3rd Grade
Standards Guidebook
Reading Literary Text (RL)

Craft and Structure (RL.3.4-3.6)
MISSISSIPPI DEPARTMENT OF EDUCATION

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ACKNOWLEDGEMENTS

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the 3rd Grade Standards Guidebooks and supporting documents.

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<td>Debbie Johnston</td>
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STANDARDS GUIDEBOOK  RL 3.4 – 3.6  Craft and Structure
INTRODUCTION

The Third Grade Standards Guidebook was developed to assist teachers in planning and delivering lessons aligned to the Mississippi College- and Career-Readiness Standards. This Guidebook includes daily lesson plans, graphic organizers, anchor charts, and small group activities and provides references to grade-appropriate texts that may be used to implement engaging, high-quality literacy instruction. Please note that although these lesson plans may serve as model lessons, all activities and resources may be modified and personalized to meet the needs of individual students.

NOTE: Local school districts have discretion over which technology partners and products are utilized in their districts. For legal advice regarding technology services, please contact your local school board attorney. Additional information and resources for educators may be found by visiting http://mdek12.org/ESE/literacy.

Text Complexity (RL 3.10 and RI 3.10)
The Mississippi College-and-Career Readiness Standards require all students to engage meaningfully with complex texts on a regular basis. Reading standard 10 (see below) defines grade-by-grade growth in students’ ability to read complex text. Students need opportunities to stretch their reading abilities but also to experience the satisfaction of easy, fluent reading. All students need access to the complex ideas and the knowledge contained in complex texts. Exposure to only simplified texts, or those with restricted, limited, or thin meaning will not result in college and career readiness. There is no evidence that struggling readers catch up by reading simpler texts. In fact, the opposite is true.
"Students who struggle greatly to read texts within (or even below) their text complexity level must be given the support needed to enable them to read at an appropriate level of complexity. Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity." (CCSS-ELA; Appendix A, p. 9)
Figure 2: Qualitative Dimensions of Text Complexity

**Levels of Meaning (literary texts) or Purpose (informational texts)**
- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

**Structure**
- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

**Language Conventionality and Clarity**
- Literal → Figurative or Ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

**Knowledge Demands: Life Experiences (literary texts)**
- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one’s own
- Single perspective → Multiple perspectives
- Perspective(s) like one’s own → Perspective(s) unlike or in opposition to one’s own

**Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)**
- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references allusions to other texts) → High intertextuality (many references allusions to other texts)

**Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)**
- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to citations of other texts) → High intertextuality (many references to citations of other texts)

READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

**Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish the student’s point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas**

7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Range of Reading and Level of Text Complexity**

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Mastery of the “Craft and Structure” standards ensure students are able to recognize important vocabulary in a text and identify reasons why an author used specific words to convey their message. Students will also understand that the structure and perspective of a text provides additional information to a reader to better help them understand what they are reading. Following high-quality, effective instruction of these standards, students will be able to ask and answer the following questions:

- What words and phrases in this paragraph seem important?
- How did the author organize this information?
- How does the author move smoothly from one text to the next?
- Who is telling this story?
- Who does the narrator/character/author seem to be speaking to?
- What does the narrator/character/author care about?
- What was the author’s purpose for including this paragraph or sentence?
### MCCRS ELA STANDARD

**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS Related to the Standard</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
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<tbody>
<tr>
<td><strong>Literal Language</strong></td>
<td>Language that uses words exactly according to their conventionally accepted meanings or denotation</td>
<td>Language that means exactly what it says; the words have their usual meaning</td>
</tr>
<tr>
<td><strong>Nonliteral Language</strong></td>
<td>Language that goes beyond the dictionary meaning of the word or phrase; writers use nonliteral language to help readers better picture or understand something</td>
<td>Language that goes beyond the meaning of the individual word; words are used in a creative way</td>
</tr>
<tr>
<td><strong>Context Clues</strong></td>
<td>Hints that an author gives to help define a difficult or unusual word; the clue may appear within the same sentence as the word to which it refers, or it may appear in a preceding or subsequent sentence</td>
<td>Clues that come before or after the word in question; we can use clues to unlock the meaning - these clues can come in the form of examples, definitions, or synonyms</td>
</tr>
<tr>
<td><strong>Figurative Language</strong></td>
<td>Language that uses figures of speech to be more effective, persuasive, and impactful</td>
<td>A word or phrase that does not have its normal, everyday, literal meaning; authors use figures of speech to make their stories more interesting</td>
</tr>
<tr>
<td><strong>Literary Devices</strong></td>
<td>A technique writers use to produce a special effect in their writing</td>
<td>Techniques/methods that writers use to create text that is clear, interesting, and memorable</td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
<td>To explain or tell the meaning of or present in understandable terms</td>
<td>To give or provide the meaning of something</td>
</tr>
<tr>
<td><strong>Clarify</strong></td>
<td>To make something more clear or easier to understand</td>
<td>To clear up or to make meaning clear</td>
</tr>
<tr>
<td><strong>Determine</strong></td>
<td>To settle or decide by choice of alternatives or possibilities</td>
<td>To reach, make, or come to a decision about something</td>
</tr>
<tr>
<td><strong>Distinguish</strong></td>
<td>To perceive a difference</td>
<td>To recognize, notice, point out the differences</td>
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<td>-----------------------------------------------</td>
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<tr>
<td><strong>Synonym</strong></td>
<td>A word or phrase that means exactly or nearly the same as another word or phrase in the same language</td>
<td>A word that means the same thing as another word</td>
</tr>
<tr>
<td><strong>Antonyms</strong></td>
<td>Words opposite in meaning to another</td>
<td>Words that have opposite meanings</td>
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<tr>
<td><strong>Example</strong></td>
<td>One that serves as a pattern to be imitated</td>
<td>A model or a sample</td>
</tr>
<tr>
<td><strong>Simile</strong></td>
<td>A figure of speech comparing two unlike things that is often introduced by like or as</td>
<td>A word that compares two things that are not alike using like or as</td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td>A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable</td>
<td>Comparison between two things that aren’t alike but do have something in common</td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td>The occurrence of the same beginning sound for a series of words</td>
<td>A group of words that repeat the first sound (often in rhymes or tongue twisters) in a series of words</td>
</tr>
<tr>
<td><strong>Personification</strong></td>
<td>Attribution of personal qualities; especially representation of a thing or abstraction as a person</td>
<td>When you give human qualities or abilities to an object or animal</td>
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<tr>
<td><strong>Onomatopoeia</strong></td>
<td>A word which imitates the natural sounds of a thing or action</td>
<td>Sound words</td>
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<tr>
<td><strong>Hyperbole</strong></td>
<td>Exaggerated statements that are not meant to be taken literally</td>
<td>To make something sound bigger, better, or more dramatic</td>
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<tr>
<td><strong>Imagery</strong></td>
<td>Visual descriptive; visual images collectively or visual symbolism</td>
<td>Picturing what you are reading</td>
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**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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| 20 minutes     | • Use context clues to help unlock the meaning of unknown words/phrases.  
                  • Determine the meaning of words and phrases used within literary text(s). |

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<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
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</table>
| “Somebody Has To” by Shel Silverstein, from *A Light in the Attic*  
ISBN: 9781846143854 | 1. Tell me what this word or phrase means.  
2. What do you think the author is trying to say when he/she uses that phrase?  
3. What clues in the sentence or paragraph help you figure out the meaning of that word or phrase? |
| “Runny’s Rig Romance” by Shel Silverstein,  
from *Runny Babbit Returns*  
ISBN: 9780062479396 | |
| Note: Lesson plan adapted from Study.com:  
“Context Clues Lesson Plan - Chapter 11/ Lesson 12” | |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
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</table>
| • Types of Context Clues Anchor Chart  
• Context Clue Strategy Anchor Chart  
• Context Clue Definition Anchor Chart | N/A |

### INSTRUCTIONAL PLAN

**Understanding Lesson Purpose and Student Outcomes**

- I can use context clues to help unlock the meaning of unknown words and phrases.
- I can use context clues to determine the meaning of words and phrases used within a literary text.
**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### Academic Vocabulary Instruction

1. Introduce the words *context clues, synonym, antonym* and *inference*.
2. Say the word, pronounce the word clearly, and give students practice pronouncing the word by having them say the word to a partner.
3. Provide a student-friendly definition of the word and record on an anchor chart.
4. Teach students with a hand motion to help students remember each vocabulary word. (Suggested hand motions: *context clues* – pantomime using a magnifying glass; *synonym* – clap hands together to show they are the same; *antonym* – place hands together and then flip them away from each other to show difference; *inference* – place one hand flat out, palm up, and use the pointer finger on the other hand to draw a line from temple.) Allow students to practice the motions with a partner.
5. Add words to the word wall.

### Making a Connection

I have written a sentence on the board. Let’s read it together. “My *canis lupis familiaris* is big.” Hmm... Does anyone know what a *canis lupis familiaris* is? Is there a way we can use context clues to help us figure out what it means? (Allow for think time.) The only context clue I see is the word “big,” but that doesn’t really help me! A lot of different things could be big. There isn’t enough information in this sentence to help me understand what that phrase of words means. Let’s try again. Let me add to this sentence. (Write “My *canis lupis familiaris* is big, black and white, likes to wag his tail, and chase the ball.”) Now let’s reread this sentence and see if we can figure out what *canis lupis familiaris* means. (Dog.) How did adding information help us define the unknown word, even though there was no definition? (Allow for think time, then allow students to discuss at their table groups. After students have discussed, randomly call on a few students to share their thoughts.)

### Anticipatory Set/Introduction to the Lesson

1. Introduce “I can” statements with students. Have students recite the statements to a partner.
2. Post the Context Clues Anchor Chart Example (Handout RL.3.4-1.1). Using the anchor chart, explain to students that context clues are the words and phrases in a sentence around an unfamiliar word that help the reader understand what the unknown word means. Explain that good readers utilize context clues to help them better comprehend a sentence or a passage.
3. Display the 5 Types of Context Clues Anchor Chart on the board (Handout RL.3.4-1.3). Using the chart, define and discuss the different types of context clues with students.
4. Explain to students that you will model how to use context clues to determine the meaning of unfamiliar words. Read the poem, “Somebody Has To” to the class. Point out the words *polish, dull, and tarnished*. Think-aloud and model how to use surrounding words and sentences to determine the meaning of the unknown words.
5. Identify the type of context clue used and the specific evidence that assisted in defining the word.
**Guided Practice**

1. Break students into groups of 4.
2. Distribute a copy of “Runny’s Rig Bomance” to each group. Read the poem to students as they follow along for fluency and comprehension. Then, have students chorally read the text aloud.
3. Direct students to highlight unknown words (bomance, firlgriend, and licknames).
4. Explain that students should work together to use context clues to determine the meanings of these three words.
5. Have students underline or circle parts of the text that helped them define the words.
6. Circulate the room to assist and clarify. Pull small groups of students who need extra help.
7. Review and share answers as a class.

**Independent Practice**

1. Separate students into five different groups.
2. Assign each group a type of context clue from the 5 Types of Context Clues Anchor Chart (Handout RL.3.4-1.3).
3. Ask students to create sentences using unfamiliar words (you can assign specific words or have students create nonsense words; if you assign specific words, ensure that students have the definition) along with the type of context clue they’ve been assigned.
4. Instruct students to write a rough draft of a sentence on notebook paper.
5. Upon completion, each group will share their sentence while the remainder of the class will use context clues to determine the meaning of each unknown word.
6. Record students’ final sentences on chart paper.

**Reflection and Closing**

Review the anchor chart with students’ final sentences. Read each sentence and ask:

- What makes this a context clue?
- What type of context clue did this group use?
- What strategies did you use to determine the unknown word?
- How did the group allow you to infer the meaning without defining it directly?

**CENTER TITLE**

**WORD EXPRESS**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
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</table>
| RL.3.4         | • FCRR Vocabulary Center V.034 & Materials ([www.fcrr.org](http://www.fcrr.org))  
• Student Accountability Sheet (RL.3.5-1.4) | 1. The student will place the questions cards face down in a stack.  
2. Working in pairs, Student 1 selects the top card from the stack and reads the sentence to Student 2.  
3. Student 2 states the answer. Student 1 checks to see if he is correct by looking at the underlined words in the sentence. |
**Student Procedure (continued)**

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<tr>
<td>4.</td>
<td>If correct, Student 1 gives the card to Student 2 who keeps the card. If incorrect, Student 1 states the correct answer and places the card at the bottom of the stack.</td>
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<td>5.</td>
<td>Students record the word and definition for each correct answer on the student accountability sheet.</td>
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<td>6.</td>
<td>After each turn, the students reverse roles.</td>
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<td>7.</td>
<td>Continue this process until all cards have been read.</td>
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**Center Accountability**

Students will write the underlined word and definition from each card on the student accountability sheet.

**HANDOUTS FOR LESSON**

<table>
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<tr>
<th>RL.3.4-1.1</th>
<th>Context Clues Anchor Chart Example</th>
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<tbody>
<tr>
<td>RL.3.4-1.2</td>
<td>Context Clues Strategy Anchor Chart</td>
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<tr>
<td>RL.3.4-1.3</td>
<td>5 Types of Context Clues Explained Anchor Chart</td>
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<tr>
<td>RL.3.4-1.4</td>
<td>Center Accountability Sheet</td>
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</tbody>
</table>
Context Clues

Clues that good readers use to find the meaning of unknown words

Look For...

