



Character Education Lessons And California English-Language Arts Standards*

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Lesson Title and Standards Addressed	Character Traits
<p><u>The True Story of Abbie Burgess</u> (Grade 1)</p> <p>Reading 3.0 Literary Response and Analysis</p> <p style="padding-left: 20px;">3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.</p> <p style="padding-left: 20px;">3.3 Recollect, talk, and write about books read during the school year.</p>	Responsibility Courage
<p><u>Dancing Rainbows: A Pueblo Boy’s Story</u> (Grade 3)</p> <p>Reading 2.0 Reading Comprehension</p> <p style="padding-left: 20px;">2.5 Distinguish the main idea and supporting details in expository text.</p> <p>Writing 1.0 Writing Strategies</p> <p style="padding-left: 20px;">1.1 Create a single paragraph:</p> <p style="padding-left: 40px;">a. Develop a topic sentence.</p> <p style="padding-left: 40px;">b. Include simple supporting facts and details.</p>	Respect
<p><u>Nights of the Pufflings</u> (Grade 3)</p> <p>Reading 2.0 Reading Comprehension</p> <p style="padding-left: 20px;">2.6 Extract appropriate and significant information from the text, including problems and solutions.</p> <p>Writing 2.0 Writing Applications</p> <p style="padding-left: 20px;">2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	Responsibility
<p><u>Pepita Talks Twice</u> (Grade 3)</p> <p>Reading 2.0 Reading Comprehension</p> <p style="padding-left: 20px;">2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p>3.0 Literary Response and Analysis</p> <p style="padding-left: 20px;">3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	Respect Responsibility

<p><u>Poppa’s New Pants</u> (Grade 3)</p> <p>Reading 3.0 Literary Response and Analysis 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>Writing 2.0 Writing Applications 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Compassion Courtesy</p>
<p><u>The Lost and Found</u> (Grade 3)</p> <p>Reading 2.0 Reading Comprehension 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 3.0 Literary Response and Analysis 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>Writing 2.0 Writing Applications 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p>	<p>Integrity Respect</p>
<p><u>Trapped by the Ice</u> (Grade 3)</p> <p>Reading 2.0 Reading Comprehension 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 3.0 Literary Response and Analysis 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p>Respect Responsibility</p>
<p><u>Michelle Kwan: Heart of a Champion</u> (Grades 4 and 5)</p> <p>Reading (5th grade) 2.0 Reading Comprehension 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. 3.0 Literary Response and Analysis 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness,) and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	<p>Perseverance</p>

<p>Writing (4th grade)</p> <p>1.0 Writing Strategies</p> <p>1.2 Create multiple-paragraph compositions:</p> <ol style="list-style-type: none"> a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation. <p>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p>1.4 Write fluidly and legibly in cursive or jointed italics.</p> <p>2.0 Writing Applications</p> <p>2.1 Write narratives:</p> <ol style="list-style-type: none"> a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Provide insight into why the selected event or experience is memorable. <p>Listening and Speaking (5th grade)</p> <p>2.0 Speaking Applications</p> <p>2.3 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions. 	
<p><u>Black Cowboy, Wild Horses</u> (Grade 5)</p> <p>Reading</p> <p>2.0 Reading Comprehension</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>3.0 Literary Response and Analysis</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>Listening and Speaking</p> <p>1.0 Listening and Speaking Strategies</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p>	<p>Self-Discipline</p>

[Dear Mr. Henshaw](#) (Grade 5)

Self-Respect

Reading

3.0 Literary Response and Analysis

- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

3.0 Literary Response and Analysis

- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness,) and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Writing

2.0 Writing Applications

- 2.2 Write responses to literature:
 - a. Demonstrate an understanding of a literary work.
 - b. Support judgments through references to the text and to prior knowledge.
 - c. Develop interpretations that exhibit careful reading and understanding.

Listening and Speaking

2.0 Speaking Applications

- 2.3 Deliver oral responses to literature:
 - a. Summarize significant events and details.
 - b. Articulate an understanding of several ideas or images communicated by the literary work.
 - c. Use examples or textual evidence from the work to support conclusions.

[Integrity and a Boy Called Slow](#) (Grade 5)

Integrity

Reading

2.0 Reading Comprehension

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Writing

1.0 Writing Strategies

- 1.2 Create multiple-paragraph compositions:
 - a. Establish a topic, important ideas, or events in sequence or chronological order.
 - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
 - c. Offer a concluding paragraph that summarizes important ideas and

<p>details.</p> <p>Listening and Speaking</p> <p>2.0 Speaking Applications</p> <p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions. 	
<p><u>Katie's Trunk</u> (Grade 5)</p> <p>Reading</p> <p>2.0 Reading Comprehension</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>3.0 Literary Response and Analysis</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>Writing</p> <p>2.0 Writing Applications</p> <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. <p>Listening and Speaking</p> <p>1.0 Listening and Speaking Strategies</p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>2.0 Speaking Applications</p> <p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions. 	<p>Integrity Fairness</p>

<p><u>Character Traits: What Do They Mean?</u> (Grades 7 & 8)</p> <p>Reading Grade 7 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>Reading Grade 8 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>Respect Responsibility Integrity</p>
<p><u>From the Mixed-up of Mrs. Basil E. Frankweiler: Character Analysis</u> (Grade 7)</p> <p>Reading 3.0 Literary Response and Analysis 3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p> <p>Writing 1.0 Writing Strategies 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p>Respect and Integrity</p>
<p><u>Perseverance and I Prove Myself a Hunter</u> (Grades 6 & 7)</p> <p>Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>Reading 3.0 Literary Response and Analysis 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadow future action(s). 3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters. 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p>	<p>Perseverance</p>

Writing an Essay: All About Me (Grade 7)

Writing

1.0 Writing Strategies

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.
- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions.

- 1.1 Place modifiers properly and use the active voice.
- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.5 Use correct capitalization.
- 1.6 Spell derivatives correctly by applying the spellings of bases and affixes.

Respect
Responsibility
Integrity

My Character Odyssey (Grade 9)

Writing

1.0 Writing Applications

- 2.1 Write biographical or autobiographical narratives or short stories:
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Respect
Responsibility
Compassion

<p><u>Romeo and Juliet: Exploring Timeless Social Issues</u> (Grade 9)</p> <p>Reading 2.0 Reading Comprehension 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. 3.0 Literary Response and Analysis 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>Writing 2.0 Writing Applications 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>Listening and Speaking 1.0 Listening and Speaking Strategies</p> <p>Comprehension 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p>	<p>Respect Responsibility Integrity</p>
<p><u>Romeo: Rash or Responsible?</u> (Grade 9)</p> <p>Reading 3.0 Literary Response and Analysis 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. 3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>Writing 1.0 Writing Strategies 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. 2.0 Writing Applications 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p>Responsibility</p>

<p>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	
<p><u>Integrity and "Thank You, M'am"</u> (Grade 9)</p> <p>Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>3.0 Literary Response and Analysis</p> <p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>Listening and Speaking</p> <p>1.0 Listening and Speaking Strategies</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p>	<p>Integrity</p>
<p><u>The Glass Slipper Shatters</u> (Grade 9)</p> <p>Reading</p> <p>3.0 Literary Response and Analysis</p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p>Writing</p> <p>2.0 Writing Applications</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>Honesty</p>
<p><u>The Hero: Writing and Responding</u> (Grades 9 & 10)</p> <p>Reading</p> <p>3.0 Literary Response and Analysis</p> <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p>	<p>Integrity Responsibility Respect</p>

Writing

1.0 Writing Strategies

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

2.0 Writing Applications

2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.