

APPENDIX 4.1

RwWE Rubrics for Teachers

Problem Plot Development RwWE: Grade 1				
Level	Illustrative examples	Often	Sometimes	Never
<p>1 Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> • Story plots that include a desire/goal that is attained or problem that is resolved • Story plots as a sequence of story events • Chronological timelines in stories 	<p>Can retell the gist of a problem/resolution story.</p> <p>The events that occur at a birthday party or other family event.</p> <p>The events that occur at a birthday party or other family event linked with connectives such as <i>and</i> and <i>then</i>.</p>			
<p>2 Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> • Cause and effect when building story plots using connecting words such as <i>because</i> and <i>so</i> • Story plots in terms of event categories (e.g., problem and resolution) • Meaningful detail to flesh out story problems 	<p>A boy's desire for a dog causes him to get a job helping his uncle</p> <p>Problem: A girl has no friends. Solution: Asks a new neighbor to be her friend.</p> <p>New neighbor of a friendless girl, who she has asked to be her friend, uses walker because she has been in an accident and so lonely girl needs to help her.</p>			
<p>3 Can recognize and understand that the author stipulates:</p> <ul style="list-style-type: none"> • Goals (or problems), complications (or failed attempts), and resolutions when building a story plot • Two timelines that eventually come together when building a story plot • Stories with multiple attempts to solve a problem 	<p>A little girl wants a horse to ride. She asks her father to buy her one but he has no money. She then does chores for her neighbor who lets her ride his horse.</p> <p><i>The Elves and the Shoemaker</i> Timeline 1: Poor shoemaker and his wife struggle to make a living during the day. Timeline 2: Elves come to help at night.</p> <p><i>The Great Big Enormous Turnip</i> A farmer elicits the help of all those around him to pull a huge turnip from the ground.</p>			

Problem Plot Development RwWE :Grade 2

Level	Illustrative examples	Often	Sometimes	Never
<p>1 Can recognize and understand the author’s use of:</p> <ul style="list-style-type: none"> • Cause and effect when building story plots • Story plots in terms of event categories (e.g., problem and resolution) • Meaningful detail to flesh out story problems 	<p>A boy’s desire for a dog causes him to get a job.</p> <p>Problem: A girl has no friends. Solution: Asks a new neighbor to be her friend.</p> <p>New neighbor of a friendless girl, who she has asked to be her friend, uses walker because she has been in an accident and so lonely girl needs to help her.</p>			
<p>2 Can recognize and understand the author’s use of:</p> <ul style="list-style-type: none"> • Goals (or problems), complications (or failed attempts), and resolutions when building a story plot • Two timelines that eventually come together when building a story plot • Stories with multiple attempts to solve a problem 	<p>A little girl wants a horse to ride. She asks her father to buy her one but he has no money. She then does chores for her neighbor who lets her ride his horse.</p> <p><i>The Elves and the Shoemaker</i> Timeline 1: Poor shoemaker and his wife struggle to make a living during the day. Timeline 2: Elves come to help at night.</p> <p><i>The Great Big Enormous Turnip</i> A farmer elicits the help of all those around him to pull a huge turnip from the ground.</p>			
<p>3 Can recognize and understand that the author:</p> <ul style="list-style-type: none"> • Builds a more elaborate and complex story plot by expanding the complicating events to create a second goal (or problem) for the character • Builds a more coherent and integrated story plot by dealing with both goals in the resolution • Adds excitement or color to the story plot by adding descriptive detail. 	<p>Girl’s first goal was to get into a ballet company. Her goal is interrupted when she develops diabetes. Thus her goal becomes getting healthy.</p> <p>The story resolves when she realizes she will not join a competitive company but instead dances for her enjoyment while staying healthy.</p> <p>She looked into the mirror and saw the disappointment in her eyes.</p>			