- Pictures
- Helping Words (or, like, are, called)
- Words You Know
- Examples and Definitions
- Synonyms and Antonyms

words that mean the same

words that mean the opposite
Context Clues

Clues that readers use to find out the meaning of unknown words within a passage, story, or text

Steps:
1. Read the sentence and underline the unknown word.
2. Think about what is happening in the sentence.
3. Find other words that may explain the meaning of the unknown word (sentence before, of, or after).
4. Try different words in place of the unknown word to see if the sentence makes sense.
5 Types of Context Clues

**Definition Clues**
The word’s meaning is explained in the sentence.

**Example Clues**
An example of the word is given following the sentence or within the sentence.

**Inference Clues**
A word’s definition is not explained. You need to look for clues before or after the sentences.

**Synonym Clues**
Other words are used in the sentence that have similar meaning.

**Antonym Clues**
The word is clarified by giving the opposite meaning.
Signed by words: whereas, unlike, as opposed to
Center Accountability Sheet

Name ___________________________________________ Date __________________

**RL 3.4  WORD EXPRESS  Accountability Sheet**

<table>
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<tr>
<th>WORD</th>
<th>DEFINITION</th>
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**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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<td>30 minutes</td>
<td>Determine the appropriate definition of words with more than one meaning.</td>
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<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
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| The King Who Rained by Fred Gwynne | 1. Have you ever heard the term "multiple-meaning word"?  
2. Have you ever read a word and thought it meant something else?  
3. Did you know that words can have more than one meaning?  
4. Can you think of any words that have more than one meaning?  
5. Why is it important to know that words have more than one meaning?  
6. How can you tell which meaning of a word is the correct one when used in a sentence?  
7. What are some strategies that you can use to determine the meaning of an unknown word or phrase? |

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<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
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</table>
| • Multiple-Meaning Word Graphic Organizer  
• Independent Practice Handout | You have listened to the story The King Who Rained. Write an opinion piece stating why it is important for a reader to use context clues to determine the meaning of a multiple-meaning word in a text. Use examples from the passage in your explanation. Your writing will be scored based on the development of ideas, organization of writing, language conventions of grammar and usage, and mechanics. |

**INSTRUCTIONAL PLAN**

Understanding Lesson Purpose and Student Outcomes

- I can determine the appropriate definition of words with more than one meaning.
**Academic Vocabulary Instruction**

1. Review the words context clues, synonym, antonym, and inference.
2. Have students act out the words with a partner.
3. Play a word wall game (i.e., “I Spy” - Give clues about a word on the word wall, and students have to guess which word it is).

**Making a Connection**

In previous grades, you learned about multiple-meaning words, or homonyms and homophones. Homonyms are words with the same spelling that mean different things, and homophones are words that sound the same but have different spellings and meanings. Today we will continue to look at words in context. Specifically, we will be looking at homonyms and homophones, and we will focus on determining the correct meaning of these multiple-meaning words by using context clues.

**Anticipatory Set/Introduction to the Lesson**

1. Review “I can” statement with students. Have students recite the statement to a partner.
2. Set purpose for the lesson: “Today, we will discuss what multiple-meaning words are, and why it’s important to distinguish their meaning to help us as readers better comprehend the text.”
3. Explain to students that they are going to play a multiple meaning word game.
4. Give each student an index card with a meaning on it. Each card should correlate to another student’s card which has the definition of another homonym (Ex: if the word is “reign/rein/rain,” one card would say “to rule,” another card would say “what is used to lead a horse,” and a third card would say “when water falls from the sky.”)
5. Students wander the room searching for the classmate who holds the card which has the different meaning for their word.
6. Game options:
   - Provide a set amount of time. If a student finds the classmate who has the matching card, they bring their cards to the teacher and, if they are correct, the teacher scores a point for each student.
   - Collect the cards and redistribute them. You may play additional rounds.
   - Make the game a little more difficult by playing it in silence.
7. Display and introduce a Multiple-Meaning Anchor Chart.

**Guided Practice**

1. Pass out paper and pencils.
2. Write the word bat on the board. Ask students to write a sentence that tells something about a bat. (Do not answer questions such as “Do you mean a baseball bat?” or “Do you mean a bat that flies?” but restate the task.)

**Independent Practice**

1. Have students listen and follow along to the story, The King Who Rained.
2. After students listen to the text, write a list of the multiple-meaning words from the text on the board.
3. Organize students into pairs and assign each pair a word.
**Guided Practice (continued)**

3. Ask five or six volunteers to read their sentences so that students see that bat can mean a piece of sporting equipment, a flying mammal, or to hit something.

4. Explain to students that bat is a multiple meaning word, and it has more than one meaning.

5. Point out that when you set the task, you did not clarify for students which meaning of the word to write about, which is why some students wrote about a baseball bat and why some students wrote about the animal bat. Explain that readers need to see multiple meaning words in a sentence to understand how the writer is using that word.

6. Fill in the Multiple Meaning Graphic Organizer Anchor Chart (Handout RL.3.4-2.1) based on the bat activity conducted with students to demonstrate how that word has multiple meanings.

**Independent Practice (continued)**

4. Pass out dictionaries and an independent practice sheet to each student (Handout RL.3.4-2.2).

5. Have each pair of students complete the handout using their assigned word, the dictionary, and their background knowledge.

**Writing Extension:** (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): You have listened to the story *The King Who Rained*. Write an opinion piece stating why it is important for a reader to use context clues to determine the meaning of a multiple meaning word in a text. Use examples from the passage in your explanation. Your writing will be scored based on the development of ideas, organization of writing, language conventions of grammar and usage, and mechanics.

*Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)*

**Reflection and Closing**

1. Allow students to share the meanings of their assigned word.

2. Turn and talk: “Why is it important to distinguish the specific meaning of multiple-meaning words in a text?” (Allow for think time, then talk time.)

3. After students have had an opportunity to discuss, share out thoughts as a class.

**Optional Extension:**

1. Give students a week to collect as many multiple-meaning words as they can. Have them keep a log that lists each word, where they read it or heard it, its meaning, and how it could be used to mean something different. To incorporate speaking and listening standards, have each student use their notes to teach one multiple-meaning word to the class. This lesson can be spread out over days or weeks.
**Focus standard**  
RL.3.4

**Materials**
- FCRR Vocabulary Center V.032 ([www.fcrr.org](http://www.fcrr.org))
- Directions
- Word Cards
- Sentence Stems
- Graphic Organizer

**Student Procedure**
1. Place the word cards face-up in a column on a flat surface. Place the student cards face-down in a stack. Provide each student with a student sheet.
2. The students will take turns picking up the top sentence card on the stack and read the sentence containing a missing word.
3. Then, students find the word card that completes the sentence and place the card face up next to the sentence card. Each word will have 2 sentences that go with it.
4. The students read the sentence with the word and tell the meaning of the word in that sentence.
5. The students record the word and both definitions on the student sheet provided.

**Center Accountability**
The students will record the word and both definitions on the student sheet provided.

**HANDOUTS FOR LESSON**
- **RL.3.4-2.1** Multiple-Meaning Word Graphic Organizer Anchor Chart
- **RL.3.4-2.2** Independent Practice Organizer
Multiple meaning words are words that have more than one meaning.

In the fall many monarch butterflies fly to warm places. They rest upon trees and bushes for the winter. When spring comes they fly back north.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning #1</th>
<th>Meaning #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>fall</td>
<td>season</td>
<td>accident</td>
</tr>
<tr>
<td>fly</td>
<td>up on the sky</td>
<td>bug</td>
</tr>
<tr>
<td>spring</td>
<td>season</td>
<td>jump</td>
</tr>
</tbody>
</table>
## RL 3.4 INDEPENDENT PRACTICE ORGANIZER

<table>
<thead>
<tr>
<th>Multiple Meaning Word</th>
<th>Definitions</th>
<th>Use it in a sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meaning #1</td>
<td>Sentence</td>
</tr>
<tr>
<td></td>
<td>Meaning #2</td>
<td>Sentence</td>
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<tr>
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<tr>
<td></td>
<td>Meaning #1</td>
<td>Sentence</td>
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<td>Meaning #2</td>
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<tr>
<td></td>
<td>Meaning #1</td>
<td>Sentence</td>
</tr>
<tr>
<td></td>
<td>Meaning #2</td>
<td>Sentence</td>
</tr>
</tbody>
</table>
**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Differentiate between literal and nonliteral language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| "My Favorite Day" from ReadWorks.org | 1. What phrases are literal or non-literal in meaning?  
2. Can you change this phrase from literal to non-literal?  
3. Can you change this phrase from non-literal to literal? |

*Note: Lesson adapted from "Figurative Language: It's Just a Figure of Speech! Unit 23: Figurative Language Unit"*

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Figurative Language Anchor Charts  
• Word Attack Strategy Anchor Chart  
• Literal vs. Non-Literal Language Graphic Organizer  
• Non-Literal Phrase Anchor Chart  
• Literal Meaning/ Context Clues Student Graphic Organizer | N/A |

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLAN: Understanding Lesson Purpose and Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I can differentiate between literal and non-literal language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLAN: Academic Vocabulary Instruction</th>
</tr>
</thead>
</table>
| 1. Review the vocabulary words context clues, synonym, antonym, and inference.  
2. Introduce the new vocabulary words: literal and non-literal using student-friendly definitions. Record the definition on the anchor chart created Day 1.  
3. Say the word, pronounce the word clearly, and have students practice pronouncing the word to a partner.  
4. Provide hand motions to help students remember each vocabulary word. (Suggested motions: literal – thumbs up; non-literal – make an X over chest with arms, point to temple.) Allow students to practice the motions with a partner.  
5. Add words to the word wall. |
Making a Connection

(Review the 5 Types of Context Clues Anchor Chart [Handout RL.3.4-1.4] and Multiple Meaning Words Anchor Chart [RL.3.4-2.1] as a class.)

By using context clues and knowing the meaning of the multiple meaning words, it will allow us as readers to differentiate between literal and nonliteral language in this lesson. For example, if I say to you “Let’s hit the road,” what does that mean? (Allow for think time.) Without showing your hands, did anyone think that this meant to go outside and punch or hit the street? (Allow time for reflection.) Who thinks they know what that saying really means? (Randomly select students to share their thoughts.) How did you know that going outside and punching the street wasn’t what I meant? (Have a quick discussion about how students came to the correct answer.)

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statement. Have students tell a partner.
2. Display the Figurative Language Anchor Chart (Handout RL.3.4-3.1).
3. Explain: “Figurative language is non-literal. It does not mean what it says. Instead, it paints a descriptive picture in the reader’s mind. Authors use figurative language to emphasize a statement or a reaction or an event. Figurative language, if taken literally, is often funny. For example, when someone says, ‘It is raining cats and dogs’, do they really mean that cats and dogs are falling from the sky? What does it really mean?” (Allow for think time, then allow the class to chorally respond.) “Many non-literal phrases would be silly if they actually meant what they said.”
4. Review with students that there are many types of non-literal language that they will go more in depth with in the upcoming days.
5. Tell students that before identifying figurative language in text, they will practice differentiating between literal and non-literal language. Remind students that figurative language/non-literal language is when words do not mean exactly what they say.
6. Pass out the Literal vs. Non-Literal Graphic Organizer to students (Handout RL.3.4-3.3).
7. Post a chart with different literal and non-literal sentences written on it. Have students read each sentence chorally.
8. Model a think aloud for the first two sentences on the chart. Demonstrate how you think about what the underlined phrase means literally, and if that makes sense or not.
9. As a class, chorally read the next few sentences. Determine if each underlined phrase is an example of literal or non-literal language. If the underlined phrase is meant to be non-literal (figurative), circle it.

Sample phrase:
- After he finished playing, the musician passed the hat.
- Jill was down in the dumps all day.
- Sherry ripped the plastic bag and spilled the beans all over the floor.
- Darren’s friends came over to chew the fat.
- Sarah would give her right arm for the leading role in the play.
- Grandpa went to the tool shed because he had an ax to grind.
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Guided Practice

1. Pass out and introduce the poem “My Favorite Day”.
2. Set purpose: “We will read this poem and highlight figurative language in each stanza. Then, we will complete a graphic organizer to break down the phrase’s literal meaning and what it means in the passage based on the context clues.”
3. Chorally read the first stanza. Stop and think aloud about the first non-literal phrase, “burst of light.” Explain how you know it does not literally mean a light is bursting. Think aloud, “The poem is talking about a Saturday, and nowhere in the text does it talk about any explosion of some sort, so I can infer that the burst of light refers to the sunny day.”
4. Record your thinking on the Literal vs. Non-Literal Graphic Organizer Anchor Chart (Handout RL.3.4-3.2).
5. Students will record on their own Literal vs. Non-Literal Student Graphic Organizer (Handout RL.3.5-3.3).
6. If needed, model the second figurative phrase in the first stanza, “the dead of night.”
7. Chorally read stanzas 2 and 3 with students. Guide students to identify the figurative phrases, highlight them, and complete the graphic organizer. Record student findings and discussions on the anchor chart as students record on their own copy.

Note: Reference Handout RL.3.4-3.4 for Question Stems to prompt literal vs. nonliteral language questions.

Independent Practice

1. Allow students to work with partners.
2. Have students partner read the fourth stanza of “My Favorite Day.”
3. Instruct students to identify the two figurative phrases and complete the graphic organizer “Like a tiger, I growl” and “I am a bear.”
4. Monitor student work and use as an exit ticket.

CENTER TITLE

LITERAL VS. NONLITERAL LANGUAGE

Focus standard | Materials | Student Procedure
--- | --- | ---
RL.3.4 | • “The Case of the Missing Yarn”
• Literal vs. Nonliteral Student Graphic Organizer (Handout RL.3.4-3.3) | 1. Students will partner read the text, “The Case of the Missing Yarn.”
2. Students will find at least two examples of figurative language and complete the graphic organizer.

Center Accountability | Completed Graphic Organizer and Questions
### RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

<table>
<thead>
<tr>
<th>HANDOUTS FOR LESSON</th>
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<tbody>
<tr>
<td><strong>RL.3.4-3.1</strong> Figurative Language Anchor Chart</td>
</tr>
<tr>
<td><strong>RL.3.4-3.2</strong> Literal vs. Nonliteral Graphic Organizer Anchor Chart</td>
</tr>
<tr>
<td><strong>RL.3.4-3.3</strong> Literal vs. Nonliteral Student Graphic Organizer</td>
</tr>
<tr>
<td><strong>RL.3.4-3.4</strong> Question Stems</td>
</tr>
</tbody>
</table>
Figurative Language

When words do not mean exactly what they say

For example:

- He ate like a pig
- Let’s hit the road
- It’s a piece of cake
- It costs an arm and a leg
- I’ve told you a million times

*Exaggeration is figurative language

Literal language is when words do mean exactly what they say

Can you tell the difference?

- Don’t spill the beans about the surprise (figuratively)
- Don’t spill the beans on the floor (literally)
- That job was a pain in the neck (figuratively)
- I have a pain in the neck (literally)
## RL 3.4 LITERAL vs. NONLITERAL GRAPHIC ORGANIZER ANCHOR CHART

<table>
<thead>
<tr>
<th>Literal Meaning</th>
<th>Context Clues</th>
<th>Meaning in the Passage</th>
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### Literal vs. Nonliteral Student Graphic Organizer

**RL 3.4**  
**LITERAL VS. NONLITERAL STUDENT GRAPHIC ORGANIZER**

<table>
<thead>
<tr>
<th>Literal Meaning</th>
<th>Context Clues</th>
<th>Meaning in the Passage</th>
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<tbody>
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Name ___________________________________________  Date____________________

STANDARDS GUIDEBOOK  RL 3.4 – 3.6  Craft and Structure  32
RL 3.4  QUESTION STEMS

Identify Word Use:
What does the word ____________ mean in this sentence...?

