential Reader/Task Challenges			

Readers will be challenged by text-dependent vocabulary created by the main character. The figurative language such as simile and metaphor may be challenging.

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 On page 122, Gary Paulsen states, "Madness. A hissing madness that took his brain." Why did Paulsen choose the phrase "hissing madness" to describe Brian's state of mind? What does this word mean based on other words in the paragraph?	CCSS.ELA-LITERACY.RI.5.4	5
TDQ #2 Compare and contrast Brian's efforts to make a bow. Why was Brian's second attempt so much more successful than his first?	CCSS.ELA-LITERACY.RI.5.3	8
TDQ #3 The plane had come and gone. Brian has been in the wilderness for forty-two days. Explain how Brian is responding to the challenge of his circumstances at this point in the story. Use text evidence and your own words to support your response.	CCSS.ELA-LITERACY.RI.5.2	11
TDQ #4 Gary Paulsen repeats the word <i>clouddown</i> . What does this word mean? Why did the author create this word to describe Brian's emotions?	CCSS.ELA-LITERACY.RI.5.4	14
TDQ #5 On page 123, Gary Paulsen states that Brian "was not the same... he was new." Compare and contrast the "old" and "new" Brian, citing evidence from the text to show how Brian has changed.	CCSS.ELA-LITERACY.RI.5.3	17
Target Standards		
<p>CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		

Question 1

Question #1 On page 122, Gary Paulsen states, “Madness. A hissing madness that took his brain.” Why did Paulsen choose the phrase “hissing madness” to describe Brian’s state of mind? What does this word mean based on other words in the paragraph?

Standard(s) covered: CCSS.ELA-LITERACY.RI. 5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-LITERACY.RI. 5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Example response that meets standard	Look-fors
<p>The description “a hissing madness that took his brain” shows that Brian’s head was filled with noise and confusion. His attempt to take his life was caused by this temporary confusion. Context clues describe Brian’s muddled mind by stating he went “into a gray funk deep and still deeper until finally dark”. This claim is supported by other words in the paragraph such as “wishing for death, wishing for an end”.</p>	<ul style="list-style-type: none"> Reread text to determine the meaning of words. Infer meaning of words from context clues in the text. Quote accurately from a text when drawing inferences from the text. Explain the meaning of figurative language quoted from the text.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective In this lesson you will learn how to make an inference about the meaning of unknown words or phrases by using specific details in the text and your own background knowledge.

Prior knowledge to review Referring to the text to draw conclusions and/or infer meaning of words. Using context clues to determine meaning. Familiarity with figurative language, such as metaphors & similes. Prior knowledge of author’s purpose.

Steps to achieve objective **Think aloud for direct instruction**

1) Reread to locate the figurative language addressed in the question.

- Okay, I located the section where Brian is talking to himself on page 122. Hmm... let me re-read the question.

<p>2) Ask yourself, “Which clues in the text tell me why the author chose these words?”</p>	<ul style="list-style-type: none"> • The question asks about “hissing madness”. Let me think. The word <i>hissing</i> makes me think of a snake. And madness, I think about loud noise and confusion. So if Brian’s state of mind was a “hissing madness”, that means that his head was filled with hissing—maybe a type of noise and confusion. Why did the author select these words? Well, maybe because Brian was not thinking clearly because of all the noise or “madness”. Paulsen was showing Brian was in a very bad place inside his head. • As I re-read the text, I am looking for supporting clues that could help show how his mind was “a hissing madness.” I’m noticing some clues in the text. The text states that Brian “settled into a gray funk deep and still deeper until finally dark.” The text mentions that he wanted to be “done, wishing for an end.”
<p>3) Based on the clues, ask yourself, “What does the figurative language mean?”</p>	<ul style="list-style-type: none"> • So, now I want to put together the clues + why the author used the words to determine what the figurative language “hissing madness” means. I think it means “loud noise and confusion”. Brian was not thinking clearly, because he was scared and alone. More clues are “gray funk”, “deep and deeper until finally dark” and “done, wishing for an end”. Well, when someone wants to die...how would I describe the emotions they are feeling?
<p>4) Write a response that describes the meaning of the figurative language within the context of the text.</p>	<ul style="list-style-type: none"> • I got it! So because Brian’s had a “hissing madness that took his brain”, his mind was filled with chaos and confusion. The author uses other words in the text to show that he is in a bad place: “settled into a gray funk deep and still deeper” and “wishing for an end”. This accurately describes how Brian felt. <i>Brian was depressed and no longer wanted to live.</i> He was confused and attempts to end his own life because of the madness.

