

Mina Takes the Mic

Use story details to describe feelings, traits, and motivations.

3R3 "In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that tells Mina's feeling before lunch, then circle the two sentences that show Mina is helpful.

A Report to Share

- ① Mina held note cards as her class prepared to share animal reports. The room had a bright poster wall and rows of small desks. Mina felt nervous about speaking in front of the class. Her hands shook, so she asked to present after lunch. At recess, she read each card again quietly beside the playground fence.
- ② At lunch, Jamal searched his backpack for a pencil. He had started at the school that morning and did not know where art class met. Mina gave him an extra pencil from her pencil case. She also pointed to the classroom schedule and showed him the art room door. Jamal thanked her before joining the lunch line.
- ③ After lunch, Mina walked to the front of the room with her cards. She remembered that Jamal had needed help, and she wanted to share what she knew about sea turtles. Mina took a slow breath and began. Her voice grew stronger as she explained how turtles hatch. When she finished, the class clapped, and Mina smiled.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What feeling did Mina have before lunch? Which detail tells you?

2 What character trait does Mina show when she helps Jamal? Use two details from the passage.

3 What motivates Mina to begin her report after lunch?

4 How do Mina's feelings change from the beginning to the end of the story? Use details from both parts of the story.

3 YOUR TURN _____ Your own words

Write a three-sentence scene about a character facing a new task. Show the character's feeling with an action, tell what motivates the character, and show a change in feeling.

PART 1 • READ AND MARK

Underline the sentence that tells Mina's feeling before lunch, then circle the two sentences that show Mina is helpful. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What feeling did Mina have before lunch? Which detail tells you?	Mina felt nervous about speaking in front of the class. The passage directly says she felt nervous.
2	What character trait does Mina show when she helps Jamal? Use two details from the passage.	Mina is helpful. She gives Jamal an extra pencil and helps him find the art room.
3	What motivates Mina to begin her report after lunch?	She wants to share what she knows about sea turtles.
4	How do Mina's feelings change from the beginning to the end of the story? Use details from both parts of the story.	At first, Mina is nervous about speaking and her hands shake. By the end, her voice grows stronger and she smiles after the class claps.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Leo gripped the paintbrush before the art contest, and his knees felt wobbly. He wanted to show his grandmother the bird he had painted, so he took a deep breath and began. When he finished, he felt proud and held up his picture.

Accept reasonable trait and feeling words when students support them with details from the text. For the open response, check for an action that shows a feeling, a stated motivation, and a clear change in feeling.