Problem Plot Development RwWE: Grade 3

Level	Illustrative examples	Often	Sometimes	Never
<p>1 Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Goals (or problems), complications (or failed attempts), and resolutions when building a story plot Two timelines that eventually come together when building a story plot Cause and effect when building story plots 	<p>A little girl wants a horse to ride. She asks her father to buy her one but he has no money. She then does chores for her neighbor who lets her ride his horse.</p> <p><i>The Elves and the Shoemaker</i> Timeline 1: Poor shoemaker and his wife struggle to make a living during the day. Timeline 2: Elves come to help at night.</p> <p>A boy's desire for a dog causes him to get a job.</p>			
<p>2 Can recognize and understand that the author:</p> <ul style="list-style-type: none"> Builds a more elaborate and complex story plot by expanding the complicating events to create a second goal (or problem) for the character Builds a more coherent and integrated story plot by dealing with both goals in the resolution Adds excitement or color to the story plot by adding descriptive detail. 	<p>Girl's first goal was to get into a ballet company. Her goal is interrupted when she develops diabetes. Thus her goal becomes getting healthy.</p> <p>The story resolves when she realizes she will not join a competitive company but instead dances for her enjoyment while staying healthy.</p> <p>She looked into the mirror and saw the disappointment in her own eyes.</p>			
<p>3 Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Surprise or trick endings when building a story plot 	<p>A Chinese emperor sends seeds to all the children in the country, telling them that whoever grows the most beautiful flowering plant will be the next emperor. All children except for one arrived on the appointed day with beautiful plants. The one child admitted that his seed did not grow. The emperor chooses him as king because of his honesty—all of the seeds had been roasted so that they would not germinate.</p>			

<ul style="list-style-type: none"> Flashback to create more elaborate (complex) plots Suspense to manipulate mood by building tension through thwarting a character's attempts 	<p>A boy who is lost in the forest on a cold evening thinks back to a time when his grandfather taught him how to start a fire with two sticks. The events from the past are recounted as if the grandfather and boy are present.</p> <p>A girl who is on a raft at sea loses her sail, runs out of water, and is circled by sharks.</p>			
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Problem Plot Development RwWE: Grade 4				
Level	Illustrative examples	Often	Sometimes	Never
<p>1 Can recognize and understand that the author:</p> <ul style="list-style-type: none"> Builds a more elaborate and complex story plot by expanding the complicating events to create a second goal (or problem) for the character Builds a more coherent and integrated story plot by dealing with both goals in the resolution Adds excitement or color to the story plot by adding descriptive detail 	<p>Girl's first goal was to get into a ballet company. Her goal is interrupted when she develops diabetes. Thus her goal becomes getting healthy.</p> <p>The story resolves when she realizes she will not join a competitive company but instead dances for her enjoyment while staying healthy.</p> <p>She looked into the mirror and saw the disappointment in her eyes.</p>			
<p>2 Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Surprise or trick endings when building a story plot Flashback to create more elaborate (complex) plots 	<p>A Chinese emperor sends seeds to all the children in the country, telling them that whoever grows the most beautiful flowering plant will be the next emperor. All children except for one arrived on the appointed day with beautiful plants. The one child admitted that his seed did not grow. The emperor chooses him as king because of his honesty—all of the seeds had been roasted so that they would not germinate.</p> <p>A boy who is lost in the forest on a cold evening thinks back to a time when his grandfather taught him how to start a fire with two sticks. The events from the past are recounted as if the grandfather and boy are present.</p>			

	<ul style="list-style-type: none"> Suspense to manipulate mood by building tension through thwarting a character's attempts 	A girl who is on a raft at sea loses her sail, runs out of water, and is circled by sharks.			
3	<p>Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Techniques to create a surprise or trick ending Revised character goals Multiple character perspectives to create more elaborate (complex) plots 	<p>Hiding a character's true intention (e.g., emperor); laying ambiguous or false clues; hiding character's true nature/personality; omitting crucial information</p> <p>A girl's original goal is to join her people when she is mistakenly left behind on an island by following them on a raft. Because of multiple problems her revised goal is to return to the island and survive alone.</p> <p>A boy's family, teachers, and friends see him as an accomplished athlete but he lives in fear that he will not measure up.</p>			