Extension and practice

- Descriptive language is written to create a mood or describe a person, place, thing, event, emotion, or experience. Descriptive language uses images that appeal to the reader’s senses and help the reader to imagine how a subject looks, sounds, smells, tastes, or feels.
- Students can explore other examples of Paulsen’s use of descriptive language to create the mood and Brian’s emotions throughout this text, for example, gray funk or dry blood turning black.
 - Students will identify descriptive language in the passage. Students will re-read the passage omitting the identified descriptive words. Students will response and discuss the tone of the passage without the use of descriptive language. Students will reflect on the significance of descriptive language.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)</p>	<p>See more examples of how to teach descriptive language, RI. 5.4</p>
<p>Objective: In this lesson you will learn how to make an inference about the meaning of unknown words or phrases by using specific details in the text and your own background knowledge.</p> <ol style="list-style-type: none"> 1. Reread the text, identifying the unknown language. 2. Ask yourself, "How does the use of this language add to the mood of the text?" 3. Construct my response supported by textual evidence. 	<p>Analyze descriptive words to understand characters</p> <p>Determine the mood of a poem by analyzing word choice & meaning</p>

Question 2

Question #2	Compare and contrast Brian’s efforts to make a bow and arrow. Why was Brian’s second attempt to make a bow so much more successful than his first?	
Standard(s) covered:	CCSS.ELA-LITERACY.RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	Example response that meets standard	Look-fors
	<p>Brian’s first attempt to make a bow was unsuccessful and dangerous. Brian spent “a whole night shaping the limbs carefully until the bow looked beautiful”. However, it was not functional. The text states that it was “a disaster that almost blinded him”. The author adds “two pieces actually stuck into his forehead just above his eyes, any lower they would have blinded him”. Brian was able to improve on his second attempt, because he made a “mental journal, listed all his mistakes”. He chose to make it with slender limbs. Additionally, Brian was more patient and careful. When he was done, he used his knowledge of how light bends to capture his first fish. This patience and persistence results in “First Feast Day”.</p>	<ul style="list-style-type: none"> • Compare and contrast two events within the text. • Make connections between specific details about the two events. • Quote accurately from a text when explaining what the text says explicitly.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to compare and contrast two events described in the text by making connections between specific details about the two events.	
Prior knowledge to review	Use of a graphic organizer to establish an instrument for comparing and contrasting two major events in the text.	
Steps to achieve objective	Think aloud for direct instruction	

1) Reread and locate the two events to be compared.	<ul style="list-style-type: none"> • So let me see. The first attempt to make a bow and arrow is on pg. 123. And, on pg. 124, here is his second attempt.
2) Ask, “What happened in the first event compared to the second event?”	<ul style="list-style-type: none"> • The question asks to compare and contrast the two attempts to make a bow and arrow. Hmm...so let me think. The text states that in his first attempt, “two pieces actually stuck in his forehead and above his eye”. This almost blinded him. That wasn’t very successful...so I’m thinking this is a good example of what happened on his first attempt. I’m going to keep reading to find evidence of how his second attempt was different. • Before the second attempt, Brian made a “mental journal of mistakes”. He was much calmer and thought about the task at hand. He made the bow with “slender limbs to make it more fluid.” Hmm...I’m thinking of the description of Brian the author uses: “much calmer”, “made a mental journal of mistakes”, “thought about the task at hand”. What do these descriptions make me think of? The words “much calmer” and “thought about” make me think that the author made Brian sound more patient. And “thought about” makes me think he was more thoughtful as he worked.
3) Using specific details, write a response that compares and contrasts the two events in the story.	<ul style="list-style-type: none"> • So...in Brian’s first attempt, the author said that Brian was “almost blinded” and made mistakes. This made me think that Brian was careless and rushed in his choices and actions. However, in the second attempt, Brian makes a “mental journal” of all his mistakes and makes “a new bow with slender limbs”. This made me think that Brian was patient and thoughtful. The text shows that his patience results in “First Feast Day”.

