3rd GRADE

Standards Guidebook

INTEGRATION OF KNOWLEDGE & IDEAS
(RL.3.7 and 3.9)
Integration of Knowledge and Ideas
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.

### 3RD GRADE STANDARDS GUIDEBOOK COMMITTEE

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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 “Integration of Knowledge” standards ensure students are able to recognize why an author is writing. Students will understand that authors use different text formats to convey their message, and will be able to compare different texts for similarities and differences. Following high-quality, effective instruction of these standards, students will be able to ask and answer the following questions:

- How does this text format help me understand the topic better?
- What part of the story does this picture show?
- How does this visual add to my understanding of the text?
- How are these two texts similar? How are they different?
- What information in Text A is not shown in Text B?
**MCCRS ELA STANDARD**

**RL.3.7** 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).

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration</td>
<td>A picture or example that can be used to explain or give meaning to text</td>
<td>A drawing or picture</td>
</tr>
<tr>
<td>Detail</td>
<td>The word or phrase that helps the reader make meaning of the text</td>
<td>The word or phrase that helps answer questions and help better understand the text</td>
</tr>
<tr>
<td>Plot</td>
<td>Describes the sequence of events that make up a story; problem and solution</td>
<td>A series of events that make up a story; beginning, middle, and end</td>
</tr>
<tr>
<td>Character</td>
<td>A person or animal that takes part in the events of a story</td>
<td>A person or animal in a story, novel, or play</td>
</tr>
<tr>
<td>Setting</td>
<td>When and where the actions or events in a story take place</td>
<td>When and where the story takes place</td>
</tr>
<tr>
<td>Problem</td>
<td>The issue, struggle, or conflict characters are up against</td>
<td>What went wrong in the story</td>
</tr>
<tr>
<td>Solution</td>
<td>The way that the character(s) solve the problem</td>
<td>How the problem is solved</td>
</tr>
<tr>
<td>Mood</td>
<td>The emotions a selection arouses in a reader</td>
<td>The reader’s feelings about the text</td>
</tr>
</tbody>
</table>
RL.3.7 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).

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

- Use illustrations to identify important details in a story.
- Understand that illustrations contribute to the words in the story.
- Use illustrations to determine the mood of the story.

**TEXT(S)**

*Red Racer* by Audrey Wood (Lexile Level 610L)
ISBN: 978061313181907

*Red Racer* Read Aloud:

*Goldilocks and the Three Bears* by Jan Brett (Lexile Level 520L)
ISBN: 0399549404

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

1. How do the illustrations of Nona looking in the window at the Deluxe Red Racer add meaning to the story?
2. What information do you gain from the illustration that is not written in the story?
3. How do the illustrations affect the meaning of the story? Cite the evidence.

**RESOURCES AND MATERIALS**

- Content Anchor Chart
- Goldilocks and the Three Bears Story
- Guided Practice Anchor Chart
- Independent Practice
- Exit Ticket
- Steps for On Demand Writing Activity
- On Demand Writing Prompt
- Vocabulary Anchor Chart
- Process Anchor Chart
- Vocabulary Notebook
- Sticky Notes

**TEXT DEPENDENT WRITING PROMPT**

You have just read a story about a girl who wants a new bicycle. Using the story and the illustrations from pages 1-8, write a paragraph to describe what led Nona to the decision of destroying her bike. Cite three keys details from the story to support your response.

**INSTRUCTIONAL PLAN**

Understanding Lesson Purpose and Student Outcomes

☐ I can use the story’s illustrations and details to better understand the text.
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).

**Academic Vocabulary Instruction**

1. Introduce the following vocabulary words: *illustration, detail, plot, character, setting, problem, and solution* using student-friendly definitions and hand motions. (Suggested hand motions: *illustration* – pantomime painting or drawing; *detail* – make a pinching motion with thumb and pointer finger to show something small; *plot* – use hand to draw a circle in the air; *character* – use right hand to make a C shape and circle face; *setting* – tap wrist, then scan horizon; *problem* – make an X with arms over chest; *solution* – make a thumbs up.)
2. Display Vocabulary Anchor Chart (Handout RL.3.7-1.6).
3. Pronounce each word or guide students in using their decoding skills to pronounce each word.
4. Add words to the word wall.