What strategies can you use to help you find the meaning of the word...?

Analyze Word Use:
Which phrase best helps you understand the meaning of the word “(word)” in the quote above...?

In the quote “xx” does/did the character actually do that? (RL literal vs. nonliteral meaning)

Evaluate Word Use:
Write a sentence using the word “(word)” from the quote above.

Without changing the meaning of the sentence “xx”, which word can be used instead of “(word)”?
**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### ESTIMATED TIME

20 minutes

### LESSON TARGET(S)

- Interpret figurative language and literary devices or terms.
- Distinguish between different types of literary devices.

### TEXT(S)

N/A

### GUIDING/TEXT-DEPENDENT QUESTION(S)

1. What words in the text tell how (insert the character’s name) feels?
2. What does (phrase) mean? Does it mean exactly what it says (e.g. hit the road) or does it mean something else (e.g. get going)?
3. What is the tone of this writing? How do you know?
4. Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?

### RESOURCES AND MATERIALS

- Figurative Language Anchor Charts
- Figurative Language Table
- Figurative Language Graphic Organizer
- [Figurative Language Sorting Cards](#)
- Photographs

### TEXT DEPENDENT WRITING PROMPT

N/A

### INSTRUCTIONAL PLAN

**Understanding Lesson Purpose and Student Outcomes**

- I can interpret figurative language and literary devices.
- I can distinguish between different types of figurative language and literary devices.

**Academic Vocabulary Instruction**

1. Review the vocabulary words *context clues, synonym, antonym, inference, literal* and *nonliteral*.
2. Introduce the new vocabulary words: *simile, metaphor, alliteration, personification, onomatopoeia, hyperbole*, and *imagery*.
3. For each word, say the word, pronounce the word clearly, and give students practice pronouncing the word with a partner.
### Academic Vocabulary Instruction (continued)

4. Give students a student-friendly definition of the word and record on the vocabulary anchor chart from Day 1.

5. Teach students hand motions to help students remember each vocabulary word. (Suggested hand motions: *simile* – put both hands up, flip them front to back as if comparing; *metaphor* – place right hand up, palm facing out, and draw a circle in the air; *alliteration* – use pointer finger to “bounce” down a line; *personification* – use hand to motion up and down the body; *onomatopoeia* – “flash” hands in the air; *hyperbole* – use hands to make a large waving motion overhead; *imagery* – use hands to frame face.) Allow students to practice with a partner.

6. Add words to the word wall.

*Note: You can reference the What Is Figurative Language Anchor Chart during vocabulary instruction (Handout RL.3.4-4.1).*

### Making a Connection

On Day 3, we learned about literal and non-literal language. Today, we will learn about different types of non-literal, figurative language and how they are used in literature.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements. Have students recite the statements to a partner.

2. Set purpose: “Today we will introduce and identify different types of figurative language.”

3. Work collaboratively with students to create the What is Figurative Language? Anchor Chart (Handout RL.3.4-4.1) with examples of each type of figurative language. Complete the example portion of the anchor chart as you review each literary device. As you complete the chart, model your thinking but also invite student input for the examples.

4. Explain that students will practice sorting figurative language phrases in reference to photographs.

5. Display the first image of hikers from the Guided Practice Photographs (Handout RL.3.4-4.4). Think aloud: “I see that there are four hikers high up in the mountains. Let’s look at these figurative language phrases and determine the types of devices that are used.

6. Read through each Guided Practice *Figurative Language Cards* and use a think-aloud to model how you determine the type of device it is, referencing the anchor charts:
   - “The sprawling mountains were so high they touched the clouds.” (idiom)
   - “The man looked at his friend and said, “I swear we have walked a thousand miles!” (hyperbole)
   - “The walking sticks were anchors for the hikers on the uneven, rocky terrain.” (metaphor)
   - “The sharp edges of the rocks were like daggers, threatening the tired feet of the backpackers.” (simile)
   - “The man’s backpack clung to his body despite the rough ride.” (personification)
**Guided Practice**

1. Place students in groups.
2. Project Guided Practice Photographs (RL.3.4-4.4) or pass out a set of pictures to each group.
3. Pass out Guided Practice Figurative Language Cards to each group.
4. Explain to students that each picture has five cards with phrases that describe a detail in the picture. Have students separate the task cards for each photograph.
5. Guide students to match the figurative language sentences with each type of figurative language.
6. Rotate around the room assisting each group as needed.
7. Review as a class.

   **Note:** Provide students with a copy of the Figuratively Speaking Language Chart at their tables (Handout RL.3.4-4.4.3) as an additional reference.

**Independent Practice**

1. Write the sentences (below) on the board.
2. Allow students to work with partners to match the literary term with the example given. Students will write the literary term that goes with each example.
3. Students will record the sentences in the Figurative Language Graphic Organizer (Handout RL.3.4-4.5). Terms: simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, imagery, idiom
   - “My food loves to prance, to jump, to dance.” (personification)
   - “With a smell of steaks in passageways.” (imagery)
   - “It is raining cats and dogs.” (hyperbole)
   - “She sells seashells by the seashore.” (alliteration)
   - “You are as pretty as a June bug.” (simile)
   - “You are a pain in the neck.” (idiom)
   - “The bacon sizzled, and the timer dinged.” (onomatopoeia)
   - “Be careful, soup is a boiling pot of lava.” (metaphor)

**Reflection and Closing**

1. Turn and talk: “Why is it helpful to know different types of literary devices?”
2. Allow for student think time, then allow students to discuss at their table groups.
3. Discuss student responses as a class.
**CENTER TITLE**  
**FIGURATIVE LANGUAGE SORT**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.4         | • Figurative Language Sorting Cards  
• Figuratively Speaking Language Chart (Handout RL.3.4-4.3)  
• Literary Devices Graphic Organizer | 1. Students will work as a group to sort the Figurative Language sorting cards. Students are to reference the Anchor Charts if needed.  
2. Check answers by looking in the corner on the back of the card.  
3. Record an example of each literary device on the graphic organizer.  
4. Early finishers: Create your own example for each device. |

**Center Accountability**  
Completed Chart

**HANDOUTS FOR LESSON**

- **RL.3.4-4.1** What Is Figurative Language? Anchor Chart Example  
- **RL.3.4-4.2** Vocabulary Lesson Figurative Language Anchor Chart  
- **RL.3.4-4.3** Figuratively Speaking Language Chart  
- **RL.3.4-4.4** Guided Practice Photographs  
- **RL.3.4-4.5** Figurative Language Graphic Organizer
What Is Figurative Language Anchor Chart Example

<table>
<thead>
<tr>
<th>FIGURATIVE LANGUAGE</th>
<th>SIMILE</th>
<th>METAPHOR</th>
<th>HYPERBOLE</th>
<th>PERSONIFICATION</th>
<th>ALLITERATION</th>
<th>ONOMATOPOEIA</th>
<th>IDIOM</th>
<th>ALLUSION</th>
<th>OXYMORON</th>
</tr>
</thead>
<tbody>
<tr>
<td>When words mean something other than their LITERAL meaning.</td>
<td>A comparison of two unlike things using <strong>LIKE</strong> or <strong>AS</strong>.</td>
<td>A comparison of two unlike things that says one thing is another.</td>
<td><strong>EXAGGERATION</strong> that can't possibly be true.</td>
<td>Giving human qualities to nonhuman things.</td>
<td><strong>The repetition of the same initial consonant sound.</strong></td>
<td>Words whose sounds suggest their meaning.</td>
<td>A group of words whose meaning isn't understood from their literal meaning.</td>
<td>A reference to a famous person, place, or event.</td>
<td>A phrase whose words contradict each other with opposite meanings.</td>
</tr>
<tr>
<td></td>
<td><strong>My brothers are as loud as cymbals clanging together.</strong></td>
<td><strong>The new baby was a bundle of joy.</strong></td>
<td><strong>It felt as if I had walked a million miles to school.</strong></td>
<td><strong>The morning sun smiled down on me as I walked to the bus.</strong></td>
<td><strong>He helped her hurt head heal.</strong></td>
<td><strong>A snowball WHOOSHED past my ear during the snowball fight.</strong></td>
<td><strong>After we won the soccer game, my team was on cloud 9.</strong></td>
<td><strong>The gold medal winner was a Cinderella Story.</strong></td>
<td><strong>The old green couch was really pretty ugly.</strong></td>
</tr>
</tbody>
</table>
Figurative Language:

- **Simile** uses the words like or as to compare two things.
  - Her heart was as cold as ice.

- **Metaphor** compares two things by saying one is the other.
  - She is a walking encyclopedia.

- **Hyperbole** is an exaggeration.
  - I have a million things to do!

- **Onomatopoeia** is a sound word.
  - BEEP RING BANG

- **Personification** gives human qualities to objects or things.
  - The angry sea swallowed the tiny ship.
# Figuratively Speaking

## Examples of Figurative Language

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
</table>
| Idiom        | An expression that has a different meaning than the words being used        | A piece of cake  
Give it a shot                                                    |
| Onomatopoeia | Words that imitate natural sounds                                            | FIZZ                                                                   |
| Metaphor     | A phrase that compares two things that are not alike                         | My room is a disaster area  
Time is money                                                         |
| Simile       | A type of metaphor that compares two unlike things using the words “like” or “as” | Sly as a fox  
Brave as a lion  
Eyes shine like the moon                                         |
| Hyperbole    | A phrase that exaggerates an idea or event                                  | This suitcase weighs a ton  
I have a million things to do.                                  |
| Cliché       | An overused phrase that has a different meaning than the words being used   | In the nick of time  
That took forever  
Quick as lightning                                                |
| Alliteration | A sentence or phrase that creates a musical flow using words that have the same beginning sound | Sally sells seashells by the seashore. |
| Personification | a phrase that shows a thing, idea, or animal with human characteristics | The wind whispered through the grass  
The flowers danced in the breeze. |
Handout RL.3.4-4.4: Guided Practice Photographs
Name ___________________________ Date ________________

**RL 3.4 FIGURATIVELY SPEAKING**

**Directions:** After sorting the types of figurative language, create your own phrase for each type. See the Figuratively Speaking Anchor Chart as a reference.

<table>
<thead>
<tr>
<th>Idiom</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Onomatopoeia</td>
<td></td>
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<tr>
<td>Metaphor</td>
<td></td>
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<tr>
<td>Simile</td>
<td></td>
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<tr>
<td>Hyperbole</td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td></td>
</tr>
<tr>
<td>Personification</td>
<td></td>
</tr>
<tr>
<td>Imagery</td>
<td></td>
</tr>
</tbody>
</table>
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**ESTIMATED TIME**
20 minutes

**LESSON TARGET(S)**
Use the meanings of words and phrases to determine the meaning of the text.

**TEXT(S)**
“The Noisiest Cat” (Lexile Level 520L) and question set (Lexile Level 520L) from ReadWorks.org

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
1. Can you tell me what this word or phrase means?
2. What do you think the author is trying to say when he/she uses that phrase?
3. How do strategic readers create meaning from informational and literary text?
4. What strategies and resources does the learner use to figure out unknown vocabulary?
5. Why learn new words?
6. How does interaction with text provoke thinking and response?

**RESOURCES AND MATERIALS**
- Wondering What A Word Means Anchor Chart
- Figurative Language Anchor Chart
- Figurative Language Graphic Organizer

**TEXT DEPENDENT WRITING PROMPT**
After reading, “The Noisiest Cat,” how does the author use figurative language to describe Roger the cat and the ways he keeps the main character, Melissa, awake at night? Be sure to include at least three different examples of figurative language used in the passage.

**INSTRUCTIONAL PLAN**

Understanding Lesson Purpose and Student Outcomes

- I can use the meanings of words and phrases to determine the meaning of the text.

Academic Vocabulary Instruction

1. Review all vocabulary on the word wall from Days 1-4.
2. Review the hand motions and student-friendly definitions for each word.
3. Use word wall games (“I Spy,” “Hot Seat,” “Categories,” etc.) to engage students with vocabulary as a review.

Making a Connection

We have learned about literal and figurative language. Today we will take what we have learned about figurative language and apply it to a text that uses an array of literary devices.
**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statement with students. Have students recite the statements to a partner.
2. Review the Figurative Language Anchor Chart and Determining the Meaning Anchor Chart with students (Handout RL.3.4-4.1 and Handout RL.3.4-5.1).
3. Set the purpose for the lesson: “Today we will read a text full of figurative language. We will read the text as a class and practice determining the meaning of unknown figurative phrases to help us better understand the passage.”

**Guided Practice**

1. Pass out the text, “The Noisiest Cat,” the Figurative Language Graphic Organizer (RL.3.4-5.2) and highlighters.
2. Echo read the entire passage once for fluency and comprehension.
3. Chorally reread the text. After each paragraph, stop to have students identify any potential figurative language. As students spot any type of literary device, instruct them to highlight.
4. After reading, students will choose at least 3 of the literary devices they highlighted and complete the Figurative Language Graphic Organizer with a partner.
5. Encourage students to explain how the figurative language contributes to the passage. Guide discussion (point to identify and mention that the figurative language provides more vivid details, gives a better picture about what is happening in the text, and tells the reader more about the characters, etc.).
   - Paragraph 1: “He was the fattest cat in town” (hyperbole/metaphor)
   - Paragraph 3: “The cat loves you so much” (personification)
   - Paragraph 6: “Roger would sit outside her door perched like a hen on an egg” (simile)
   - Paragraph 11: “She put Roger out into the hall where he started his song again” (personification)
   - Use of the word “yowl” (onomatopoeia)

**Independent Practice**

1. Introduce the text-dependent writing prompt to students: After reading, “The Noisiest Cat”, how does the author use figurative language to describe Roger the cat and the ways he keeps the main character, Melissa, awake at night? Be sure to include at least three different examples of figurative language used in the passage.
2. Encourage students to follow established writing routine (RACES, 4-Square etc.) to complete the prompt.
3. After completion, allow students to share their paragraphs with a partner.

Note: Guide students through the writing process as much as needed based on student ability.

Note: Incorporate any currently established writing routine/ strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)
**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

---

**Reflection and Closing**

1. Conduct a turn and talk. At their table groups, have students share their favorite literary device and why. Have students explain what their favorite literary device does for a passage.
2. Discuss student responses as a class.

---

**HANDOUTS FOR LESSON**

- **RL.3.4-4.2** Figurative Language Anchor Chart
- **RL.3.4-5.1** Wondering What a Word Means Anchor Chart Example
- **RL.3.4-5.2** Figurative Language Graphic Organizer
Wondering what a word means?