Extension and practice

A reader makes an inference by examining evidence from the text and their own prior knowledge. Students not only need to recognize the transformations of the main character, but also understand how the story’s events affect the character’s attitude and growth over time.

- Students will explore how to infer Brian’s traits using the textual evidence.
- Students will capture Brian’s emotional experience in the wilderness by listing his all of his challenges along the way. Each student will give a character trait that Brian displayed to *persevere* through that particular challenge. Using their inference skills, each student will examine their supporting notes and draw a conclusion of how the “final” Brian will be characterized.

What next?

<p>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)</p>	<p>See more examples of how to compare and contrast two events described in the text by making connections, RI. 5.3</p>
<p>Objective: In this lesson you will learn how to compare and contrast two events described in the text by making connections between specific details about the two events.</p> <ol style="list-style-type: none"> 1. Reread the text. 2. Ask, "What happened in the first event compared to the second event?" 3. Construct my response supported by textual evidence. 	<p>Organize information for an essay using a graphic organizer</p> <p>Develop ideas about characters by tracking their actions & feelings</p>

Question 3

Question #3	The plane had come and gone. Brian has been in the wilderness for forty-two days. Explain how Brian is responding to the challenge of his circumstances at this point in the story. Use text evidence and your own words to support your response.
Standard(s) covered:	<p>CCSS.ELA-LITERACY.RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>

Example response that meets standard	Look-fors
The text states that Brian “had let the fire go out”. This shows his attitude and outlook towards life has gone out, too. Fire provides protection and is difficult to create. Additionally, the text illustrates Brian’s attempts to obtain food, as he is constantly hungry. Brian’s lack of desire for food shows that he has given up and no longer has the desire to go on.	<ul style="list-style-type: none"> • Describe how a character responds to challenges. • Quote accurately from a text when drawing inferences from the text.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to quote accurately from details in the text by analyzing how a character responds to challenges.
Prior knowledge to review	Character traits to help build comprehension skills.
Steps to achieve objective	Think aloud for direct instruction
1) Reread and locate the event that is addressed in the question.	<ul style="list-style-type: none"> • So I’m re-reading for this section in the text described in the question. Here it is on pg. 122.

<p>2) Highlight evidence found within the text.</p>	<ul style="list-style-type: none"> As I reread, I'm noticing details about how the plane had come and gone. This "put Brian down, gutted him and dropped him and left him with nothing". Well, what do I know about Brian? The text stated that "forty- two days have passed since the plane crash". Wow. Over a month in the wilderness with little to eat and no family. How would this make me feel? Pretty sad and alone. So when Brian heard the plane, I'm sure he thought that he was going to be rescued. Hearing the plane leave must have left him upset and miserable.
<p>3) Construct a response, using evidence from the text, to answer the question in your own words.</p>	<ul style="list-style-type: none"> The text states that "he had let the fire go out, had forgotten to eat even an egg". If I was in trapped in the woods, I would need food and fire. Fire can provide warmth, light, protection, and a source to cook food. I would never let it go OUT. So why would he let it go out? After forty-two days with little to no food, I am sure he is hungry. Brian is responding to the plane coming and leaving and still being alone in the wilderness by <i>giving up</i>. He let the fire go out, he forgot to eat even an egg, because he had given up.

Extension and practice

- Brian must overcome numerous challenges in order to survive in the wilderness. Divide the students into groups and assign each group a challenge such as Brian's encounter with mosquitoes, the porcupine, the moose, tornado, etc.
 - The students will go back into the text to accurately quote examples of how Brian dealt with that challenge.
 - For example, how does Brian react to the mosquitoes? At first, Brian is annoyed and swats at them before giving in and letting them "eat at his skin". Finally, Brian discovers fire which protects him from mosquitos altogether.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard).

See more examples of teaching how to analyze a character's response to challenges, RI. 5.2.

Objective: In this lesson you will learn how to quote accurately from details in the text by analyzing how a character responds to challenges.