**Making a Connection**

Note: Show students multiple illustrations from a previously read story and ask students to describe what they see. Display the Illustrations Content Anchor Chart (Handout RL 3.7-1.1).

Illustrations contribute to the meaning of the story. When you combine words with illustrations, whether a drawing or an actual picture, the reader can get a better understanding of the story or topic.

**Anticipatory Set/Introduction to the Lesson**

1. Introduce the “I can” statements. Have students recite the statements to a partner.
2. Display the Using Illustrations to Understand Text Process Anchor Chart (Handout RL 3.7- 1.7). Explain the steps to take when using illustrations to better understand the story.
   - Tell students that we use illustrations for many uses:
   - To see what is happening in the story.
   - To understand the character(s) actions.
   - To determine the mood being created: “How does the illustration make the reader feel?”
   - To determine where the story is taking place.
   - To see the details the author did not include in the story.
3. Provide examples as needed.
**Guided Practice**

1. Show students the story, *The Red Racer*.
2. Add illustrations (draw or print and tape) to the Guided Practice Anchor Chart (Handout RL 3.7-1.2).
3. Allow students to write key details on sticky notes to show the events that occurred in the beginning, middle, and end (Handout RL.3.7-1.2). Students may do this in partners, groups, or individually.
4. Discuss with the class how the illustrations help with understanding the overall story (allow for a turn and talk opportunity before the group discussion).

**Independent Practice**

1. Instruct students to read *Goldilocks and the Three Bears* with their table groups or partners.
2. After reading, students will use the Independent Practice Graphic Organizer (Handout RL.3.7-1.3) to explain how the illustrations and details contribute to the story and how it helps the reader gain meaning from what he/she read.

**Writing Extension:** (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): In response to *The Red Racer*, use the story and the illustrations from pages1-8 to write a paragraph to describe what led Nona to the decision of destroying her bike. Cite three keys details from the story to support your answer.

*Note: Reference On Demand Writing Document (Handout RL.3.7-1.5) for writing routine. You may also incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)*

**Reflection and Closing**

1. Pass out exit ticket to students (Handout RL 3.7-1.4)
2. Instruct students to answer the question: “Why did the author include the illustration of the three angry bears standing over Goldilocks as she sleeps?”

**HANDOUTS FOR LESSON**

- RL.3.7-1.1 Illustrations Content Anchor Chart
- RL.3.7-1.2 Guided Practice Anchor Chart
- RL.3.7-1.3 Independent Practice Graphic Organizer
- RL.3.7-1.4 Exit Ticket
- RL.3.7-1.5 Steps for On-Demand Writing Activity (For teacher use only)
- RL.3.7-1.6 Vocabulary Anchor Chart
- RL.3.7-1.7 Using Illustrations to Understand Text Process Anchor Chart
ILLUSTRATIONS

Illustrations contribute to the meaning of the story.

- It shows what is happening in the story.
- Helps the reader understand the characters.
- It creates the mood and gives extra details that is not in the text.
- It shows the reader the setting.
<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="Image" /></td>
<td><img src="image2" alt="Image" /></td>
<td><img src="image3" alt="Image" /></td>
</tr>
<tr>
<td></td>
<td><img src="image4" alt="Image" /></td>
<td><img src="image5" alt="Image" /></td>
<td><img src="image6" alt="Image" /></td>
</tr>
</tbody>
</table>
**RL 3.7 INDEPENDENT PRACTICE GRAPHIC ORGANIZER**

What Do These Illustrations Mean?