Dare to Prepare

Read around the word

Look at text features

Think about word parts

Choose a substitute

Is it an M & M word?

I know...

word

I know...

unhappy

what makes sense?

which one?
### RL 3.4 FIGURATIVE LANGUAGE GRAPHIC ORGANIZER

Directions: After sorting the types of figurative language, create your own phrase for each type. Use the Figuratively Speaking Anchor Chart as a reference.

<table>
<thead>
<tr>
<th>Phrase from the text:</th>
<th>Literal Meaning:</th>
<th>Figurative Meaning:</th>
<th>Evidence from the text:</th>
<th>Type of Literary Device:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**MCCRS ELA STANDARD**

**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS Related to the Standard</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story</strong></td>
<td>An account of imaginary or real people and events told for entertainment</td>
<td>A real or made-up narrative that describes events</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>A piece of writing that tells a story and is performed on stage</td>
<td>A story acted out</td>
</tr>
<tr>
<td><strong>Poem</strong></td>
<td>A piece of writing that usually has figurative language and that is written in separate lines that often have repeated rhythm and sometimes rhyme</td>
<td>A type of writing that attempts to stir a reader's imagination or emotions through figurative language, usually separated into stanzas</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td>A main division of a book</td>
<td>Small sections of a story that typically have a number or title</td>
</tr>
<tr>
<td><strong>Stanza</strong></td>
<td>A smaller unit, usually a grouping of two or more lines, separated by a space</td>
<td>A group of lines in a poem</td>
</tr>
<tr>
<td><strong>Scene</strong></td>
<td>In a drama, a division of an act in a play during which the action takes place in a single place without a break in time</td>
<td>Parts of a play or drama that build upon each other with events or actions</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>How the author organizes their ideas and the text as a whole</td>
<td>How written text is organized</td>
</tr>
<tr>
<td><strong>Sections</strong></td>
<td>Any of the more or less distinct parts into which something is divided</td>
<td>Separate parts of a text</td>
</tr>
<tr>
<td><strong>Relate</strong></td>
<td>To tell or give an account of an event, circumstance, etc.</td>
<td>To show or make a connection between the parts to the whole text</td>
</tr>
<tr>
<td><strong>Successive</strong></td>
<td>Following one after another in a series</td>
<td>To show how each part of a text builds on earlier sections</td>
</tr>
<tr>
<td><strong>Refer</strong></td>
<td>Make a reference to</td>
<td>To look back at something</td>
</tr>
<tr>
<td>ESTIMATED TIME</td>
<td>LESSON TARGET(S)</td>
<td></td>
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<tr>
<td>----------------</td>
<td>-----------------</td>
<td></td>
</tr>
</tbody>
</table>
| 30 minutes     | • Understand that stories include a beginning, middle, and end.  
|                | • Understand that longer stories are organized by chapters.  
|                | • Understand that each chapter contributes to the whole text.  |

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| You may use any passage and chapter book. | 1. What do authors include when writing stories?  
|        | 2. Why are stories divided into chapters?  
|        | 3. What is the difference between a passage and a chapter book?  |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • One-page Passage (teacher’s choice)  
| • Storybook/Picture Book (teacher’s choice)  
| • Chapter Book (teacher’s choice)  
| • Anchor Chart Paper  
| • Markers  
| • Vocabulary Graphic Organizer/Chart (RL.3.5 - 1.1)  
| • Story Strategy Anchor Chart (RL.3.5 - 1.2) | N/A |

**INSTRUCTIONAL PLAN**

Understanding Lesson Purpose and Student Outcomes

- I can recognize that stories have a beginning, middle, and end.
- I can recognize that stories are organized into chapters, and each chapter contributes to the text as a whole.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Academic Vocabulary Instruction

1. Create a three-columned anchor chart with the following headings in each column: word, definition, and example (Handout RL.3.5-1.1).

2. Introduce the following words: *chapter, contribute, stories, parts, summary/summarize, beginning, middle, end and text* using student-friendly definitions and hand motions. (Suggested hand motions: *chapter* – open hands like a book, then pretend to flip through pages; *contribute* – put both hands together like a book and move them forward, as if offering something; *stories* – cup hands like a book, pretend to read; *parts* – put hands together in a block shape and move from left to right as if stacking blocks side by side; *summary/summarize* – use pointer fingers on both hands to draw a large rectangle, then use pointer and thumb on each hand to “chunk” within the large rectangle; *beginning* – hold up one finger; *middle* – hold up two fingers; *end* – hold up three fingers; *text* – hold one hand flat like paper and use the pointer finger on writing hand to “scribble” on the paper.)

3. Place students in pairs. For each word taught, have students tell their partners the word 5 times while making the motion, tell one another the definition of each word, use each word in a sentence, and sky write each word.

4. Add the words to the word wall.

### Making a Connection

(Display a one-page passage, a storybook, and a chapter book.) What do you all see in front of you? (Allow wait time, then randomly select students to answer). What is similar between the three texts? (Allow for think time, then have students tell a partner.) What is different between the three texts? (Allow for think time, then have students tell a partner. Randomly call on students to share their thoughts.) This week we will look at different types of texts, and we will discuss how text types are different.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I Can” statements with students. Have students say the statements to a partner.

2. Remind students they have been reading stories and passages since learning how to read. Draw students’ attention to the passage, storybook, and chapter book. Tell students the three types of texts are written to tell a story, although they have different text structures.

3. Model a think-aloud to make observations about a passage versus a chapter book without giving too much away (passage is shorter, chapter books are longer and broken into explicit sections).
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Break students into groups of 3-4.</td>
<td>1. Pass out either a passage, a storybook, or a chapter book to each student.</td>
</tr>
<tr>
<td>2. Pass out sample passages and chapter books to each group of students.</td>
<td>2. Have students work independently to identify characteristics about the text in front of them based on the anchor chart (Handout RL.3.5-1.2).</td>
</tr>
<tr>
<td>3. Direct students to discuss how the three different text types are similar and different. Allow students to have group discussions about the characteristics of each.</td>
<td>3. Students will record their thoughts and turn it in as an exit ticket (on notebook paper, index card or sticky note).</td>
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<tr>
<td>4. Discuss the group findings as a class.</td>
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<tr>
<td>5. Record student comments on a jot list.</td>
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<tr>
<td>6. Use the jot list to create a Story Anchor Chart (Handout RL.3.5-1.2) in which they document steps to take to determine if a text is a passage or chapter book.</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection and Closing**

1. Encourage students to turn and talk about a text they may know that is either a chapter book or a passage to help build connections and their background knowledge.
2. Share and discuss student responses with the class.

**Handouts for Lesson**

- **RL.3.5-1.1** Vocabulary Graphic Organizer/Anchor Chart
- **RL.3.5-1.2** Story Anchor Chart
**Name ___________________________ Date ______________**

### RL 3.5 VOCABULARY GRAPHIC ORGANIZER

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
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<tbody>
<tr>
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</tbody>
</table>
What Kind of Story is this?

<table>
<thead>
<tr>
<th>Passage</th>
<th>Chapter Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Beginning, middle, end</td>
<td>□ Beginning, middle, end</td>
</tr>
<tr>
<td>□ Divided into paragraphs</td>
<td>□ Divided into chapters which include paragraphs</td>
</tr>
<tr>
<td>□ Paragraphs build on each other</td>
<td>□ Chapters build on each other</td>
</tr>
<tr>
<td>□ Includes characters</td>
<td>□ Includes characters</td>
</tr>
<tr>
<td></td>
<td>□ Longer than a passage</td>
</tr>
</tbody>
</table>

RL.3.5
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>Understand that parts contribute to the whole text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| *Because of Winn Dixie* by Kate DiCamillo (Lexile Level 670L) | 1. What happened in the beginning of Chapter 1?  
2. What happened in the middle of Chapter 1?  
3. What happened in the end of Chapter 1?  
4. What happened in the beginning of Chapter 2?  
5. What happened in the middle of Chapter 2?  
6. What happened in the end of Chapter 2? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Vocabulary Anchor Chart  
• Beginning, Middle, & End (B, M, & E) Anchor Chart  
• Markers  
• Sticky Notes  
• Index Cards  
• Vocabulary Roll-A-Dice  
• Story Elements Graphic Organizer | N/A |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can understand that parts contribute to the whole text.
- I can provide references to parts of stories when writing about a text.

**Academic Vocabulary Instruction**

1. Review academic vocabulary words introduced on Day 1 with students by playing Vocabulary Roll-A-Word (Handout RL.3.5-2.1) as a large group.
2. Have students take turns rolling a dice and follow the instructions for the number they rolled. (Example: If they roll a 1, they give a definition. If they roll a 2, they give a synonym.)

*Note: Word tasks can be modified depending on the word and students’ abilities.*
Making a Connection

Yesterday we discussed the similarities and differences between a passage, a storybook, and chapter book. Who can give specific details from yesterday’s lesson? (Allow for think time, then randomly call on students to share.)

Anticipatory Set/Introduction to the Lesson

1. Review the “I Can” statements with students. Have students tell a partner.
2. Hold up the book Because of Winn Dixie and ask students to use the characteristics of the text to determine if this particular text is a passage or chapter book.

Guided Practice

1. Introduce the Beginning, Middle, and End Anchor Chart (Handout RL.3.5-2.3).
2. Review with students the type of events that typically happen in the beginning, middle, and end of a story (ex. Setting, characters, and the plot are introduced in the beginning, events that address the problem happen in the middle, and the solution usually happens at the end).
3. Read Chapter 1 to students, then break them up into groups of 3-4 to read Chapter 2 together. Provide assigned “stop” points to ask text-dependent questions to check for understanding.
4. During reading, ask text-dependent questions that assist with breaking down the parts of the story: Where does the story first take place? What characters are in the grocery store? What events happen? How does Winn-Dixie end up with Opal? What is the setting in chapter 2? What characters are present?
5. After reading chapters 1 & 2, invite students to retell what happens in the beginning, middle, and end of each chapter to a partner.
6. Have students record answers on sticky notes and place on the B, M, E Anchor Chart.

Independent Practice

1. Allow students to work in partners and small groups.
2. Ask students to complete the Story Elements Graphic Organizer (Handout RL.3.5-2.2) with information from chapters 1 & 2. Note: Students will not complete the bottom portion of the organizer until Day 3 (How does chapter 2 build on chapter 1?)
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reflection and Closing

1. Divide students into groups of 4 or 5.
2. Give each student a part of Chapter 1 or 2 written on an index card.
3. Have groups discuss if this particular event happened in the beginning, middle, or end of the text and how it relates to the other story parts.
4. Groups will share their answers with the class, explaining how they determined which part of the text their section came from.

CENTER ACTIVITY  RETELL A STORY - FCRR

Focus standard  RL.3.5
Additional Standard(s): RL.3.1

Materials
- FCRR Activity C.008 - Retell Rings
- Stories with chapters (teacher’s choice based on students’ independent reading levels)
- Recording Sheet

Note: This center can be used at teacher’s discretion throughout the unit.

Student Procedure
1. Students answer questions from retell rings about their story.
2. Students record their answers on the recording sheet.

Center Accountability  Recording Sheet

HANDOUTS FOR LESSON

- RL.3.5-2.1 Vocabulary Roll-A-Word
- RL.3.5-2.2 Story Elements Graphic Organizer
- RL.3.5-2.3 Beginning, Middle, End Anchor Chart
**RL 3.5  VOCABULARY ROLL-A-WORD**

Directions: Use your vocabulary words for this game. Roll a die and complete the activity for the number you roll. Continue with the rest of your words.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Write the definition of your word.</td>
</tr>
<tr>
<td>2</td>
<td>Write a synonym for your word.</td>
</tr>
<tr>
<td>3</td>
<td>Write an antonym for your word.</td>
</tr>
<tr>
<td>4</td>
<td>Draw a picture of your word.</td>
</tr>
<tr>
<td>5</td>
<td>Write the part of speech of your word.</td>
</tr>
<tr>
<td>6</td>
<td>Write a sentence for your word.</td>
</tr>
<tr>
<td>Name ________________________________</td>
<td>Date ____________________</td>
</tr>
</tbody>
</table>

**RL 3.5 STORY ELEMENTS GRAPHIC ORGANIZER**

Title (Read a story with chapters.): _____________________________________________

<table>
<thead>
<tr>
<th>Describe the first chapter.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the second chapter.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

How does the second chapter build upon the first chapter?
**RL 3.5  BEGINNING, MIDDLE, END GRAPHIC ORGANIZER**

Title (Read a story with chapters.): __________________________________________

<table>
<thead>
<tr>
<th>PARTS OF A STORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>End</td>
</tr>
</tbody>
</table>
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

Understand that chapters relate to one another, and each chapter builds upon the previous one.

TEXT(S)

*Because of Winn Dixie* by Kate DiCamillo (Lexile Level 670L)

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. How did chapters 1 and 2 of *Winn Dixie* relate to each other?
2. How did chapter 2 build upon chapter 1?

RESOURCES AND MATERIALS

- Story Graphic Organizer
- Index Cards
- "Somebody, Wanted, But, So, Then" Anchor Chart
- Vocabulary Roll-A-Word

TEXT DEPENDENT WRITING PROMPT

You have read chapters 1 and 2 of *Because of Winn Dixie*. Do you agree with the father’s decision to let Opal keep Winn Dixie? Why or why not? Use evidence from the text to support your answer.

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can describe how chapters relate to each other.

Academic Vocabulary Instruction

1. Review the Vocabulary Anchor Chart (Handout RL.3.5-1.1) from Day 1 using the Vocabulary Roll-A-Dice game (Handout RL.3.5-2.1).
2. Optional: Review the student-friendly definitions and hand motions or play a word wall game.

Making a Connection

Yesterday, we learned that parts of a text contribute to the text as a whole. Today, we will learn how chapters relate to one another and how each chapter builds upon the previous one.

Anticipatory Set/Introduction to the Lesson

1. Provide each student with three index cards, one labelled “B,” one labelled “M,” and one labelled “E.”
2. Tell parts of chapters 1 and 2 from the story *Because of Winn Dixie*.
3. Direct students to hold up the correct index card to review what happened and when it happened in chapters 1 & 2.
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Guided Practice**

1. Introduce the "Somebody, Wanted, But, So, Then" summarizing strategy. Display the Anchor Chart (RL.3.5-3.1) to assist with the introduction of the strategy.
2. Reread chapters 1 and 2 by chorally reading as a class or having students partner read.
3. Stop and discuss text dependent questions: What was the setting in chapter 1? How did Opal end up with Winn Dixie? Who is the preacher? What detail in chapter 2 explains why Opal went to the grocery store in chapter 1? What details in chapters 1 and 2 tell us that Winn-Dixie is a stray? What does the preacher decide to do about Winn Dixie? What happened in chapters 1 and 2 that led to Winn-Dixie joining the family?
4. After reading, discuss the "Somebody, Wanted, But, So, Then," summarizing strategy to assist with how chapter 1 builds on chapter 2.