Problem Plot Development RwWE: Grade 5					
Level	Illustrative examples	Often	Sometimes	Never	
1	<p>Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Surprise or trick endings when building a story plot Flashback to create more elaborate (complex) plots Suspense to manipulate mood by building tension through thwarting a character's attempts 	<p>A Chinese emperor sends seeds to all the children in the country, telling them that whoever grows the most beautiful flowering plant will be the next emperor. All children except for one arrived on the appointed day with beautiful plants. The one child admitted that his seed did not grow. The emperor chooses him as king because of his honesty—all of the seeds had been roasted so that they would not germinate.</p> <p>A boy who is lost in the forest on a cold evening thinks back to a time when his grandfather taught him how to start a fire with two sticks. The events from the past are recounted as if the grandfather and boy are present.</p> <p>A girl who is on a raft at sea loses her sail, runs out of water, and is circled by sharks.</p>			

2	<p>Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Techniques to create a surprise or trick ending Revised character goals Multiple character perspectives to create more elaborate (complex) plots 	<p>Hiding a character's true intention (e.g., emperor); laying ambiguous or false clues; hiding character's true nature/personality; omitting crucial information.</p> <p>A girl's original goal is to join her people when she is mistakenly left behind on an island by following them on a raft. Because of multiple problems her revised goal is to return to the island and survive alone.</p> <p>A boy's family, teachers, and friends see him as an accomplished athlete but he lives in fear that he will not measure up.</p>			
3	<p>Can recognize and understand the author's use of:</p> <ul style="list-style-type: none"> Character traits to build plot One story nested within another A metaphoric setting to complement and support the story plot 	<p>A character's honesty, courage, dedication, or loyalty propels the story plot in a particular direction (e.g., friends' loyalty results in them laying their life on the line for each other).</p> <p>A young boy's befriending of his misunderstood boarder reveals the triumphs and tragedies of the boarder's life while also telling the boy's story.</p> <p>Story of personal quest set in rugged mountains.</p>			

Character Development RwWE: Grade 1					
Level	Illustrative examples	Never	Seldom	Often	
<p>1 Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> Characters with basic categorical affective descriptors By describing characters in terms of their physical features Representations of basic character types 	<p>Good, bad, happy, sad</p> <p>Black shiny crow; snowy white lamb</p> <p>Heroes, villains, and victims</p>				

2	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters with both physical and mental qualities • Character names as they relate to basic character type • Characters in whom physical and mental features connect 	<p>Strong and kind; messy and sneaky</p> <p>Rascal the fox</p> <p>"He looks mean."</p>			
3	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters' speech (i.e., dialect or particular expressions) to provide more information about the character • By creating flaws within the character, such as laziness or greed • Characters who have contrasting traits 	<p>A young boy from rural Arkansas uses unique expressions (<i>Bridge to Terebithia</i> by Katherine Paterson)</p> <p>A selfish raccoon looks for a child to live with for the winter knowing that he'll leave in the spring. (<i>Macaroon</i>, by Judith Cunningham)</p> <p>An aggressive schoolyard bully tries to make the daily bus ride difficult for a new boy, who chooses to ignore the daily taunts and sit at the front of the bus with a friend instead of fighting back.</p>			

Character Development RwWE: Grade 2					
Level	Illustrative examples	Never	Seldom	Often	
1	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters with both physical and mental qualities • Character names as they relate to basic character type • Characters in whom physical and mental features connect 	<p>Strong and kind; messy and sneaky</p> <p>Rascal the fox</p> <p>"He looks mean."</p>			

2	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters' speech (i.e., dialect or particular expressions) to provide more information about the character • Characters have flaws such as laziness or greed • Characters who have contrasting traits 	<p>A young boy from rural Arkansas uses unique expressions (<i>Bridge to Terebithia</i> by Katherine Paterson).</p> <p>A selfish raccoon looks for a child to live with for the winter knowing that he'll leave in the spring (<i>Macaroon</i>, by Judith Cunningham).</p> <p>An aggressive schoolyard bully tries to make the daily bus ride difficult for a new boy, who chooses to ignore the daily taunts and sit at the front of the bus with a friend instead of fighting back.</p>			
3	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Stereotypic characters such as tricksters, fools, and helpers • By presenting more than one perspective on a character or characters • By depicting characters' inner worlds by explicitly describing their thoughts, feelings, and desires 	<p>In <i>Mrs. Frisby and the Crow</i> (Robert O'Brien), the crow is foolishly attracted to shiny objects. Mrs. Frisby helps him even when it puts her life at risk.</p> <p>In <i>The Pain and the Great One</i> (Judy Blume) a sister tells how horrid her brother is and how persecuted she is. But when the boy shares his story the reader sees the opposite perspective.</p> <p>"Ramona remained silent. She felt mean and unhappy because she wanted to forgive her mother, but something in that dark, deep-down place inside her would not let her" (<i>Ramona Quimby, Age 8</i>, by Beverly Cleary).</p>			

