

Character Change: Substitute Notes

C04-L06-TEACHER · v0.1.0 · Teacher copy · derived from L06 v0.1.1

This is an independent-use extract of the current L06 lesson, not the full 40-minute teacher-led sequence. The learner packet includes the story, a brief strategy reminder, a tracker, response space, and a separate-sheet extension.

Suggested window: about 25 minutes (planning estimate; not tested): 7 minutes to read, 5 to mark the tracker, 11 to write, and 2 to check. Provide more time if needed. Materials: one learner packet and pencil per learner; highlighter optional. No device or physical model is required.

Before and during the assignment

Follow the verified local handoff for attendance, movement, help, and collection. Give one packet to each learner. Ask learners to read the printed steps and work independently. You may repeat a direction without naming an early or later clue. Do not supply an interpretation or score this as a diagnostic measure. Collect all pages; note time or access changes through the local return route.

Answer guidance

At first, Anika keeps the bridge hidden in a notebook and says she will show it only when it can hold twenty washers. Later, she asks Tomas to watch when the center dips, writes down the test result, and invites a fourth grader to help test the unfinished bridge. This suggests that, during this project, she shifts from trying to make it work alone before sharing to using another person's observations to choose her next step. The bridge holding ten washers and the move from the makers' room to family night are circumstance changes; her actions are the evidence of character change. The story does not establish that she will always ask for help or feel confident in other situations.

The response cites early and later evidence, connects the evidence to a limited change in choices, separates the object and setting from Anika, and avoids a permanent-trait claim. Learners may choose other accurate evidence and state another reasonable limit.

Acceptable example: Anika first hides her bridge and waits until it works before showing it. By Friday, she lets a younger student test it and asks him to watch the left end. Her bridge has changed too, but inviting help with an unfinished project shows a shift in her choices. We cannot tell if she will do this in every activity.

Accept any evidence-based account of a shift in Anika's choices or approach during this project, including a cautious claim such as becoming more willing to share test results. Do not require that she becomes fearless or that her bridge is finished. A response that mentions only the bridge's strength or the new setting does not yet explain character change.

Use the criteria separately

Identifies an accurate early action or statement from the story.

Accept: Accept another accurate early detail. A description of the bridge alone does not identify Anika's action or words.

Identifies an accurate later action or statement that can be compared with the early evidence.

Accept: Accept any accurate later action or statement. Do not require the exact family-night detail.

Explains a defensible change in the character's choices or actions using early and later evidence, and distinguishes it from a change in circumstances.

Accept: Accept a precise, narrower interpretation such as more willing to test the bridge with someone.

Do not score only “the bridge got stronger” as character change.

Names a reasonable limit and avoids claiming a permanent trait or future behavior the story does not establish.

Accept: Accept another text-based limit. A learner may say the story cannot show what Anika always does from this one project.

One response shows only what the learner did with this story and prompt. It does not establish a permanent trait, a diagnosis, or broad reading mastery.

Support: the tracker separates early and later evidence from changes in circumstances. Follow only access information authorized through the school’s local handoff. Extension: use the separate-sheet prompt on the learner copy.

Content and answer guidance derived from L06 v0.1.1; no new story or external source is introduced.