

# Student Sample Work Packet

Within this sample work packet, you will find four different examples of work done by the same student.

## **Student Background:**

This student does well with writing reading responses but is often late to class. She can struggle with testing anxiety at times and needs reassurances from her teacher to gain confidence.

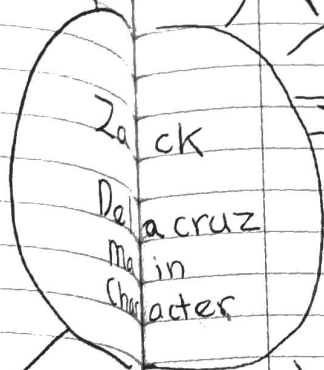
## **Teacher Task:**

As this student's teacher you are looking for work samples that show the student's ability to make inferences about characters. Remember to look for work samples that align to your focus and fit the context pathway you have chosen. Select two work samples to use when evaluating this student and list your rationale in the collaborate section of the Padlet.

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# Read-Aloud Character Map

Jose Soto  
 ★ in all of Zack's classes  
 ★ a bully  
 ★ likes to make jokes  
 ★ nicknamed El Pollo Loco



F = friend  
 C = classmate  
 T = teacher

Sophia Segura  
 ★ only girl in the 6<sup>th</sup> grade with an 8<sup>th</sup> grade boyfriend  
 ★ second time in 6<sup>th</sup> grade  
 ★ Very popular

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# Read-Aloud Character Map

Janie Bustamante  
 ★ spits her s words  
 ★ knows lots of movie lines  
 ★ made fun of by Jose

Ima Goodfriend  
 Guest Speaker

★ Bleached Blonde  
 ★ Hot pink overalls  
 ★ Very excited

Marquis ★ nosy  
 Friend to ★ funny  
 Zack

Coach Ostraticki  
 Gym Coach

Principal Atkins  
 ★ Head of Davy Crockett Middle School ★

Cliche' Jones  
 Zack's Classmate  
 ★ never mean to Zack, but never nice either ★  
 ★ wears little white socks ★  
 Mrs. Darling  
 School Librarian  
 ★ dangly earrings  
 ★ electric red hair  
 ★ always excited

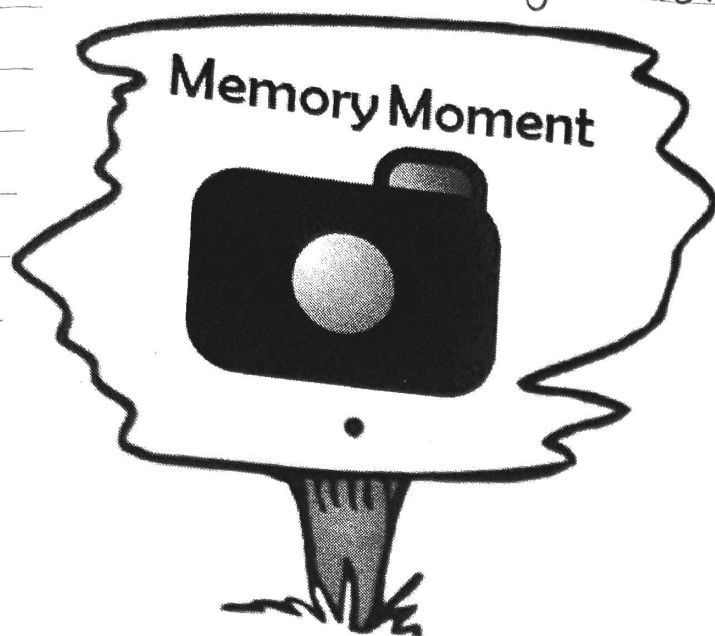
Third

Point of View  
1st Person

## Read Aloud Character List

Name	Information about Them
Zack Delacruz	<ul style="list-style-type: none"><li>- sixth grader</li><li>- shy</li><li>- lives with his Dad</li><li>- Harry Potter glasses</li><li>- parents recently divorced</li></ul>
Marquis	<ul style="list-style-type: none"><li>- Zack's best friend</li><li>- funny</li></ul>
Janie Bustamante	<ul style="list-style-type: none"><li>- spits her s words</li><li>- loves to quote movies</li><li>- is picked on by Jose</li></ul>
Jose Soto	<ul style="list-style-type: none"><li>- in all of Zack's classes</li><li>- the school bully</li><li>- nicknamed El Pollo Loco</li></ul>

# Memory Moment Signpost



## Stop and Notice and Note

When you're reading and the author interrupts the action to tell you a memory,

You should stop and ask yourself:  
"Why might this memory be important?"

The answers will tell you about the theme, conflict, or might foreshadow what will happen later in the story.

A place where the author interrupts the action to tell a memory (Text Evidence)

"A couple of days before, in technology arts, we had a sub, and for the whole period a seventh grader kicked my back."  
pg. 4

"Every body remembered what happened to Steve Ramirez when he was tricked into leading the "I am thumb buddy" chant in elementary."  
pg. 5

Why might this memory be important?

Jeff Anderson wants you to know that Zack has been bullied before. That's why Zack keeps to himself so much.

Jeff Anderson is explaining why no one wants to participate in the anti-bullying rally.

Read Aloud WAFT for Zack Delacruz  
Pattern I noticed: Zack is annoyed  
 by his classmates making fun of him  
 and Janie.

Words	Actions	Feelings	Thoughts
"It's not a love note," I whined. pg. 44	I stared at the fake wood top on my desk, looking for answers in the twists and turns of the grain until the bell rang. pg. 45	The laughter and voices garbled together, and I was thinking that I felt like I was underwater, sinking to the bottom of a deep pool. pg. 45	I couldn't handle all of the attention. And maybe I should not have bailed on Marquis, but I had to get everyone's eyes off me. pg. 48

Zack's words, actions, feelings, and thoughts tell me that he is the kind of person who cares what other people think. He's easily embarrassed when his classmates tease him, and too cowardly to stand up for himself.



7 The author's use of the first-person point of view in this story enables the reader to —

- ☒ F observe the actions of only the narrator
- G understand the internal struggle of the narrator
- H determine the reason why the narrator's grandmother forgives the narrator
- J focus on the relationship between the narrator and the other characters

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8 Read these sentences from the story.

*As I ran down the lane toward the road, it occurred to me that climbing over the fence and crossing the field would save some time, so I did just that.* (paragraph 2)

*This time I took the long way around by the road.* (paragraph 9)

Based on these two sentences, the reader can conclude that the narrator —

- A could not return home using the same path she had taken to the store
- ☒ B realizes her grandmother is in a hurry to get the yeast
- C feels satisfied with completing the errand for her grandmother
- D is less eager to return home than she was to get to the store