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Text</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="goldilocks_stairs.png" alt="Image" /></td>
<td>Goldilocks ran down the stairs, opened the door, and ran away into the forest.</td>
<td>Goldilocks was very afraid.</td>
</tr>
<tr>
<td><img src="goldilocks_bears.png" alt="Image" /></td>
<td>Just then, Goldilocks woke up and saw the three bears.</td>
<td></td>
</tr>
<tr>
<td><img src="goldilocks_chair.png" alt="Image" /></td>
<td>“Someone’s been sitting in my chair and they’ve broken it all to pieces,” cried the Baby bear.</td>
<td></td>
</tr>
<tr>
<td><img src="goldilocks_porridge.png" alt="Image" /></td>
<td>“Ahhh, this porridge is just right,” she said happily, and she ate it all up.</td>
<td></td>
</tr>
</tbody>
</table>
Why did the author include the illustration of the three angry bears standing over Goldilocks as she sleeps?


Why did the author include the illustration of the three angry bears standing over Goldilocks as she sleeps?


1. Develop a writing task that has high interest and is familiar. Students should use information about the topic to support their ideas.

2. Provide a writing prompt verbally and in writing.

3. Explain to students they are to write one paragraph, with three supporting details during the allotted time of ten minutes.

4. Remind students they are not to ask questions once the timer has started.

5. Check to ensure that the concepts and ideas are relevant to prompt or task.

6. Check for students’ writing fluency.

Discuss the responses in class-focus on how responses show understanding of the topic.
Vocabulary

1. Illustration - Drawing or picture

2. Detail - The word or phrase that helps answer questions and helps better understand the text

3. Plot - A series of events that make up a story: beginning, middle, and end

4. Character - A person or animal in a story, novel, or play

5. Problem - What went wrong in the story

6. Setting - When and where the story takes place

7. Solution - How the problem is solved
Using Illustrations to Better Understand the Story

1. Look at the illustrations to determine where the story is taking place.
2. Look at the illustrations to understand the character’s actions (What is the character doing?)
3. Look at the illustrations to determine the mood (How do the illustrations make you feel?)
4. Look at the illustrations to see the details the author did not include in the story.
RL.3.7 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).

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

- Explain how illustrations contribute to the mood of the story.
- Explain how the illustration determines the mood of a story.

**TEXT(S)**

*Giraffes Can’t Dance* by Giles Andreae (Lexile Level 440L)
ISBN: 9780439287197

*Giraffes Can’t Dance* Read Aloud

*Giraffes Can’t Dance* YouTube video: [https://www.youtube.com/watch?v=vZjsLK5vwNU](https://www.youtube.com/watch?v=vZjsLK5vwNU)

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

1. How does the author use illustrations and details to create the mood in a text?
2. How do illustrations better help the reader understand the character or setting in a text?
3. How do the illustrations in the story help the reader determine the mood in the story?

**RESOURCES AND MATERIALS**

- Vocabulary Content Anchor Chart
- Facial Expressions Chart
- Determining Mood through Illustrations Process Anchor Chart
- Sentence Frame Product Anchor Chart
- Sentence Frame Journal Sheet

**TEXT DEPENDENT WRITING PROMPT**

This illustration shows ______________________. It makes me feel __________ because__________.

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can use illustrations to determine the mood of the story.
- I can use illustrations to determine how I feel about the story.

**Academic Vocabulary Instruction**

1. Review previous vocabulary words.
2. With student input, create a Frayer Model for the word illustration including the words *detail, plot, character, setting, problem* and *solution* somewhere among the four boxes (suggested box labels: definition, sentence, examples, characteristics).
3. Introduce the new vocabulary word: *mood* using student-friendly definitions and hand motions. (Suggested hand motion: *mood* – move hands above head in a tornado motion.)
4. Display vocabulary anchor chart (Handout RL.3.7-1.6).
**RL.3.7** 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).

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**Academic Vocabulary Instruction (continued)**

5. Pronounce the word or guide students in using their decoding skills to pronounce the word.
6. Add *mood* to the word wall.

---

**Making a Connection**

Yesterday we created our Illustrations Content Anchor Chart (Handout RL.3.7-1.1). This chart helped provide us with a strategy for using illustrations to determine the meaning of the story. (Display Illustrations Content Anchor Chart.) Illustrations contribute to the meaning of the story. When you combine words with illustrations, whether a drawing or an actual picture, the reader can get a better understanding of the story or topic. Remember that there are many uses of illustrations: illustrations show what is happening in the story, they help the reader understand the characters, they create the mood and give extra details that are not in the story, and they show the reader the setting.