*Note: You may have to model the first few stems.*

**Independent Practice**

1. Instruct students to answer the last question in the graphic organizer based on chapters 1 & 2 (Handout RL.3.5-2.2).
2. Students may work with a partner.

**Writing Extension** (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): You have read chapters 1 and 2 of Because of Winn Dixie. Do you agree with the father's decision to let Opal keep Winn Dixie? Why or why not? Use evidence from the text to support your answer.

*Note: Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)*

**Reflection and Closing**

1. Turn and talk: “Based on what happened in chapter 2, predict what you think will happen in chapter 3.”
2. Have students record their predictions on an index card and submit as an exit ticket.

---

**CENTER TITLE**

**STORY BOOK - FCRR**

**Focus standard**

RL.3.5

**Additional Standard(s):**

RL.3.1

**Materials**

- Stories with Paragraphs and/or Chapters
- FCRR Activity C.004 - Story Book

*Note: This center can be used at teacher’s discretion throughout the unit.*

**Student Procedure**

Students complete graphic organizer after reading a chapter book.

**Center Accountability**

Graphic Organizer
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

HANDOUTS FOR LESSON

- **RL.3.5-2.1** Vocabulary Roll-A-Word
- **RL.3.5-2.2** Story Graphic Organizer
- **RL.3.5-3.1** "Somebody, Wanted, But, So, Then" Anchor Chart
**Somebody**
- Who is the main character?

**Wanted**
- What did the character want?

**But**
- What was the problem?

**So**
- How did the character try to solve the problem?

**Then**
- What was the resolution to the problem?
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**ESTIMATED TIME**
30 minutes

**LESSON TARGET(S)**
- Identify similarities and differences between dramas and stories.
- Understand that scenes build upon each other and contribute to the whole text.

**TEXT(S)**
- *Because of Winn Dixie* by Kate DiCamillo (Lexile Level 670L)
- *Because of Winn Dixie* Reader's Theater Script (Lexile Level 670L)

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
1. How are stories and dramas alike/different?
2. How are dramas organized?
3. Why are dramas divided into scenes?

**RESOURCES AND MATERIALS**
- Drama Strategy Anchor Chart

**TEXT DEPENDENT WRITING PROMPT**
N/A

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**
- I can understand that dramas include scenes.
- I can understand that scenes in a drama build upon each other and contribute to the whole text.

**Academic Vocabulary Instruction**

1. Create a three-columned anchor chart with the following headings: word, definition, and example (Handout RL.3.5-1.1).
2. Introduce the following words: *drama*, *contribute* (review), *scenes*, and *parts* using student-friendly definitions and hand motions. (Suggested hand motions: *drama* – dramatically flash both hands up beside each side of the face; *contribute/review* – put hands out, palms up, and move back and forth between yourself and someone else; *scenes* – use hands to pantomime closing a movie clapperboard; *parts* – point to self and two other people to represent different roles/actors in a movie or play.)
3. Place students in pairs. For each word taught, have students tell their partners the word 5 times using the student-friendly definitions and hand motions, use each word in a sentence, and sky write each word.
4. Add the words to the word wall.
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Making a Connection

Over the past few days, we have learned that stories contain parts which include a beginning, middle, and end. These parts contribute to the whole text. Today, we will work with dramas. Dramas are very similar to stories. Dramas and stories both have parts. However, those parts are called chapters in stories, and they are called scenes in dramas. Just like chapters in a story, scenes in a drama contribute to the larger text. Also, both dramas and stories have characters, settings, and plots.

Note: For similarities and differences, refer to the included anchor chart for each (Handout RL.3.5-4.1, RL.3.5-1.2)

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students paraphrase the “I can” statements in their own words.
2. Hold up the novel, *Because of Winn Dixie*, and ask students how they know it is written in story form.
3. Hold up the script for the reader’s theatre version of *Because of Winn Dixie*.
4. Prompt students into recognizing that it isn’t written in the same structure.
5. Use a think-aloud to model observations about the differences as needed.

Guided Practice

1. Review parts of a story with students.
2. Display the reader’s theatre script.
3. Encourage students to have partner or group discussions to discuss what they notice about the structure of a script in contrast to the structure of a story. Encourage students to write down their ideas to use later in discussion.
4. Conduct a group discussion to explore students’ findings.
5. Make a jot list with the information from these discussions.
6. Have students assist in creating a Drama Strategy Anchor Chart (RL.3.5-4.1) that gives information on how to tell if a text is a story or drama based on its structure.

Independent Practice

1. Ask students to complete individual T-Charts on stories vs. dramas (Handout RL.3.5-4.2).

Reflection and Closing

1. Provide each student with either a story or drama.
2. Exit ticket: Have students document whether they were given a story or a drama and how they know based on the characteristics of the text.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### HANDOUTS FOR LESSON

- **RL.3.5-4.1** Drama Strategy Anchor Chart
- **RL.3.5-4.2** Stories vs. Drama T-Chart
Is this text a drama?

- [x] Beginning, middle, and end
- [x] Divided into scenes
- [x] Includes characters
- [x] Scenes build on each other
- [x] Meant to be acted out in front of an audience
- [x] Characters' names are in bold which tells them when to speak and what to say

RL.3.5
**RL 3.5  STORIES vs. DRAMA T-CHART**

<table>
<thead>
<tr>
<th>STORY CHARACTERISTICS</th>
<th>DRAMA CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ESTIMATED TIME
30 minutes

LESSON TARGET(S)
- Understand that dramas include scenes.
- Understand that scenes and individual sentences within the scenes contribute to the whole text.

TEXT(S)
Because of Winn Dixie by Kate DiCamillo (Lexile Level 670L)

Because of Winn Dixie Reader’s Theater Script (Lexile Level 670L)

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. How are dramas organized?
2. Why are dramas divided into scenes?
3. How does scene 2 build upon scene 1?
4. How does Opal’s life change at the end of Scene 1?
5. After reading scene 3, what are some other examples of how Opal’s life changed?
6. How does Winn Dixie help Opal make a friend in scene 3?

RESOURCES AND MATERIALS
- Drama Strategy Anchor Chart
- Drama Graphic Organizer Anchor Chart
- Index Cards
- Sticky Notes
- Markers

TEXT DEPENDENT WRITING PROMPT
N/A

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes
☐ I can understand that scenes in a drama build upon each other and contribute to the whole text.
☐ I can understand that dramas include scenes that contribute to the whole text.

Academic Vocabulary Instruction
1. Review all vocabulary words from days 1-4 on the word wall.
2. Optional review activities: Create a Frayer Model (Handout RL.3.5-5.1) for the word drama (suggested box labels: definition, sentence, characteristics, non-characteristics). In the Frayer Model, include the vocabulary words scenes, chapters, build, and dialogue.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Making a Connection

We have learned that all texts contain parts that contribute to the whole text. Dramas contain scenes which build upon the understanding of the whole text. Today we will continue to learn about how scenes build upon one another.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students recite the statements with a partner.
2. Display or distribute copies of scene 1 and examine it with students (Handout RL.3.5-4.3).
3. Reference the Strategy Chart (Handout RL.3.5-4.1) created on day 4.
4. Encourage students to use the chart to explain why this text is a drama.

### Guided Practice

1. Assign parts to students and read through scene 1.
   Note: Assign multiple students to chorally read the same part so all students are engaged in the reading of the text.
2. Ask text-dependent questions: “Why was Opal at the grocery store? How does Opal meet Winn Dixie? Where does she get the name ‘Winn Dixie’?”
3. Chorally read through scene 2 with students.
4. Ask text-dependent questions, specifically focusing on how scene 2 builds upon scene 1: “What does Opal plan to do when she gets home? What does Opal plan to do with Winn Dixie? How does scene 2 add to the events in scene 1?”
5. Have students assist with filling in a Drama Graphic Organizer (Handout RL.3.5-5.2) that depicts how scene 2 builds upon Scene 1.

### Independent Practice

1. Place students in partner groups.
2. Instruct students to read scene 3 and scene 4.
3. Have students work in their partner groups to complete the Drama Graphic Organizer (Handout RL.3.5-5.2).

### Reflection and Closing

1. Give students an index card labeled Scene 2, Scene 3, or Scene 4.
2. Encourage students to describe how their scene builds upon scene 1.
3. Discuss student responses in whole group.

### Handouts for Lesson

- **RL.3.5-4.1** Drama Strategy Anchor Chart
- **RL.3.5-5.1** Frayer Model Graphic Organizer
- **RL.3.5-5.2** Drama Graphic Organizer
FRAYER MODEL

Definition

Sentence

Characteristics

Non-Characteristics
Name __________________________________________ Date ______________________

**RL 3.5 DRAMA GRAPHIC ORGANIZER**

Title (Must be a drama with scenes.): _____________________________________________

<table>
<thead>
<tr>
<th>What happens in the first scene?</th>
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</table>

<table>
<thead>
<tr>
<th>What happens in the second scene?</th>
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<tbody>
<tr>
<td>How does the second scene build upon the first scene?</td>
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</table>

<table>
<thead>
<tr>
<th>What happens in the third scene?</th>
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<tbody>
<tr>
<td>How does the third scene build upon the previous scene?</td>
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</table>

<table>
<thead>
<tr>
<th>What happens in the fourth scene?</th>
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</thead>
<tbody>
<tr>
<td>How does the fourth scene build upon the previous scene?</td>
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</tbody>
</table>
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

Write about a drama, referencing parts such as scenes.

TEXT(S)

*Because of Winn Dixie* by Kate DiCamillo (Lexile Level 670L)

*Because of Winn Dixie* Reader's Theater Script (Lexile Level 670L)

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. How are dramas organized?
2. Why are dramas divided into scenes?
3. How does scene 2 build upon scene 1?
4. How does Opal's life change at the end of Scene 1?
5. After reading scene 3, what are some other examples of how Opal's life changed?
6. How does Winn Dixie help Opal make a friend in scene 3?

RESOURCES AND MATERIALS

- Drama Strategy Anchor Chart
- Drama Graphic Organizer
- Chart Paper
- Index Cards
- Sticky Notes
- Markers

TEXT-DEPENDENT WRITING PROMPT

You have read scenes 1-4 of *Because of Winn Dixie* (reader's theater version). Write an essay that describes how Winn Dixie changes Opal's life from scene 1 to scene 4. Be sure to include evidence from the text to support your writing.

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can reference parts of a drama using terms such as *scenes* when writing about a text.
☐ I can understand how scenes build on one another in a drama.

Academic Vocabulary Instruction

1. Orally review Day 4 vocabulary with students.
2. Play the word wall game, “Hot Seat.”
3. Randomly call on a student. The student does not know which word is chosen.
4. The rest of the class chooses a word.
5. The chosen student must ask questions to figure out the vocabulary word. As the student asks questions, classmates can answer.
6. Play until the student guesses the correct word.
7. Repeat two more times with two new words and students.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Making a Connection

We have been reading a Reader’s Theatre version of *Because of Winn Dixie*. With a partner, discuss what you enjoy about reading a drama version of this text versus a story version (allow for turn-and-talk time). Who can give a recap of the story elements and events so far in scenes 1-4? (Allow for think time, then have students share in a class discussion.)

### Anticipatory Set/Introduction to the Lesson

1. Review “I can” statements with students. Allow them to recite the statements to a partner.
2. Review the Drama Strategy Anchor Chart (Handout RL.3.5-4.1) and Drama Graphic Organizer (Handout RL.3.5-5.2).
3. Set purpose for the lesson: Explain that students will revisit scenes 1-4 and determine how Opal’s life changed based on events in each scene. After a group activity, students will complete a writing prompt.

### Guided Practice | Independent Practice

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Divide students into groups.</td>
<td>1. Introduce the text dependent writing prompt: “You have read scenes 1-4 of Because of Winn Dixie (reader’s theater version). Write an essay that describes how Winn Dixie changes Opal’s life from scene 1 to scene 4. Be sure to include evidence from the text to support your writing.”</td>
</tr>
<tr>
<td>2. Each group will be assigned two scenes of the drama (ex. scene 1 and scene 2, scene 1 and scene 3, scene 2 and scene 4, etc.).</td>
<td>2. Encourage students to use the new jot list to answer the text-dependent writing prompt.</td>
</tr>
<tr>
<td>3. Instruct students to work in groups to create a jot list (on chart paper) about how Opal’s life changed in their specified scenes because of Winn Dixie.</td>
<td><em>Note: The teacher may choose to use this as a shared writing, group writing, partner writing, or independent writing lesson based on the developmental writing level of students in the class. Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)</em></td>
</tr>
<tr>
<td>4. After groups have completed their charts, host a class discussion about group findings.</td>
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<tr>
<td>5. Document class findings on a new jot list.</td>
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</tr>
</tbody>
</table>

### Reflection and Closing

1. Have students take turns in their groups and share one remaining question they have about Opal and the reader’s theater text *Because of Winn Dixie*.
2. Review characteristics of a drama with students.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### CENTER TITLE

**ACT IT OUT**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.3.5</strong></td>
<td>• Books (chapter books and picture books)</td>
<td>1. Students will write a play/drama using a book.</td>
</tr>
<tr>
<td></td>
<td>• Recording sheet (teacher-made)</td>
<td>2. Students will act out their play/drama.</td>
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<td></td>
<td><em>Note: This center can be used at teacher’s discretion throughout the unit.</em></td>
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</tr>
</tbody>
</table>

**Center Accountability**

Recording sheet and presentation

### HANDOUTS FOR LESSON

- **RL.3.5-4.1** Drama Strategy Anchor Chart
- **RL.3.5-5.2** Drama Graphic Organizer
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### ESTIMATED TIME

30 minutes

### LESSON TARGET(S)

- Identify similarities and differences among poems, dramas and stories.
- Understand that poems are divided into stanzas.
- Understand that stanzas build upon each other and contribute to the whole text.

### TEXT(S)

- *Because of Winn Dixie* by Kate DiCamillo (Lexile Level 670L)
- *Because of Winn Dixie* Reader's Theater Script (Lexile Level 670L)
- "Poppy's Jalopy" by Caroline Pignat and text-dependent questions (Lexile Level 920L)

### GUIDING/TEXT-DEPENDENT QUESTION(S)

1. How are stories, dramas, and poems alike/different?
2. How are poems organized?
3. How many stanzas are in this poem? Lines?
4. Why are poems divided into stanzas?

