



Describe the Individual or Group | What does he DO?

Readers follow the character around, noting all the places he goes, actions/reactions he takes, and choices/decisions he makes. Like the moving arms on the icon, the character is always doing something.

PRINT TEXT CLUES

ACTIVE

Throw
Run
Bake
Build
Buy
Climb
Close
Dance
Drink
Eat
Fall
Fix
Grab
Help
Hit
Hop
Jump
Kick
March
Play
Push
Ride
Run
Touch

INTERACTIVE

Visit
Meet
Greet
Leave
Bring
Take
Enter
Exit
Converse
Respond

INACTIVE

Still (frozen in fear)
Sat
Listen
Stand
Wait

REACTIVE

Answer
Reply
Acknowledge
Obey
Disobey
Ignore
Cause
Provoke

DECISIVE

Accept
Reject
Agree
Disagree
Vote
Choose

VISUAL CLUES

ILLUSTRATIONS

Identify the action details that are the SAME within the illustrations that were stated in the author's print text.

Identify any NEW details that the illustrator added in the pictures (that weren't specified in the print text).



Describe the Individual or Group | What does he SAY?

Readers pay attention to speech bubbles in illustrations and words within quotation marks to learn what a character said and how he said it.

PRINT TEXT CLUES

DIALOGUE/*What he said*

Look for quotation marks.

These are words included in the story; the author wrote them.

Look specifically at what the main character said (to the other character(s)).

HOW he said it

Look for words other than "said"

- *whispered*
- *chuckled*

Note adverbs that provide insight into the character's personality and attitude.

- *whispered excitedly*
- *whispered angrily*

- *chuckled jokingly*
- *chuckled sarcastically*

WRITTEN COMMUNICATION/ *What he wrote*

- Letters
- Diary entries
- Text messages
- Emails
- Handwritten notes to self
- Digital notes to self

NARRATION/*What they said he said*

The narrator can summarize a conversation.

No quotation marks, but it sums up what a character talked about.

These are words included in the story; the author wrote them.

VISUAL CLUES

SPEECH BUBBLES IN ILLUSTRATIONS

Look inside ovals floating above or beside and pointing at a character in the picture.

These are details in the picture that the illustrator provides.

TEXT FEATURES OF WRITTEN COMMUNICATION

- Handwriting, penmanship
- Emojis
- Correct spelling (or lack of)



Describe the Individual or Group

What does he THINK and HOW does he FEEL?

Readers “hear” what a character is thinking, feeling, dreaming, or remembering. This comes through details stated in the print text or in thought bubbles within illustrations.

THOUGHTS		FEELINGS	
PRINT TEXT CLUES	VISUAL CLUES	PRINT TEXT CLUES	VISUAL CLUES
<p>KINDS OF THOUGHTS</p> <p>Wonderings Dreams Goals Hopes Fears Worries Wishes Wants</p> <p>THINKING WORDS</p> <p>Look at the print text for synonyms that mean <i>thinking</i>— <i>wondered about, curious about, wished for, really wanted, considered, pondered, etc.</i></p>	<p>THINKING BUBBLES IN ILLUSTRATIONS</p> <p>Look inside the cloud bubbles floating above or beside and pointing at a character in the picture.</p> <p>These are details in the picture that the illustrator provides.</p> <p>Identify the SAME details the author stated that show what the character is thinking.</p> <p>Identify any NEW thinking details that the illustrator added in the pictures (that weren't specified in the print text).</p>	<p>FEELING WORDS</p> <p>Look at the print text for any feeling words that the author gives (e.g., furious, exhausted, excited, surprised).</p> <p>Sometimes feelings are tied to actions (e.g., cried, shouted, clapped, etc.).</p> <p>PUNCTUATION</p> <p>Exclamation marks All capital letters Underlined, bold text, italics Ellipses (to show that speech trailed off, was unfinished)</p>	<p>FACIAL EXPRESSIONS IN ILLUSTRATIONS</p> <ul style="list-style-type: none"> • Look at the face of the character in the picture. Specifically, notice the details in the eyes, the angle of the eyebrows, and the shape of the mouth. • Note body language, posture, stance (e.g., slouching down, standing straight, avoiding eye contact, holding head high). • Identify the feeling details that are the SAME within the illustrations that were stated in the author's print text.

These thoughts may be put into italics so that the reader knows they weren't actually verbalized. They were self-talk or thoughtshots. The character was talking to himself.



MOTIVATION

WISHES & WANTS

The most important thought or feeling a character has comes early in the story. *What does he want? What is his goal? What is he trying to achieve?* This wish or want is tied closely to the problem. What he wants he can't have because of the problem.

- Identify any NEW feeling details that the illustrator added in the pictures (that weren't specified in the print text).