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**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statements with students. Have students recite the statements to a partner.
2. Display a variety of pictures with different facial expressions (Handout RL.3.7-2.1).
3. Ask students to name the feelings expressed (happy, sad, melancholy, excited, anxious, etc.).
4. Use the following visualization technique to demonstrate the connections between feelings and illustrations to determine the mood of a story.
   - How do you feel when you read a story about Christmas? (Answers may vary.)
     That is the mood.
   - How do you feel when you read a story about winning a contest? (Answers may vary.)
     That is the mood.
   - How do you feel when you read a story about a haunted house? (Answers may vary.)
     That is the mood.

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**Guided Practice**

1. Create the Determining Mood Through Illustrations Process Anchor Chart (Handout RL.3.7-2.2) to provide the process for using illustrations to determine the mood of the story.
2. Choose and display an illustration from the beginning of the story, *Giraffes Can’t Dance*.
3. Model a think aloud asking, “What is happening in the picture and how does it make me feel?”
4. State what is happening in the illustration and explain to your students that your feelings about the illustration determine the mood about that part of the story.
5. Continue a think aloud looking at the Determining Mood Through Illustrations Process Anchor Chart.

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**Independent Practice**

1. Choose an illustration from the end of the text *Giraffes Can’t Dance*.
2. Review it based the Sentence Frame Product Anchor Chart (RL 3.7-2.3).
3. Distribute Sentence Frame Journal Sheets (RL3.7-2.4) to students with the following sentence frame: This illustration shows ____________. It makes me feel ______________ because ________________.
4. Instruct students to complete the journal sheet by stating what is happening in the illustration and
**Guided Practice (continued)**

6. Explain the procedure for determining the mood through illustrations: 1. Go back to the text and look carefully at the illustrations, and 2. Ask yourself, “What is happening and how does it make me feel?"

7. Read a hard copy of the text *Giraffes Can’t Dance* or display the digital read-aloud video with text tracking.

8. Guide the students in reviewing the process anchor chart for determining the mood of the story.

9. Choose an illustration from the middle of the text *Giraffes Can’t Dance*.

10. Display the Sentence Frame Product Anchor Chart (RL 3.7-2.3) and guide students in determining the mood of the story through illustrations by completing the following sentence frames: This illustration shows ____________.

   It makes me feel _______________ because ________________.

11. Engage students in a discussion regarding their feelings about the illustration. Record their responses on the chart paper.

**Independent Practice (continued)**

- How it makes them feel to determine the mood of that part of the story.

*Note: If Giraffes Can’t Dance is unavailable apply the same process to a different read aloud.*

**Reflection and Closing**

1. Review the independent practice activity.

2. Conduct a turn and talk as a formative assessment: “Discuss how the author uses illustrations/details to create the mood in a story.” Allow students to answer the question in partners or small groups. Monitor student responses during the discussion.

3. Students will ask and answer: “How do illustrations help the readers better understand the character or setting?” (Allow for think time, then facilitate a group discussion.)

**HANDOUTS FOR LESSON**

- **RL.3.7-1.1** Illustrations Content Anchor Chart
- **RL.3.7-1.6** Vocabulary Content Anchor Chart
- **RL.3.7-2.1** Facial Expressions Chart
- **RL.3.7-2.2** Determining Mood Through Illustrations Process Anchor Chart
- **RL.3.7-2.3** Sentence Frame Product Anchor Chart
- **RL.3.7-2.4** Sentence Frame Journal Sheet
Facial Expressions Chart
Determining Mood through Illustrations

What is happening in the picture and how does it make me feel?

- Go back to the text and look carefully at the illustrations.
- Ask yourself, “What is happening and how does it make me feel?”
This illustration shows ____.
It makes me feel ________
because ______________.
Name ___________________________________________ Date _______________________

**RL 3.7 DETERMINING MOOD THROUGH ILLUSTRATIONS**

Text: ________________________________________________

This illustration shows ________________________________________________.