1. Reread the text.
2. Look for evidence that supports the theme of the text. How does the character's response to challenges act as a symbol to the theme of the story?
3. Construct a response, using evidence from the text, to answer the question in your own words.

[Describe how characters respond to events in a story](#)

[Explain how theme is developed by analyzing character relationships](#)

Question 4

Question #4	Brian repeats the word <i>clouddown</i> on p. 122. What does this word mean? Why did the author create this word to describe Brian's emotions?	
Standard(s) covered:	CCSS.ELA-LITERACY.RI. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI. 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	Example response that meets standard	Look-fors
	<p>"Clouddown" captures Brian's depression as he wishes for everything to end. The word stands for the clouds coming down and taking him, ending his life. The text supports this by stating "wanting all his clouds to come down". The author might have chosen this word to capture Brian's desperation while also connecting to the wilderness setting.</p>	<ul style="list-style-type: none"> • Reread text to determine the meaning of words. • Infer meaning of word from context clues in the text. • Draw conclusions for the author's word choice.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to make an inference about the meaning of unknown words or phrases by using specific details in the text and your own background knowledge.	
Prior knowledge to review	Refer to the text to draw conclusions and/or infer meaning of words. Compound words, figurative language Author's purpose Mood, tone, word choice	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Reread to identify the figurative language addressed in the question.</p>	<ul style="list-style-type: none"> • Okay, I located the section where Brian is talking to himself on page 122. Hmm... let me re-read the question.
<p>2) Look at the details in the text. Ask, "What can I picture from the context clues?"</p>	<ul style="list-style-type: none"> • In the text, the author repeats the word <i>clouddown</i>. What does that word mean? Well, maybe it is a compound word. First, let me take the word cloud. When I hear the word cloud I think of the sky. Down, I picture something falling. So the sky is falling? The text states that he was wishing for an end. Well, maybe he wants the sky to fall and take him! These words show—and help me picture—how Brian might have been feeling.
<p>3) Ask yourself, "What do I know about the story to help me with word meaning?"</p>	<ul style="list-style-type: none"> • Why did the author use this word? Well, let me think! The setting is in the wilderness. Also, we have read about Brian's challenges facing nature. The word <i>clouddown</i> does have a "natural" and "outdoors" feel to it. This word is very descriptive and helps me picture Brian's state of mind: it shows that he has had enough.
<p>4) Write a response that shows what the word means in relation to the challenges the character is facing.</p>	<ul style="list-style-type: none"> • The text states that he "hated and wishes for it to end". It states that he "wanted all his clouds to come down". So that's it...Brain wants the clouds or maybe the sky to come down and take him away, to end his suffering.

Extension and practice

Word choice highlights the writers' craft. Word choice is choosing the *perfect* words that can enhance a story. An author's word choice can affect the tone, mood, and meaning of the text.

- Divide the students into groups. Have the students brainstorm words that describe the situation that Brian is facing. Guide them to think about the physical and natural elements within the word *clouddown*. Brainstorm words such as *dark, black, sky, storm, gloom, haunting*, etc.
 - Using each student's knowledge of compound words and word choice, each student will create a word to replace *clouddown*, for example, *blackstorm* or *skyhaunting*.
 - Compare your word to *clouddown*. Does it represent the same meaning as *clouddown* or does it change the meaning of the text?

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach figurative language, RI.5.4

Objective: In this lesson you will learn how to make an inference about the meaning of unknown words or phrases by using specific details in the text and your own background knowledge.

1. Reread the text.
2. Make an inference about why the author uses repetition in the text, such as "clouddown, clouddown". How does this add to the tone?
3. Construct a response, using evidence from the text, to answer the question in your own words.