### RESOURCES AND MATERIALS

- Poem Strategy Anchor Chart
- Markers
- Anchor Chart Paper

### TEXT DEPENDENT WRITING PROMPT

N/A

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

- I can understand that poems include stanzas.
- I can understand that stanzas in a poem contribute to the whole text.

#### Academic Vocabulary Instruction

1. Create a three-columned anchor chart with the following headings: word, definition, and example (Handout RL.3.5-1.1).

2. Introduce the following words: *poem, stanza, sections,* and *relate* using student-friendly definitions and hand motions. (Suggested hand motions: *poem* – make a “Shakespearean” pose with one hand on chest, the other in the air; *stanza* – make a “chunking” motion with both hands moving down body; *sections* – use hands to make a V shape; *relate* – move hands back and forth between self and a partner.)
**Academic Vocabulary Instruction (continued)**

3. Place students in pairs. For each word taught, have students say the word 5 times while making the motion, tell one another the student-friendly definitions, use each word in a sentence, and sky write each word.

4. Add the words to the word wall.

**Making a Connection**

Remember that stories and dramas are very similar (have students explain why). Who can name the parts of stories and dramas that contribute to the whole text? (Allow for wait time; answers: chapters and scenes.)

**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statements. Have students recite the statements to a partner.

2. Introduce the idea that the structure of a poem is similar to the structures of stories and dramas.

3. Hold up the novel, *Because of Winn Dixie*, the script for the reader’s theatre version of *Because of Winn Dixie*, and the poem "Poppy's Jalopy".

4. Think aloud and observe that the poem isn’t written in the same structure as the story or drama.

5. Refer to the previously created Strategy Anchor Charts for RL.3.5 to illuminate differences.

**Guided Practice**

1. Review parts of a drama. Have students tell you the parts.

2. Display a large copy of the poem.

3. Place students with a partner or in a group. Have them discuss the difference between the script of a drama versus a poem.

4. After group discussions, have a class discussion to review partner/group findings.

5. Make a jot list based on student feedback from these discussions.

6. Have students assist in creating a Poem Strategy Anchor Chart (Handout RL.3.5-7.1) that gives information on how to tell if a text is a story, drama, or poem based on its structure.

**Independent Practice**

1. Provide each student with either a drama or poem.

2. On an exit ticket (index card, sticky note, notebook paper), instruct students to document which text they received and how they know based on the learned characteristics of each.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Reflection and Closing**

1. Turn and talk: “Why are stories, dramas, and poems broken into parts?”
2. Allow for think time, then have students share and discuss their thoughts as a class.

**HANDOUTS FOR LESSON**

RL.3.5-7.1 Poem Strategy Anchor Chart
Is this text a poem?

- Divided into stanzas/sections
- Beginning, middle, and end
- Includes characters
- Tells a story
- May have rhyme, rhythm, and/or beat
- Builds on earlier stanzas/sections

RL.3.5
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
</table>
| 30 minutes     | • Understand that poems are made up of stanzas.  
• Understand that stanzas and individual sentences within the stanzas contribute to an entire poem. |

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| "Poppy's Jalopy" by Caroline Pignat and text-dependent questions (Lexile Level 920L) | 1. How are poems organized?  
2. Why are poems divided into stanzas?  
3. What is the first stanza about?  
4. What is the second stanza about?  
5. How does the second stanza build upon the first stanza?  
6. What is the third stanza about?  
7. How does the third stanza build upon the previous stanzas? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Poem Strategy Anchor Chart  
• Poem Graphic Organizer  
• "Poppy's Jalopy" by Caroline Pignat  
• Vocabulary Anchor Chart from Day 7  
• Sticky Notes  
• Index Cards  
• Markers  
• Chart Paper | N/A |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can understand that dramas include scenes.  
☐ I can understand that scenes in a drama build upon each other and contribute to the whole text.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Academic Vocabulary Instruction**

1. Review academic vocabulary words introduced on day 7 with students by playing Vocabulary Roll-A-Dice (Handout RL.3.5-2.1).
2. Have students roll dice and follow the instructions for the number they rolled. (Example: If they roll a 1, they give a definition. If they roll a 2, they give a synonym.)

*Note: Word tasks can be modified depending on word and students’ abilities. The teacher will review day 7 vocabulary orally with students.*

**Making a Connection**

We have learned that all texts contain parts that contribute to the whole. Poems contain stanzas, which build upon the understanding of the whole text. Today we will read a poem called “Poppy’s Jalopy” to learn more about poems and stanzas. As we read it, I want you to pay attention to see if you can make a connection between “Poppy’s Jalopy” and Because of Winn Dixie.

*Note: At some point during the lesson, help students make a connection between Because of Winn Dixie and “Poppy’s Jalopy” (similar themes, Winn Dixie was worn and tattered like the jalopy at the beginning of the story, etc.).*

**Anticipatory Set/Introduction to the Lesson**

1. Review “I can” statements with the class. Have students tell the statements to a partner.
2. Set purpose for the lesson. Explain that students will analyze how each stanza builds upon one another.
3. Display or hand out copies of the “Poppy’s Jalopy” poem.
4. Examine poem with students to see what students notice.
5. Reference day 7’s Strategy Chart (Handout RL.3.5-7.1) and ask students to explain how this text is a poem.
6. Instruct students to label the parts that show it is a poem.

**Guided Practice**

1. Assign specific stanzas to groups of students and read through the poem (group 1 read stanza 1, group 2 read stanza 2, etc.).
2. Ask text-dependent questions during reading: How would you describe Poppy’s Jalopy? What is it? How do you know?
3. Reread stanzas 1 and 2.
4. Ask how stanza 2 builds upon stanza 1 and how individual sentences in the poem build upon each other.
5. Instruct students to help fill in a Poem Graphic Organizer on an anchor chart that depicts how each stanza builds upon the previous stanza (Handout RL.3.5-8.1).

**Independent Practice**

2. Have students work in partners or small groups to discuss how each stanza builds upon the previous stanza.
3. Each student group will create their own anchor chart based on the poem graphic organizer (Handout RL.3.5-8.1).
4. Discuss student findings as a class.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reflection and Closing

1. Give students an index card.
2. On the index card, direct students to describe how one portion of a text contributes to the whole text.
3. Encourage students to use an example from a story, drama, or poem they have learned.

HANDOUTS FOR LESSON

RL.3.5-2.1 Vocabulary Roll-a-Word
RL.3.5-7.1 Poem Strategy Anchor Chart
RL.3.5-8.1 Poem Graphic Organizer
Title (Read a poem with stanzas): _________________________________

<table>
<thead>
<tr>
<th>What happens in the first stanza?</th>
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</table>

<table>
<thead>
<tr>
<th>What happens in the second stanza?</th>
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<tr>
<td>How does the second stanza build upon the first stanza?</td>
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<table>
<thead>
<tr>
<th>What happens in the third stanza?</th>
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<tr>
<td>How does the third stanza build upon the previous stanza?</td>
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<thead>
<tr>
<th>What happens in the fourth stanza?</th>
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<tr>
<td>How does the fourth stanza build upon the previous stanza?</td>
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<thead>
<tr>
<th>What happens in the fifth stanza?</th>
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<tr>
<td>How does the fifth stanza build upon the previous stanza?</td>
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<td>-----------------------------------</td>
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</tbody>
</table>
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ESTIMATED TIME
30 minutes

LESSON TARGET(S)
- Understand that poems are made of stanzas
- Understand that stanzas and individual sentences within the stanzas contribute to the whole text.

TEXT(S)
"Poppy's Jalopy" by Caroline Pignat and text-dependent questions (Lexile Level 920L)

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. How are poems organized?
2. Why are poems divided into stanzas?
3. What is the third stanza about?
4. What is the fourth stanza about?
5. What is the fifth stanza about?
6. How does the third stanza build upon the previous stanzas?
7. How does the fourth stanza build upon the previous stanzas?
8. How does the fifth stanza build upon the previous stanzas?

RESOURCES AND MATERIALS
- Poem Graphic Organizer/Handout
- Poem Strategy Anchor chart
- Index cards, sticky notes

TEXT DEPENDENT WRITING PROMPT
You have read "Poppy's Jalopy," a poem about a grandfather and grandchild who go on adventures together in an old, tattered car. Write a poem about an adventure you've had. Be sure to include descriptive details and clear event sequences. Students will then be prepared to discuss how their stanzas build on each other.

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes
- I can understand that poems include stanzas that contribute to the whole text.

Academic Vocabulary Instruction
1. Review academic vocabulary words introduced on day 7 with students by playing Vocabulary Roll-A-Dice (Handout RL.3.5-2.1).
2. Have students roll dice and follow the instructions for the number they rolled. (Example: If they roll a 1, they give a definition. If they roll a 2, they give a synonym.)
3. Word “tasks” can be modified depending on word and student ability. The teacher will review day 7 vocabulary orally with students.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Making a Connection

Remember that all texts contain parts that contribute to the whole. What do we call the parts of a poem? (Allow for wait time. Answer: stanzas) In your table groups, discuss the connection between *Because of Winn Dixie* and "Poppy's Jalopy." (Allow time for student discussion, then have students share their answers. Both have similar themes. Winn Dixie was worn and tattered like the jalopy, etc.)

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements as a class. Have students tell the statements to a partner.
2. Review the Poem Strategy Anchor Chart (RL.3.5-7.1).
3. Set the purpose for the lesson: To continue understanding how individual stanzas build on each other in a poem.
4. Remind students they read stanzas 1 and 2 of "Poppy's Jalopy" on day 8.

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review stanzas 1 and 2 by recalling different events or details from each stanza.</td>
<td>1. In groups, have students reread stanzas 3, 4 and 5.</td>
</tr>
<tr>
<td>2. Tell students to stand up if the detail or event is from stanza 1, or sit down if it is from stanza 2.</td>
<td>2. Encourage discussion about how individual sentences within each stanza build upon each other.</td>
</tr>
<tr>
<td>3. Encourage students to discuss how events in stanza 2 build on the events in stanza 1.</td>
<td>3. Have students fill in a graphic organizer that depicts how each stanza builds upon the previous stanza (Handout RL.3.5-8.1) for stanzas 3, 4 and 5.</td>
</tr>
<tr>
<td>4. Assign stanzas 3, 4, or 5 to groups of students.</td>
<td>4. Review as a class.</td>
</tr>
<tr>
<td>5. Groups will chorally read their assigned stanza aloud to the class.</td>
<td><strong>Writing Extension:</strong> (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): You have read &quot;Poppy's Jalopy,&quot; a poem about a grandfather and grandchild who go on adventures together in an old, tattered car. Write a poem about an adventure you’ve had. Be sure to include descriptive details and clear event sequences. Students will then be prepared to discuss how their stanzas build on each other. <strong>Note:</strong> Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)</td>
</tr>
</tbody>
</table>

### Reflection and Closing

1. Give students an index card.
2. Tell students to describe characteristics of stories, dramas, and poems in three sentences.
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### CENTER TITLE

**WHAT’S THE POEM**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.5         | - Copies of multiple poems written in one line like a prose  
- Sheet protectors  
- Recording sheets (teacher made)  
- Copies of poems written correctly  
*Note: This center can be used at teacher’s discretion throughout the unit. More poems can be found on www.commonlit.org.* | 1. Students choose a poem.  
2. Students read the poem out loud and decide where to put line breaks.  
3. Students rewrite the poem on their recording sheet.  
4. Students compare their poem to the original to see if they chose the correct line breaks. |

**Center Accountability** Recording Sheet

### HANDOUTS FOR LESSON

- **RL.3.5-7.1** Poem Strategy Anchor Chart  
- **RL.3.5-8.1** Poem Graphic Organizer
<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS Related to the Standard</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author’s Purpose</strong></td>
<td>The reason an author decides to write about a specific topic</td>
<td>Why the author is writing the story</td>
</tr>
<tr>
<td><strong>Persuade</strong> (as related to author’s purpose)</td>
<td>To convince by providing arguments or reasons</td>
<td>To get you to do or try something</td>
</tr>
<tr>
<td><strong>Inform</strong> (as related to author’s purpose)</td>
<td>To give information or facts about a topic</td>
<td>To tell you about something</td>
</tr>
<tr>
<td><strong>Entertain</strong> (as related author’s purpose)</td>
<td>To hold attention by providing enjoyment or pleasure</td>
<td>To provide enjoyment or pleasure</td>
</tr>
<tr>
<td><strong>Point of View</strong></td>
<td>Someone’s position in relation to a story being told</td>
<td>How someone feels about something in the story</td>
</tr>
<tr>
<td><strong>Narrator</strong></td>
<td>The voice the author takes on to tell a story</td>
<td>The person who tells the story</td>
</tr>
<tr>
<td><strong>Distinguish</strong></td>
<td>Recognize or point out a difference</td>
<td>To see a difference</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>One of the persons in a novel or drama</td>
<td>A person or other being in the story</td>
</tr>
</tbody>
</table>
**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Identify the author’s purpose for writing a text.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1. How does the author organize the text?</td>
</tr>
<tr>
<td></td>
<td>2. What elements are included in the text? (i.e. opinion and reasons; topic and related information; or narrator, characters, and a sequence of events)</td>
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<td>3. What does the author want us to learn or experience from the material?</td>
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<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Author’s Purpose Anchor Charts</td>
<td>N/A</td>
</tr>
<tr>
<td>• Sticky Notes</td>
<td></td>
</tr>
<tr>
<td>• Florida Center for Reading Research Inform Task Cards C.023b</td>
<td></td>
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</tbody>
</table>

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can identify the author’s purpose for writing a literary text.
- I can understand that the author’s purpose is connected to point of view.

**Academic Vocabulary Instruction**

1. Create the Vocabulary Graphic Organizer with three columns and the following column headings: word, definition, and example (Handout RL.3.6-1.3).
2. Introduce the following words: *persuade, inform, entertain, author’s purpose* using student-friendly definitions and hand motions. (Suggested hand motions: *persuade* – wave hand in a “come” motion; *inform* – curve hand in a mouth shape and pantomime puppet talk; *entertain* – place hands on sides and pantomime laughing; *author’s purpose* – tap forehead.)
3. Place students in pairs. For each word taught, have students tell their partners the word 5 times while practicing the hand motion, tell one another the student-friendly definition, use each in a sentence, and sky write each word.
4. Record a definition for each word on the anchor chart. Optional: have students record the definitions in a notebook.
5. Explain that you will complete an example of each word later in the lesson progression.
6. Add the words to the word wall.
Making a Connection

When reading a literary text, it is important to take a step back and determine the author’s purpose of a text. This helps the reader determine the point of view of the narrator and the characters. Before jumping into point of view, we will discuss the author’s purpose.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students repeat to a partner.
2. Introduce the Author’s Purpose P.I.E. Anchor Chart (Handout RL.3.6-1.1). Note: example portion should not be filled out, only the 3 major reasons an author writes.
3. As a class, prompt students to brainstorm examples for each purpose.
4. Point out that not all literary stories are meant to “entertain.” Some biographies or historical fiction inform us about important events etc.