It makes me feel ________________________________________________
because _________________________________________________________.

Name ___________________________________________ Date _______________________

**RL 3.7 DETERMINING MOOD THROUGH ILLUSTRATIONS**

Text: ________________________________________________

This illustration shows ________________________________________________.

It makes me feel ________________________________________________
because _________________________________________________________.

Name ___________________________________________ Date _______________________

**RL 3.7 DETERMINING MOOD THROUGH ILLUSTRATIONS**

Text: ________________________________________________

This illustration shows ________________________________________________.

It makes me feel ________________________________________________
because _________________________________________________________.

Name ___________________________________________ Date _______________________

**RL 3.7 DETERMINING MOOD THROUGH ILLUSTRATIONS**

Text: ________________________________________________

This illustration shows ________________________________________________.

It makes me feel ________________________________________________
because _________________________________________________________.

Name ___________________________________________ Date _______________________

**RL 3.7 DETERMINING MOOD THROUGH ILLUSTRATIONS**

Text: ________________________________________________

This illustration shows ________________________________________________.

It makes me feel ________________________________________________
because _________________________________________________________.

Name ___________________________________________ Date _______________________

**RL 3.7 DETERMINING MOOD THROUGH ILLUSTRATIONS**

Text: ________________________________________________

This illustration shows ________________________________________________.

It makes me feel ________________________________________________
because _________________________________________________________.

Name ___________________________________________ Date _______________________
**RL.3.7** 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).

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>• Explain how illustrations contribute to a story’s details.</td>
</tr>
<tr>
<td></td>
<td>• Explain how illustrations convey details about characters and the setting.</td>
</tr>
<tr>
<td></td>
<td>• Explain how illustrations emphasize characters, settings, and the mood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Brave Irene</em> by William Steig  ISBN: 9781595191717</td>
<td>1. How does author use the illustration to create the mood of the story?</td>
</tr>
<tr>
<td><em>Brave Irene</em> Read Aloud</td>
<td>2. How do illustrations better help the reader understand the character or setting?</td>
</tr>
<tr>
<td>“Elly at the Aquarium” Read Aloud</td>
<td></td>
</tr>
<tr>
<td>“A School Trip to the Aquarium” (Lexile Level 720L) from ReadWorks.org</td>
<td></td>
</tr>
<tr>
<td>“The Beach” (Lexile Level 390L) from ReadWorks.org</td>
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</tbody>
</table>

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<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Process Anchor Chart</td>
<td>N/A</td>
</tr>
<tr>
<td>• Determining the Mood through Illustration Process Anchor Chart</td>
<td></td>
</tr>
<tr>
<td>• Tic-Tac-Toe Interactive Vocabulary Chart</td>
<td></td>
</tr>
<tr>
<td>• A School Trip to the Aquarium (Independent Practice)</td>
<td></td>
</tr>
<tr>
<td>• Exit Ticket</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can use the illustrations and text to describe the events and mood the text creates when reading.
- I can use the illustrations to explain additional details about the setting and/or characters.
**RL.3.7** 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).

**Academic Vocabulary Instruction**

1. Review all standard vocabulary with students.
2. Present students with the Tic-Tac-Toe Interactive Anchor Chart (RL3.7-3.1).
3. Randomly select a few vocabulary terms discussed throughout the lessons.
4. Write them on a sticky note, marking each term with either an (X) or an (O).
5. Ask students how many have ever played tic-tac-toe.
6. Explain how the vocabulary Tic-Tac-Toe will be played:
   - Step 1: Volunteers will randomly be selected to come to the board (Randomly select volunteers using a randomization strategy (ex. craft sticks))
   - Step 2: Students will be given one of the words discussed during this week’s lesson
   - Step 3: Explain to the class that they are to match the vocabulary term to the correct meaning.
   - Step 4: Once students have placed three (x’s) or (o’s) horizontal, vertical, or diagonal the game will end.
7. Once the game has ended the teacher will provide the correct responses.

**Making a Connection**

We have learned that authors use illustrations to help create a mood for readers and to help them better understand a story. (Review examples from previous day’s anchor chart.)