Character Development RwWE: Grade 3					
Level	Illustrative examples	Never	Seldom	Often	
1	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters' speech (i.e., dialect or particular expressions) to provide more information about the character <p>A young boy from rural Arkansas uses unique expressions (<i>Bridge to Terebithia</i> by Katherine Paterson).</p>				

	<ul style="list-style-type: none"> • Characters have flaws such as laziness or greed • Characters who have contrasting traits 	<p>A selfish raccoon looks for a child to live with for the winter knowing that he'll leave in the spring (<i>Macaroon</i>, by Judith Cunningham).</p> <p>An aggressive schoolyard bully tries to make the daily bus ride difficult for a new boy, who chooses to ignore the daily taunts and sit at the front of the bus with a friend instead of fighting back.</p>			
2	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Stereotypic characters such as tricksters, fools, and helpers • By presenting more than one perspective on a character or characters • By depicting characters' inner worlds by explicitly describing their thoughts, feelings, and desires 	<p>In <i>Mrs. Frisby and the Crow</i> (Robert O'Brien), the crow is foolishly attracted to shiny objects. Mrs. Frisby helps him even when it puts her life at risk.</p> <p>In <i>The Pain and the Great One</i> (Judy Blume) a sister tells how horrid her brother is and how persecuted she is. But when the boy shares his story the reader sees the opposite perspective.</p> <p>"Ramona remained silent. She felt mean and unhappy because she wanted to forgive her mother, but something in that dark, deep-down place inside her would not let her" (<i>Ramona Quimby, Age 8</i>, by Beverly Cleary).</p>			
3	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • By using first versus third person. First person: Limited to character's perspective, creates empathy. Third person: Overall perspective, explanatory • By building believable characters by integrating their physical factors (e.g., actions, speech, and appearance) • By building believable characters by integrating internal factors (e.g., thoughts, attitudes, dreams, and memories) 	<p>First person: "I wondered why he always made fun of me when we played on the same team."</p> <p>Third person: Billy was embarrassed that his twin brother couldn't keep up with the rest of the team.</p> <p>In <i>Bridge to Terabithia</i> by Katherine Paterson, Jess Aarons is an adolescent boy growing up in rural Arkansas. This is reflected in his dress and speech.</p> <p>Memories of a life of moving around and leaving friends behind as a young child causes the child of a serviceman to hesitate to reach out to make friends.</p>			

Character Development RwWE: Grade 4

Level	Illustrative examples	Often	Sometimes	Never
<p>1 Can recognize and understand the author’s use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Stereotypic characters such as tricksters, fools, and helpers • By presenting more than one perspective on a character or characters • By depicting characters’ inner worlds by explicitly describing their thoughts, feelings, and desires 	<p>In <i>Mrs. Frisby and the Crow</i> (Robert O’Brien), the crow is foolishly attracted to shiny objects. Mrs. Frisby helps him even when it puts her life at risk.</p> <p>In <i>The Pain and the Great One</i> (Judy Blume) a sister tells how horrid her brother is and how persecuted she is. But when the boy shares his story the reader sees the opposite perspective.</p> <p>“Ramona remained silent. She felt mean and unhappy because she wanted to forgive her mother, but something in that dark, deep-down place inside her would not let her” (<i>Ramona Quimby, Age 8</i>, by Beverly Cleary).</p>			
<p>2 Can recognize and understand the author’s use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • By using first versus third person. First person: Limited to character’s perspective, creates empathy. Third person: Overall perspective, explanatory • By building believable characters by integrating external factors (e.g., actions, speech, and appearance) • By building believable characters by integrating internal factors (e.g., thoughts, attitudes, dreams, and memories) 	<p>First person: “I wondered why he always made fun of me when we played on the same team.”</p> <p>Third person: Billy was embarrassed that his twin brother couldn’t keep up with the rest of the team.</p> <p>In <i>Bridge to Terabithia</i> by Katherine Paterson, Jess Aarons is an adolescent boy growing up in rural Arkansas. This is reflected in his dress and speech.</p> <p>Memories of a life of moving around and leaving friends behind as a young child causes the child of a serviceman to hesitate to reach out to make friends.</p>			
<p>3 Can recognize and understand the author’s use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters with enduring psychological traits 	<p>A mother’s sadness about losing her newborn baby affects the way in which she interacts with her other children.</p>			

