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Page number/s: _____

Please make sure you answer all questions using complete sentences!

1. How do you think the character in the text is feeling, and why is the character feeling that way? (For example, please write on the lines, IN YOUR OWN WORDS, "_____ is feeling _____ because _____.")

Please provide proof or evidence from the text in the boxes below.

Feeling (or feelings)	Quote from the text which shows my proof or evidence, from page/s _____

2. While the Character in the text was feeling the emotion(s) that you identified above in Question 1, did the character say or do anything that caused harm? Was anybody hurt?

A. Yes_____ No_____

B. If harm was caused, what was the harm? Be sure to provide the quote that is your evidence from the text, and tell the page number.

3. If harm was caused, what did someone say or do to show compassion or to repair the harm and make things as right as possible? What did anyone do to help?

Be sure to provide the quote that is your evidence from the text, and the page number. If no one helped, tell that in a complete sentence.

4. If harm was done but compassion was not shown in the text, and if nothing was done to heal the harm --- if Restorative Justice was not put into action --- what would YOU have said and/or done? What could you do to help?

5. What do you think were the character's **unmet needs** that resulted with the feeling or feelings? That is, what was it that they valued greatly, but were not getting or experiencing? What were they wanting, or what were they going for with their words or actions?

" Acceptance	" Creativity	" Recreation/ fun
" Appreciation	" Empathy	" Respect
" Autonomy: Choosing our own dreams and plans	" Harmony	" Rest
" Belonging	" Honesty	" Safety
" Calm	" Love	" Self-Worth
" Closeness	" Peace	" Support
" Compassion	" Protection	" Understanding
	" Reassurance	

Did the character have any other unmet needs or values that are not listed above?

What part of the text led you to that conclusion? (Give the page number and quote.)

**NOTES TO TEACHERS RE: WRITTEN RESPONSES
FOR GRADES 2 AND UP**

*** ORAL OR SHARED READING:**

You may choose to use a text you've used in Oral or Shared Reading be the basis for the written responses. You may then provide whatever scaffolding is needed to assist them in completing their written responses, especially if the text is a challenging one for students to read independently. If possible, repeated reading can help students experience success in reading the text more independently as they search for their proof or evidence.

*** INDEPENDENT/ INSTRUCTIONAL LEVEL TEXTS:**

Because students need to be able to independently re-read and search for proof/ evidence in the text upon which the assignment is based, the texts need to be at the students' independent (or perhaps instructional) reading levels, so the assignment could be made based upon a text used during the Guided Reading Group (ideally, involving repeated readings of the text).

More capable readers would of course have a wider variety of texts from which to choose to complete the written responses.

*** OPTIONAL SCORING:** If you wish to have Pre/ Post assessments of your students' abilities to engage with this task, you may choose to use the following rubric:

0= no response OR student could not figure it out, and was told the answer

1= minimal or inappropriate response

2= mostly reasonable and complete response

3= excellent response to the question

*** USE OF WRITTEN RESPONSES AS EVIDENCE OF STUDENTS' LEARNING:**

You may wish to have your students complete this assignment a number of times, and perhaps use the students' written answers as valuable examples of their work

* As evidence of their mastery of the CA Common Core State Standards

* In the Body of Evidence you're collecting for a Standards Based Report Card

** For English Language Learners: As evidence that the student is making progress towards Reclassification