**Anticipatory Set/Introduction to the Lesson**

1. Review “I can” statements with students. Have students recite statements to a partner.
2. Ask students about a recent field trip and their feelings about the things that occurred.
3. Show students the short video clip, “Elly at the Aquarium.” Set the purpose for watching to have students think about how the events and the illustrations used in the video made them feel.
4. After the video, allow students to turn and talk to a partner to discuss what the images in the video made them feel.
5. Discuss students’ observations and connections to the standard.

**Guided Practice**

3. Read the story Brave Irene aloud.
4. Use the Process Anchor Chart (Handout RL 3.7-1.1) to review the ways illustrations contribute meaning to a story.
5. Ask students to use the “Think Pair-Share” strategies to discuss the following questions with a peer:
   - How does the picture of Irene using

**Independent Practice**

1. In partners, instruct students to read the story, “A School Trip to the Aquarium”.
2. Guide students to answer questions about the text through a written response:
   - Which paragraph does the picture help the reader understand?
   - Use evidence from the text to support your response.
**Guided Practice (continued)**

- What do the illustrations tell you about the mood of this story?

*Note: If Brave Irene is unavailable apply the same process to a different read aloud.*

**Independent Practice (continued)**

- What mood does the illustration and text create for the reader?
- Once students have completed this activity, allow volunteers an opportunity to share their response.
- Exit Ticket: Have students read the ReadWorks passage “The Beach” and answer exit ticket questions (Handout RL.3.7-3.2).

## CENTER TITLE

### LOOKING AT ILLUSTRATIONS IN STORIES

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.7         | • Array of levelled texts based on students’ independent reading levels  
• Pencils  
• Graphic Organizer (Handout RL.3.7-3.3) | 1. Select text at your level.  
2. Read the text, noting the illustrations.  
3. Complete the graphic organizer.  
4. Share your responses with a partner to check your work.  
*Note: Any literature stories will work for this center.**  
**Optional extension:** Have students write a paragraph about how the illustrations contribute to the mood of the story. |

**Center Accountability**  
Completed Graphic Organizer

### HANDOUTS FOR LESSON

- **RL.3.7-1.1** Process Anchor Chart  
- **RL.3.7-2.2** Determining the Mood through Illustration Process Anchor Chart  
- **RL.3.7-3.1** Tic Tac Toe Interactive Vocabulary Chart  
- **RL.3.7-3.2** Exit Ticket Questions: ReadWorks - “The Beach”  
- **RL.3.7-3.3** Center Graphic Organizer
Vocabulary Tic Tac Toe

<table>
<thead>
<tr>
<th>X</th>
<th>What went wrong in the story</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The reader’s feelings about the text</td>
</tr>
<tr>
<td></td>
<td>A series of events that make up a story: beginning, middle, and end</td>
</tr>
<tr>
<td>O</td>
<td>A person or animal in a story</td>
</tr>
<tr>
<td></td>
<td>The word or phrase that helps answer questions and helps better understand the text</td>
</tr>
<tr>
<td></td>
<td>When and where the story takes place</td>
</tr>
</tbody>
</table>

Problem

The reader’s feeling about the text

Drawing or picture

Illustration

Character

Detail

Setting
Name _______________________________________________ Date____________________

**RL 3.7 EXIT TICKET – READWORKS “THE BEACH”**

1. Read paragraph one. What mood does the illustration and text create for the reader?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. How does the illustration help you better understand how Jessica felt about the beach?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Name _______________________________________________ Date____________________

**RL 3.7 EXIT TICKET – READWORKS “THE BEACH”**

3. Read paragraph one. What mood does the illustration and text create for the reader?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. How does the illustration help you better understand how Jessica felt about the beach?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Name _______________________________________________ Date____________________

**RL 3.7 EXIT TICKET – READWORKS “THE BEACH”**

5. Read paragraph one. What mood does the illustration and text create for the reader?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. How does the illustration help you better understand how Jessica felt about the beach?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
**Name ___________________________ Date __________________**