<ul style="list-style-type: none"> • By creating contrasting traits within the same character • By creating story setting and events to impact and transform a character 	<p>A young girl loves her twin sister but feels jealousy toward her because she is so talented.</p> <p>If you are a child who is never told the truth, you begin to make up your own. After my father left, no one mentioned his name again, I simply made up things about him” (<i>But I’ll Be Back Again</i>, by Cynthia Rylant).</p>			
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Character Development RwWE: Grade 5					
Level		Illustrative examples	Often	Sometimes	Never
1	<p>Can recognize and understand the author’s use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • By using first versus third person. First person: Limited to character’s perspective, creates empathy Third person: Overall perspective, explanatory • By building believable characters by making their actions, speech, and appearance hang together • By building believable characters by making internal factors hang together (thoughts, attitudes, dreams, and memories) 	<p>First person: “I wondered why he always made fun of me when we played on the same team.”</p> <p>Third person: Billy was embarrassed that his twin brother couldn’t keep up with the rest of the team.</p> <p>In <i>Bridge to Terabithia</i> by Katherine Paterson, Jess Aarons is an adolescent boy growing up in rural Arkansas. This is reflected in his dress and speech.</p> <p>Memories of a life of moving around and leaving friends behind as a young child causes the child of a serviceman to hesitate to reach out to make friends.</p>			
2	<p>Can recognize and understand the author’s use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters with enduring psychological traits • By creating contrasting traits within the same character • By creating story setting and events to impact and transform a character 	<p>A mother’s sadness about losing her newborn baby affects the way in which she interacts with her other children.</p> <p>A young girl loves her twin sister but feels jealousy toward her because she is so talented.</p> <p>“If you are a child who is never told the truth, you begin to make up your own. After my father left, no one mentioned his name again, I simply made up things about him” (<i>But I’ll Be Back Again</i>, by Cynthia Rylant).</p>			

3	<p>Can recognize and understand the author's use of techniques to allow readers to understand who the story characters are:</p> <ul style="list-style-type: none"> • Characters who experience internal conflict or face dilemmas • Through change/transformation in character's point of view • By depicting relationships to convey a character's psychology 	<p>A Thai boy who has survived a horrific tsunami wrestles with helping two orphaned American children or looking for his own missing father (<i>The Killing Sea</i> by Richard Lewis).</p> <p><i>In Beethoven Lives Upstairs</i> (Barbara Nichol) a young boy comes to view L. V. Beethoven as a frustrated artist rather than a cranky old man.</p> <p>An adolescent girl's memories of her father's strengths and her mother's constant criticisms cause her to reflect on how each of them has shaped who she is.</p>			
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APPENDIX 4.2

RwWE Analysis for Students

GRADE 3 STORY PLOT

Level 1

- What problem does the author create for the character(s)? Were their attempts to solve the problem(s) successful? How does the author finally resolve the problem?
- What are the timelines for the story? When does the author make the timelines meet or come together? What happens when the timelines meet?
- Does the author use cause and effect in the story? Where?

Level 2

- Does the author create more than one problem/goal in this story? What are they? Explain.
- Does the author resolve all of the problems/goals? How?
- Give examples of how the author used descriptive language to make the story exciting and interesting.