Guided Practice

1. Place students in small groups.
2. Provide each group with Florida Center for Reading Research Task Card Set (reference the link above) and an Author’s Purpose P.I.E. Graphic Organizer Anchor Chart (RL.3.6-1.2).
3. Model activity: Use task card #3 and the Author’s Purpose P.I.E. Anchor Chart (Handout RL.3.6-1.1) to think-aloud about the steps you take to determine the author’s purpose. Point out phrases such as, “you should follow rules; they help people get along.” Discuss how these phrases show that the author’s purpose is to persuade the reader to follow rules.
4. Place the task card under the “persuade” column in the Author’s Purpose P.I.E. Graphic Organizer Anchor Chart (Handout RL.3.6-1.2).
5. In their groups, have students select card #9 (inform) and #11 (entertain).
6. Have students chorally read each task card. After reading each task card, guide students to correctly determine the author’s purpose based on details in the passage.
7. Students will place the task cards on a corresponding Author’s Purpose P.I.E. Graphic Organizer Anchor Chart (Handout RL.3.6-1.2).
8. Review student responses with the class to ensure mastery.

Independent Practice

1. Instruct groups to sort the remaining task cards based on the author’s purpose for writing each short passage.
2. Review answers as a class. Note: each column should have 4 task cards.
**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

**Reflection and Closing**

1. Randomly select students to review the three types of author’s purpose learned.
2. Ask students for examples of each type of author’s purpose.
3. Let students know that on day 2, they will use the knowledge gained in this lesson to determine the narrator’s point of view.

**HANDOUTS FOR LESSON**

- **RL.3.6-1.1** Author’s Purpose P.I.E. Anchor Chart Example
- **RL.3.6-1.2** Author’s Purpose P.I.E. Graphic Organizer Anchor Chart Example
- **RL.3.6-1.3** Vocabulary Graphic Organizer
Author’s Purpose: Easy as P.I.E.

**Persuade**
The author is trying to get you to do or try something.

**Inform**
The author is trying to give you information and teach you facts.

**Entertain**
The author is trying to make you enjoy the story by keeping your attention.

**EXAMPLES**

* commercials
* billboards
* opinions
* reviews
* advertisements
* documents
* nonfiction
* history/science
* biographies
* comics/jokes
* fiction
* mystery
* fantasy
* adventure
* news articles
* recipes
* romance
AUTHOR'S PURPOSE

Persuade | Inform | Entertain
<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
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<tbody>
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</table>
### RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
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<tbody>
<tr>
<td>30 minutes</td>
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<table>
<thead>
<tr>
<th>LESSON TARGET(S)</th>
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<tbody>
<tr>
<td>• Determine the point of view of different characters.</td>
</tr>
<tr>
<td>• Determine the point of view of an author or narrator.</td>
</tr>
<tr>
<td>• Determine if the point of view of a character is the same as or different from another character or from that of the narrator/author.</td>
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</tbody>
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<thead>
<tr>
<th>TEXT(S)</th>
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<tbody>
<tr>
<td><em>The True Story of the Three Little Pigs</em> by A. Wolf, as told by Jon Scieszka (Lexile Level 510L)</td>
</tr>
<tr>
<td>ISBN: 9780140544510</td>
</tr>
<tr>
<td>YouTube video: <a href="https://www.youtube.com/watch?v=vB07RfntTvW&amp;t=10s">https://www.youtube.com/watch?v=vB07RfntTvW&amp;t=10s</a></td>
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<thead>
<tr>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
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<tbody>
<tr>
<td>1. What is a point of view?</td>
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<tr>
<td>2. How do you determine one’s point of view?</td>
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<tr>
<td>3. What is a character’s point of view? How do you know?</td>
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<tr>
<td>4. Who is telling the story?</td>
</tr>
<tr>
<td>5. Who is the narrator?</td>
</tr>
<tr>
<td>6. What are the narrator’s thoughts about what is happening in the story?</td>
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</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Optical Illusion Pictures</td>
</tr>
<tr>
<td>• Point of View Strategy Anchor Chart</td>
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<tr>
<td>• Point of View Graphic Organizer Anchor Chart</td>
</tr>
<tr>
<td>• Point of View Student Graphic Organizer</td>
</tr>
<tr>
<td>• Markers</td>
</tr>
<tr>
<td>• Index Card</td>
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<tr>
<th>TEXT DEPENDENT WRITING PROMPT</th>
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<tbody>
<tr>
<td>N/A</td>
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### INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

- I can determine the point of view of a character in a literary text.
- I can determine the point of view of the narrator or author in a literary text.
- I can distinguish between different points of view.
**Academic Vocabulary Instruction**

1. Review vocabulary words from day 1: persuade, inform, entertain, author’s purpose. Review the student-friendly definitions and created hand motions. Revisit the three-columned anchor chart with the following column headings: word, definition, and example (Handout RL.3.6-1.3).

2. Introduce the following words/phrases: point of view, narrator, and narrator’s point of view using student-friendly definitions and hand motions. (Suggested hand motions: point of view – cup hands around eyes and look around; narrator – put one hand in front of you, palm up like a page and use the pointer finger from other hand to draw a line from mouth to open hand; narrator’s point of view – point thumb to chest then place hand over eyes and look around you.)

3. Place students in pairs. For each word taught, have students tell their partners the word 5 times while practicing the hand motion, tell one another the student-friendly definitions, use each word in a sentence, and sky write each word.

4. Record a definition for each word on the anchor chart. Optional: have students record the definitions in a notebook.

5. Explain that you will complete an example of each word later in the lesson progression (based on the text).

6. Add the words to the word wall.

**Making a Connection**

Determining someone’s point of view is closely related to figuring out their opinion. Sometimes people outright share their opinion, but sometimes we have to make an inference based on their actions, words, thoughts, or feelings. Remember that an opinion tells how a person thinks or feels about something. A narrator’s point of view is how they think or feel about something happening in the story. To figure it out, we have to use their thoughts and commentary about what is happening in the story, as well as the details they choose to share.

**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statements with students. Have students tell each statement to a partner.

2. Set the purpose for the lesson: “Today we will learn how to identify different points of view. We will practice identifying the points of view of different characters based on their actions and dialogue. We will also determine the narrator’s point of view based on his/her thoughts written in the text.”

3. Introduce the anticipatory activity: “Before we dive into a text, it is important to know how to see that there are multiple points of view for a single event or situation.”

4. Present the students with a picture of the two faces/candlestick optical illusion (Handout RL.3.6-2.1).

5. Working at table groups, have students discuss what they see in the picture.

6. Have students share what they see with the class. Then, explain the following: “From one perspective you will see a candlestick and if you look closer, you can also see two silhouettes of people. Two people can look at this picture and see two totally different things. Yet, it is the same image.”
Anticipatory Set/Introduction to the Lesson (continued)

7. Explain how the same concept applies with characters’ point of view; two different characters can look at the same event and feel differently about it.

8. Add that their own point of view may differ from that of the narrator or the characters. We will discuss this more on Day 4.

9. Present the Point of View Strategy Anchor chart (Handout RL RL.3.6-2.2). Explain the specific questions readers should ask when determining point of view. Explain that it helps to look at a situation through a character’s eyes by pretending to be a character from the story.

10. Introduce the text, *The True Story of the Three Little Pigs*. Note: if unable to get a print copy, play the audio version (link above).

11. Explain that over the next few days, students will use this text to identify the point of view of characters, of the narrator, and their own point of view.

Guided Practice

1. Begin reading the story *The True Story of the Three Little Pigs* aloud. Note: read until the first pig enters the story. Stop reading after the first pig is eaten.

2. During reading, have students identify the main characters in the story (the wolf, the three pigs), the setting, and major events in the beginning.

3. Ask students to identify the narrator of the story (the wolf). Ask why he is telling the story.

4. Ask students the following questions: “So far, what do we know about the wolf’s point of view about what happened to the three little pigs? (Allow for thinking time.) How do you know? (Allow for thinking time.) What does he say? (Allow thinking time.) What does he claim are his actions? (Allow for thinking time.)”

5. Record student responses on the Point of View Graphic Organizer Anchor Chart (Handout RL.3.6-2.3). Students can record on their own copy.

Independent Practice

1. On an index card, instruct students to answer the following question on an exit ticket: “Based on what you have read so far, what do you think is first little pig’s point of view of the wolf? Is it the same as the wolf’s opinion of the pigs?”

2. Collect the exit tickets and invite students to share their thoughts with the class. Explain that they will look more closely at the pigs’ point of view on Day 3.

Reflection and Closing

1. Randomly call on students to review the steps for determining the point of view of a character, a narrator/author, or their own point of view as a reader.

2. Tell students they will read the rest of the story tomorrow to determine the three pigs’ point of view as well as their own.
**CENTER TITLE**

**POINT OF VIEW**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.6         | • ReadWorks Passage: “Learning on the Soccer Field” (Lexile Level 760L) and question set (Lexile Level 760L)  
                | • Center Point of View Graphic Organizer (Handout RL.3.6-2.4)              | • Read the ReadWorks passage, “Learning on the Soccer Field.”  
                |                                                 | • Complete the Center Point of View Graphic Organizer about point of view. Record observations about the characters’ point of view, the author’s point of view, and your point of view.  
                |                                                 | *Note: For this activity, students can use any Read Works Passage appropriate for their independent reading level.* |

**Center Accountability**

Center Point of View Graphic Organizer

**HANDOUTS FOR LESSON**

- **RL.3.6-2.1** Optical Illusion Pictures
- **RL.3.6-2.2** Point of View Strategy Anchor Chart
- **RL.3.6-2.3** Point of View Graphic Organizer Anchor Chart
- **RL.3.6-2.4** Center Point of View Graphic Organizer
RL 3.6 POINT OF VIEW STRATEGY ANCHOR CHART

I can distinguish my own point of view from that of the narrator or those of the characters.

To determine the point of view of a CHARACTER, ask...
  o What is the character doing? (action)
  o What is the character saying? (dialogue)
  o How does the character feel about ________________? (feelings)
  o What is the character thinking? (thoughts)

To determine the point of view of a NARRATOR or AUTHOR, ask...
  o What comments does the narrator make about ________________?
  o What does the narrator feel about ________________?
  o Why did the author include this detail? What does this say about his/her point of view?

To determine YOUR point of view, ask yourself...
  o How does ________________ make me feel?
  o Do I agree or disagree with ________________?
  o In my opinion, what is the main character like?
<table>
<thead>
<tr>
<th>PLOT (what happens in the story)</th>
<th>WOLF’S Point of View</th>
<th>THREE PIGS’ Point of View</th>
<th>MY Point of View</th>
</tr>
</thead>
<tbody>
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</table>

**Evidence from the text**
(Actions, Dialogue, Feelings, Thoughts):

|                                |                      |                           |                 |
|                                |                      |                           |                 |
### RL 3.6 CENTER POINT OF VIEW GRAPHIC ORGANIZER

<table>
<thead>
<tr>
<th>NARRATOR’S Point of View (A. Wolf)</th>
<th>READER’S Point of View (YOU)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions:</strong></td>
<td><strong>Actions:</strong></td>
</tr>
<tr>
<td>• Who is telling the story?</td>
<td>• What is the main character like as a person?</td>
</tr>
<tr>
<td>• Why is HE telling it?</td>
<td>• What ideas do I have about him?</td>
</tr>
<tr>
<td>• What is the main character’s attitude (point of view) about the events taking place?</td>
<td>• Do I agree or disagree with his actions?</td>
</tr>
<tr>
<td>• What details let me know?</td>
<td>• Is there another character that I agree with?</td>
</tr>
<tr>
<td><strong>Point of View:</strong></td>
<td><strong>Point of View:</strong></td>
</tr>
<tr>
<td>• How does the narrator feel about things in the story?</td>
<td>• How do you feel about things in the story?</td>
</tr>
</tbody>
</table>
RL.3.6 Distinguish their own point of view from that of the narrator or those of
the characters.

ESTIMATED TIME
30 minutes

LESSON TARGET(S)
- Identify the characters’ point of view in a text.
- Identify the author/narrator’s point of view.
- Determine your own point of view about a text.
- Distinguish different types of point of views (and be able to explain why a character/narrator/reader feels that way about the events of the text).

TEXT(S)
The True Story of the Three Little Pigs by A. Wolf, as told by Jon Scieszka (Lexile Level 510L)
ISBN: 9780140544510

YouTube video: https://www.youtube.com/watch?v=vB07RfntTv&l=10s

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. Who is the narrator of the story?
2. What are the different points of view about what is happening in the story?
3. What is your point of view? Is it the same or different as the narrator’s/author’s?

RESOURCES AND MATERIALS
- Optical Illusion Pictures
- Point of View Strategy Anchor Chart
- Point of View Graphic Organizer Anchor Chart
- Point of View Student Graphic Organizer
- Four Square Graphic Organizer

TEXT DEPENDENT WRITING PROMPT
You have read The True Story of the Three Little Pigs. Distinguish and explain the points of view of the wolf and the three little pigs. How are their perspectives different? Are they at all similar? Use evidence from the text to support your answer.

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes
☐ I can determine and distinguish the point of view of different characters in a literary text.
☐ I can determine the point of view of the narrator or author in a literary text.
☐ I can distinguish between my point-of-view and the narrator’s/character’s point of view.
Academic Vocabulary Instruction

1. Review vocabulary words from Days 1 & 2 using the three-columned anchor chart (Handout RL.3.6-1.3). Complete the examples portion of the organizer if you haven’t already.
2. Introduce the vocabulary word distinguish with student-friendly definitions and hand motions. (Suggested hand motion: place both hands in front of you, palms up, and look between both as if deciding.)

Academic Vocabulary Instruction (continued)

3. Place students in pairs. Have students tell their partner the word 5 times while practicing the hand motion, recite the student-friendly definition, use the word in a sentence, and sky write the word.
4. Record the definition on anchor chart. Optional: have students record the definition in a notebook.
5. Add *distinguish* to the word wall.