[Evaluate an Authors Word-Choice to Anticipate Tone](#)

[Understand Figurative Language](#)

Question 5

Question #5	On page 123, Gary Paulsen states that Brian "was not the same... he was new." Compare and contrast the "old" and "new" Brian, citing evidence from the text to support how Brian has changed.
Standard(s) covered:	CCSS.ELA-LITERACY.RI.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Example response that meets standard	Look-fors
<p>When the author states that Brian "was not the same... he was new" it means that Brian's perspective has evolved into a new Brian. Old Brian wanted to die. Paulsen writes that Brian "had let his brain take him down to where he wanted to be done and done. To where he wanted to die." The author supports this by adding Brian had "taken the hatchet and tried to end it by cutting himself". Paulsen states that the new Brian "hated the blood, hated what he had done to himself when he was the old Brian and was weak". The author supports this by adding that "he would not let death in again. He was new." The new Brian was more knowledgeable, more insightful, seasoned and patient. He would not let himself get that low again. The new Brian could not believe all the mistakes that the old Brian had made.</p>	<ul style="list-style-type: none"> • Compare and contrast two characters, drawing specific details from the text. • Quote accurately from a text when drawing inferences from the text.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to compare and contrast two characters in the text by citing specific evidence from the text.
Prior knowledge to review	Characterization/development of characters and the relationship to theme.
Steps to achieve objective	Think aloud for direct instruction

<p>1) Identify one character's actions, thoughts and words, then the other character's actions, thoughts and words.</p>	<ul style="list-style-type: none"> • Okay, I located the section where Brian is “new” on page 123. Hmm... let me re-read the question. Well, “old” Brian was sad and depressed. I know this from my readings. I know that he was defeated and fed up. • The text clearly states that "he would not let death in again. He was new." And here in the text it states that the plane changed him and he would never be like he had been again. It goes on to state that “he would not die”. So I have evidence from the text to show how he had changed, but the question asks to compare the two characters, new and old Brian. There are two characters? What does that mean?
<p>2) Ask yourself, “What differences in actions, thoughts and words do I see between the characters?”</p>	<ul style="list-style-type: none"> • The text states that when he woke up and saw the dried blood, “the ‘new’ Brian hated the ‘old’ Brian”. New Brian was filled with knowledge and hope. New Brian is confident and patient. The challenges have made him stronger. The text states that he had hope, not in being rescued, but hope that his new knowledge would aid his survival. So I guess there is a huge difference between the two “Brians”. The old Brian would have given up---as a matter of fact, he <i>did</i> give up, would have been rushed and impatient, while the new Brian is calmer, more persistent.
<p>3) Construct a response to compare and contrast the differences and growth of each character.</p>	<ul style="list-style-type: none"> • As I’m thinking about how Brian has grown, I’m realizing he has made some huge changes in this story. When I was asked about the two “Brians”, I first thought of Brian <i>before</i> the plane crash and Brian <i>after</i> the crash. However, Brian changes again through the course of the story. When Brian hears the rescue plane and then sees the plane leave, he hits a low, dark time. He is depressed and “lets death in”, attempts to take his own life, but cannot do it. After this, he becomes the “new” Brian. He is filled with knowledge, patience, and hope. New Brian hates and is embarrassed by what he did. He can’t even look at the marks on his arms. With his new self, he begins to thrive in the wilderness. He has a feast, celebrating his accomplishments and the new, better Brian.

Extension and practice

- Characters in stories are challenged by conflicts, or problems. The main character, Brian, is faced with both internal (man vs. self) and external (man vs. nature) conflict.
 - In a group, have students list all of Brian’s external and internal conflicts. Each student will identify two conflicts in the text, one internal and one external. For example, Brian is facing the internal conflict of coping with his parent’s divorce, and not letting “death” in again. External conflicts that Brian has endured include a plane crash, a tornado, a moose, a skunk, etc.
 - Using evidence from the text, the students will compare and contrast how Brian faced these two conflicts. What did Brian learn from each conflict? What mistakes were made? How did Brian grow as a character after facing each conflict and overcoming each challenge? Each student will share their findings to their classmates.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

See more examples of how to teach compare and contrast two characters in the text by citing specific evidence, RI. 5.3.

In this lesson you will learn how to compare and contrast two characters in the text by citing specific evidence from the text.

1. Reread the text.
2. Make a list of character traits for both characters.
3. Construct a response, using evidence from the text, to answer the question in your own words.

[Describe a change in a character](#)

[Describe a character using evidence from what the character does says & thinks](#)

[Develop ideas about a character by analyzing what he does says & thinks](#)