Level 3

- Does the author use surprise or trick ending? Explain.
- Does the author use flashback to tell the story? How?
- Does the author create tension? Where and how?

GRADE 3 STORY CHARACTERS

Level 1

- Does the author make the characters speak in a particular way? Do you understand more about the characters from the way they talk? Explain.
- Does the author give the characters faults or flaws? What are they? What problems do these flaws cause?
- Does author create characters that have different or contrasting behaviors and personalities? Explain some of the ways that the two main characters are different.

Level 2

- Does the author have stereotypic characters in this story? Who are they? What are stereotypes?
- Does the author provide more than one point of view on character(s)? How does this help to understand the characters?
- Does the author show the characters' personality by describing their thoughts, feelings, or desires? Give examples.

Level 3

- Does the author use first person or third person to tell the story? Why has the author done this?
- Does the author use action, speech, and appearance to create a believable character? How?
- Does the author use thoughts, attitudes, dreams, and memories to create a believable character? How?

GRADE 4 STORY PLOT

Level 1

- Does the author create more than one problem/goal in this story? What are they? Explain.
- Does the author resolve all of the problems/goals? How?
- Give examples of how the author used descriptive language to make the story exciting and interesting.

Level 2

- Does the author use surprise or trick ending? Explain.
- Does the author use flashback to tell the story? How?
- Does the author create tension? Where and how?

Level 3

- What techniques does the author use to create a surprise or trick ending?
- Does the author make the characters' goals change throughout the story? Why does the author make the characters' goals change?
- Does more than one characters tell this story? How many? Why does the author do this? How does this technique affect the plot?

GRADE 4 CHARACTER DEVELOPMENT

Level 1

- Does the author have stereotypic characters in this story? Who are they? What are stereotypes?
- Does the author provide more than one point of view on character(s)? How does this help to understand the characters?
- Does the author show the characters' personality by describing their thoughts, feelings, or desires? Give examples.

Level 2

- Does the author use first person or third person to tell the story? Why has the author done this?
- Does the author use action, speech, and appearance to create a believable character? How?
- Does the author use thoughts, attitudes, dreams, and memories to create a believable character? How?

Level 3

- What main personality trait does the author give the character that is present through his or her life and affects everything that the character does?
- Does the author create a character that has, within him or her, traits that contrast (that are very different)? Describe the conflict that occurs because of the contrasting traits. Why does the author show us the character in this way?
- Does the author use the setting/events to make the character change? How does the character change? What is it that affects or changes the character in this story?

GRADE 5 STORY PLOT

Level 1

- Does the author use surprise or trick ending? Explain.
- Does the author use flashback to tell the story? How?
- Does the author create tension? Where and how?

Level 2

- What techniques does the author use to create a surprise or trick ending?
- Does the author make the characters' goals change throughout the story? Why does the author make the characters' goals change?
- Does more than one characters tell this story? How many? Why does the author do this? How does this technique affect the plot?

Level 3

- What personality traits did the author create in the main character that make him or her act in a certain way. How does this character's traits affect the plot?
- Did the author tell this story by putting one story inside of another? What were these two stories? Why did the author do this?
- How is the setting important to the story plot? Is the setting metaphorical?

GRADE 5 CHARACTER DEVELOPMENT

Level 1

- Does the author use first person or third person to tell the story? Why has the author done this?
- How does the author use action, speech, and appearance to create a believable character?
- How does the author use thoughts, attitudes, dreams, and memories to create a believable character?

Level 2

- What main personality trait does the author give the character that is present through his or her life and affects everything that the character does?
- Does the author create a character who has within him or her traits that contrast (that are very different)? Describe the conflict that occurs because of the contrasting traits. Why does the author show us the character in this way?
- Does the author use the setting/events to make the character change? How does the character change? What is it that affects or changes the character in this story?

Level 3

- Has the author created a main character who faced an internal conflict or dilemma and had to make a difficult choice? What was this conflict or dilemma? What did the character's actions tell you about him or her?
- Has the author written about a character whose point of view changed? How did his point of view change? What caused it to change?
- Does the author describe relationships the character has? How do these relationships affect the main character's personality?