Making a Connection

We have been talking about point of view. With a partner, turn and talk to discuss how we determine a character’s point of view. How do we determine a narrator’s point of view? (Allow for think time before student discussion. After discussion time, let students share out their responses with the class.) Today we will finish listening to *The True Story of the Three Little Pigs*, and we will determine the three pigs’ point of view about the story as well as our own points of view about the story as readers.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements. Have students recite the statements to a partner.
2. Present the students with a picture of the duck/rabbit optical illusion (Handout RL.3.6-2.1). Explain that from one perspective they will see a duck and if they look closer, they can also see a rabbit facing in the opposite direction. (Allow students to tell you the two different perspectives before giving it away.)
3. Ask students to tell you the purpose of the illusion image. How does this connect to point of view? (Allow for think time before having students share out with the class.)
4. Set purpose for the lesson: “Today we will finish the story and dive deeper into distinguishing different points of view, including how to distinguish our own points of view as a reader.”
### Guided Practice

1. Pass out student copies of the Point of View Graphic Organizer (Handout RL.3.6-2.4).
2. Encourage students to retell what they’ve read so far in the story, reviewing the Graphic Organizer Anchor Chart (Handout RL.3.6-2.3).
3. Finish reading *The True Story of the Three Little Pigs*.
   Revisit the predictions students wrote on index cards during the Independent Practice from day 2: “What do you think the three pigs think about the wolf? Why? What are the pigs’ actions and dialogue that reveal what they are thinking?” (Allow for think time after each question. Have students share their thoughts with a table group or partner before discussing as a class.)
4. Based on student responses, record the pigs’ point of view on the graphic organizers (Handout RL.3.6-2.3 & 2.4).
5. Allow students to work in small groups. Encourage them to come up with at least three pieces of evidence that support the explanation of the three pigs’ point of view.
6. Review evidence found by the students. Record on the Point of View Anchor Chart (Handout RL.3.6-2.3).

### Independent Practice

1. Provide students with the following writing prompt: You have read *The True Story of the Three Little Pigs*. Distinguish and explain the points of view of the wolf and the three little pigs. How are their perspectives different? Are they at all similar? Use evidence from the text to support your answer.
2. Encourage students to use their graphic organizers (Handout RL.3.6-2.4) to complete the writing prompt. Remind students to use any writing routine in place (4-Square, RACES, ACE, etc.). Note: Encourage students to use the question to create a topic sentence and include evidence from the graphic organizer. The concluding sentence should restate the topic sentence, and transition words should be used for each detail.
4. Monitor student writing. Pull small groups as needed. Writing may also become guided depending on student ability.

### Reflection and Closing

1. Turn and talk: “Why do you think the author wrote, *The True Story of the Three Little Pigs*?”
2. Invite students to share their responses with a partner or to the class.
**CENTER TITLE**  
**POINT OF VIEW**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.6         | • Copies of a Frayer Model  
**Additional Standard(s):**  
L.3.4 | • Create a Frayer Model for two of the academic vocabulary words (e.g. distinguish, point of view, character, narrator).  
• Write the definition, use it in a sentence, write examples and non-examples. |

**Center Accountability**  
Completed Frayer Model

**HANDOUTS FOR LESSON**

- **RL.3.6-2.1** Optical Illusion Pictures
- **RL.3.6-2.2** Point of View Strategy Anchor Chart
- **RL.3.6-2.3** Point of View Graphic Organizer Anchor Chart
- **RL.3.6-2.4** Point of View Student Graphic Organizer
- **RL.3.6-3.1** 4-Square Organizer
### RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the narrator’s point of view.</td>
</tr>
<tr>
<td>• Identify a characters’ point of view.</td>
</tr>
<tr>
<td>• Identify the reader’s point of view.</td>
</tr>
<tr>
<td>• Distinguish the reader’s point of view as separate from the narrator or characters.</td>
</tr>
</tbody>
</table>

<table>
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<th>TEXT(S)</th>
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<td>YouTube video: <a href="https://www.youtube.com/watch?v=vB07RfntTvw&amp;t=10s">https://www.youtube.com/watch?v=vB07RfntTvw&amp;t=10s</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are your thoughts similar or different from the author/narrator?</td>
</tr>
<tr>
<td>2. Can you put yourself in the character’s place?</td>
</tr>
<tr>
<td>3. How would you feel if this were you? Would you feel the same or differently?</td>
</tr>
<tr>
<td>4. How does [narrator] feel about _____? What clues tell you this?</td>
</tr>
<tr>
<td>5. How does [different character] feel about _____? What clues tell you this?</td>
</tr>
<tr>
<td>6. How did [narrator] react to _____? What does this tell us about him/her?</td>
</tr>
<tr>
<td>7. Did [different character] react in the same way? Why or why not?</td>
</tr>
<tr>
<td>8. How is wolf’s point of view similar to or different from the narrator’s? Why do you think this is?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
</tr>
</thead>
<tbody>
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<tr>
<td>• Point of View Graphic Organizer Anchor Chart</td>
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<tr>
<td>• Point of View Student Graphic Organizer</td>
</tr>
<tr>
<td>• Four Square Graphic Organizer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish your point of view from the narrator’s. Do you agree with the wolf’s testimony about what really happened to the three little pigs? Why or why not? Use evidence from the text to support your point of view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Lesson Purpose and Student Outcomes</td>
</tr>
<tr>
<td>☐ I can distinguish between my point of view and the narrator’s point of view.</td>
</tr>
<tr>
<td>☐ I can distinguish between my point of view and the characters’ point of view.</td>
</tr>
</tbody>
</table>
**Academic Vocabulary Instruction**

1. Review all vocabulary words from days 1-3, including student-friendly definitions and created hand motions for each word.
2. Guide students in creating a Frayer Model for the word distinguish (suggested box labels: definition, sentence, synonym, antonym).

**Making a Connection**

We have been reading a different version of the familiar three little pigs story. Who can tell me the wolf’s point of view from this text? (Allow for wait time and then have students turn and talk.) What is the three pigs’ point of view? (Allow for wait time and then have students turn and talk.) Why are they different? (Allow for wait time and then have students turn and talk. Randomly select students to share their answers.) Today, you will get to voice your own point of view on *The True Story of the Three Little Pigs* based on events and details from the story.

**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statements with students. Have students recite the statements to a partner.
2. Present the students with the young/old lady optical illusion (Handout RL.3.6-2.1). Allow students to tell you what they see. From one perspective you will see a young lady and from another you will see an elderly lady.
3. Encourage students to explain again the purpose of the optical illusion images. How does this connect to the point of view? Why do you think people saw different images (people may focus in on different details, or based on their background knowledge they may be more familiar with some images than others)?
4. Set purpose for the lesson, reviewing the Point of View Strategy Anchor Chart (Handout RL.3.6-2.2). Now that students have reviewed the point of view of the narrator and the other characters, they will distinguish their own point of view.

**Guided Practice**

1. Revisit the Point of View Graphic Organizer Anchor Chart (Handout RL.3.6-2.3).
2. Review with students the point of view of the narrator (the wolf) and the three pigs.
3. Explain that the students will determine their point of view; do they share the same view as the wolf? As the pigs? Is their point of view different?
4. Demonstrate thinking-aloud: “If I agreed with the wolf that it was all an accident, I’d maybe cite the detail about how he was just asking for a cup of sugar for his dear old granny, or that because he is a wolf, his

**Independent Practice**

1. Present the following writing prompt to students: Distinguish your point of view from the narrator’s. Do you agree with the wolf’s testimony about what really happened to the three little pigs? Why or why not? Use evidence from the text to support your point of view.
2. Encourage students to use their graphic organizers (Handout RL.3.6-2.4) to complete the writing prompt.
3. Remind students to use any writing routine in place (4-Square, RACES, ACE, etc.). Note: encourage students...
**Guided Practice (continued)**

- sneezes are much bigger than a pig’s.” Alternatively, model thinking-aloud if you agreed with the pigs’ point of view: “The wolf was rude and ate the pigs rather than finding a family member, etc.”
- Encourage students to talk in small groups, and then complete the organizer.
- Instruct students to pull out three pieces of evidence that support their point of view.
- Explain to students that when determining their own point of view, they may make inferences based on their own background knowledge.

**Independent Practice (continued)**

- to use the question to create a topic sentence and include evidence from the graphic organizer. The concluding sentence should restate the topic sentence, and transition words should be used for each detail.
- Monitor student writing. Pull small groups as needed. Writing may also become guided depending on student ability.
- Optional 4-square organizer is attached.

**Additional Extension:** Have students create an advertisement either supporting the wolf or the pigs. Discuss with students that the purpose of an advertisement is to persuade readers to agree with you.

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**Reflection and Closing**

1. Invite students to share their writing piece with a partner.
2. Survey the class: have students raise their hand if they agree with the wolf, and then have students raise their hand if they agree with the three pigs. Instruct students to cite evidence to support their opinion.
3. What was the purpose of the writing prompt given? To persuade, inform, or entertain?

---

**CENTER TITLE**

**APOLOGY FROM THE THREE PIGS**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.6</td>
<td>• Handout RL.3.6-2.4 • Pencil</td>
<td>Read the following prompt: Think about the pigs in <em>The Three Little Pigs</em>. What is your point of view in regard to the wolf? Write a letter from the pigs to the wolf apologizing for the way they treated him in the story. Use evidence from the text to support the pigs’ point of view.</td>
</tr>
</tbody>
</table>

**Additional Standard(s):**

W.3.3

**Center Accountability**

Completed Letter
**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

<table>
<thead>
<tr>
<th><strong>HANDOUTS FOR LESSON</strong></th>
</tr>
</thead>
<tbody>
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<td><strong>RL.3.6-2.1</strong> Optical Illusion Pictures</td>
</tr>
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<tr>
<td><strong>RL.3.6-2.4</strong> Point of View Student Graphic Organizer</td>
</tr>
<tr>
<td><strong>RL.3.6-3.1</strong> 4-Square Organizer</td>
</tr>
</tbody>
</table>
**RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

---

**ESTIMATED TIME**

20 minutes

**LESSON TARGET(S)**

- Identify the narrator’s point of view.
- Identify the characters’ point of view.
- Identify the reader’s point of view.
- Distinguish the reader’s point of view from narrator or characters.
- Rewrite a story from a different point of view.

**TEXT(S)**

**The True Story of the Three Little Pigs** by A. Wolf, as told by Jon Scieszka (Lexile Level 510L)
ISBN: 9780140544510

YouTube video: [https://www.youtube.com/watch?v=vB07RfntTvw&t=10s](https://www.youtube.com/watch?v=vB07RfntTvw&t=10s)

**GUIDING/TEXT-DEPENDENT QUESTION(S)**

1. Can you put yourself in the character’s place?
2. How would you feel if this were you? Would you feel the same or differently?
3. How does [different character] feel about _____? What clues tell you this?
4. Did [different character] react in the same way? Why or why not?

**RESOURCES AND MATERIALS**

- Optical Illusion Pictures
- Point of View Strategy Chart
- Point of View Graphic Organizer Anchor Chart
- Point of View Student Graphic Organizer
- Narrative Writing Graphic Organizer

**TEXT DEPENDENT WRITING PROMPT**

Re-write The True Story of the Three Little Pigs from the third pig’s perspective. How would the third pig describe what happened to his brothers? How does he perceive the wolf? Be sure to distinguish the third pig’s point of view from the original narrator’s (the wolf). Include a beginning, middle, end, and descriptive details.

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**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can distinguish between my point-of-view and the narrator’s/character’s point of view.
- I can rewrite a story from another’s character’s point of view.

**Academic Vocabulary Instruction**

1. Review all vocabulary words from days 1-3, including student-friendly definitions and created hand motions for each word.
Making a Connection

Who can retell the story of *The True Story of the Three Little Pigs*, specifically noting the differences of this story with the standard story? (Allow for think time, then randomly select a student to answer the question.) What made this version different? What is the wolf’s argument? (For these two questions, allow students to turn and talk, then share their discussions with the class.) Today you will get an opportunity to write a new version of the story.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with the class. Have students recite the statements to a partner. Challenge students to see how many can tell you the “I can” statements without looking on the board or anchor chart.

2. Set the purpose for the lesson: “Today you will rewrite *The True Story of the Three Little Pigs* from the perspective of the third pig.” Explain that they will be writing from the perspective of the third pig because he is the only pig who survived.

3. Remind students that events in the story must stay the same. However, the thoughts and feelings will be drastically different because instead of being told from the wolf’s perspective, the pig will tell the story. This means the thoughts and feelings will be drastically different.

4. As a class, review the Point of View Graphic Organizer (Handout RL.3.6-2.2) and focus on the pigs’ perspective.

Guided Practice

1. Conduct a brainstorm (on board, anchor chart, etc.) of three main events to be included in students’ stories (for example: the wolf’s encounter with each pig).

2. Discuss certain details that must be included to show the point of view (wolf is strong and scary, wolf was rude and loud, pigs were frightened and disrespected, etc.)

3. Model thinking-aloud about the components of the narrative writing template; identifying the characters, setting, plot, and then rewriting the story (Handout RL.3.6-5.1). Students are not allowed to copy what you write. Be sure to include details from the original story, transition/sequential words, and dialogue.

4. Emphasize to students that the plot of the story isn’t changing, just the perspective (meaning, students can’t write and change the events of the story where the pigs take a walk or the wolf decides to make donuts for his cousin instead of a cake for his grandmother. However, students do not need to include the beginning where the wolf explains visiting his granny, since that is the wolf’s perspective. The third pig could add more details about what it was like in his house when he encountered the wolf).

Independent Practice

1. Students begin their narrative templates. Note: This may take more than one day.

2. Monitor students, pulling students to work at teacher-table as needed.

3. Note: This may involve more guided practice (or need more modeling) depending on student ability. Adjust as needed.

Extension: Revise and enhance students’ narrative writing in additional lessons during the writing block.
Distinguish their own point of view from that of the narrator or those of the characters.

**Reflection and Closing**

1. Invite students to share their narrative with a partner.
2. Randomly select three students to share their writing with the whole group.
3. Turn and talk: “How does understanding the point of view of characters, authors, and narrators help us better understand a story?”
4. Ask students to determine the purpose of the writing prompt, to persuade, inform, or entertain.

**HANDOUTS FOR LESSON**

- **RL.3.6-2.1** Optical Illusion Pictures
- **RL.3.6-2.2** Point of View Strategy Anchor Chart
- **RL.3.6-2.3** Point of View Graphic Organizer Anchor Chart
- **RL.3.6-2.4** Point of View Student Graphic Organizer
- **RL.3.6-5.1** Narrative Template
RL 3.6 NARRATIVE TEMPLATE

Who are the characters?  
Where/when is the setting?  
What is the plot?

Beginning (Introduce characters & setting)

MIDDLE (Event)

MIDDLE (Event)

END