**RL 3.7 LITERAL VS. NONLITERAL STUDENT GRAPHIC ORGANIZER**

**Title of the story: ________________________________________________**

<table>
<thead>
<tr>
<th>Illustration (what is it of?) and page #</th>
<th>Description of the illustration (use describing words)</th>
<th>How does the picture contribute to the theme, mood, or setting of the story? What information is present that is not in the words?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**STANDARDS GUIDEBOOK**  RL 3.7 and 3.9  Integration of Knowledge and Ideas  33
**MCCRS ELA STANDARD**

**RL.3.9** 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).

<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>Compare</strong></td>
<td>Describing how two or more things are alike</td>
<td>Tell how things are the same</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>Describing how two or more things are different</td>
<td>Tell how things are not the same</td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>A central idea in a piece of writing</td>
<td>What an entire text is all about</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>The main events of a play, novel, or story presented by the writer in a sequence</td>
<td>What happens in a text</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>A person or animal in a novel, play, or movie</td>
<td>The people or animals in a text</td>
</tr>
<tr>
<td><strong>Text Connections</strong></td>
<td>Thinking about how information read relates to another text, to one’s self, or to the world</td>
<td>Thinking about how two texts are alike, how what happens in a text is like something that has happened to you, or how something in a text is like the real world</td>
</tr>
<tr>
<td><strong>Book Series</strong></td>
<td>A group of books having certain characteristics in common, such as the same author, same characters, same theme, or same plot</td>
<td>A set of books that are similar to each other</td>
</tr>
<tr>
<td><strong>Author Study</strong></td>
<td>A unit lesson that gives students the opportunity to delve deeply into an author’s life and body of work</td>
<td>Learning about an author</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>The place or surroundings where a story happens</td>
<td>Where a story happens</td>
</tr>
</tbody>
</table>
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).

**ESTIMATED TIME**

20 minutes

**TEXT(S)**

N/A

**LESSON TARGET(S)**

Review the terms compare and contrast.

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

How are the two items alike? How are they different?

**RESOURCES AND MATERIALS**

- Chart Paper
- Marker
- Dry Erase Board
- Dry Erase Marker
- Sticky Notes (one for every two students)
- Venn Diagram Anchor Chart
- Handouts
- Pencils for Students

**TEXT DEPENDENT WRITING PROMPT**

N/A

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can compare and contrast using a Venn diagram.

**Academic Vocabulary Instruction**

1. Introduce the vocabulary words, compare and contrast using student-friendly definitions and hand motions. (Suggested hand motions: compare – link hands together; contrast – pull hands away from each other, turning palms out.)
2. Reference the Venn diagram Anchor Chart (Handout RL.3.9-1.1).
3. Pronounce each word or guide students in using their decoding skills to pronounce each word.
4. Add words to the word wall.

**Making a Connection**

Have you ever thought about things that are similar and different in your house or neighborhood and in your best friend’s house or neighborhood? When you are stating the similarities and differences in your friend’s neighborhood and your neighborhood, you are comparing and contrasting two topics.
### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements. Have students recite the statements to a partner.
2. Call two students to the front of the room.
3. Ask the class to identify ways these students are the same and how they are different.
4. Point out that when students are discussing what is the same, they are comparing the students. When they are discussing what is different, they are contrasting.
5. Set purpose of the lesson: students will practice comparing and contrasting pets based on background knowledge. Before applying a concept to a text, it is important to be able to compare and contrast any two objects.
6. Draw a Venn diagram on chart paper and post in the classroom (Handout RL.3.9-1.2).
7. Write “cat” above one circle on the diagram and “dog” above the other circle.
8. Explain to students that cats and dogs can both be pets.
9. Write “pets” in the center of the diagram.
10. Explain that you are writing this in the center where the circles overlap to show that this is true for both cats and dogs. This is a way that you can compare the two animals.
11. Think aloud and state that cats and dogs are different in that cats meow and dogs bark. Write “meow” on the cat side of the chart and “bark” on the dog side.
12. Point out that you have written these on separate sides to show that this pertains only to that one animal and that this is a way to contrast the two animals.

### Guided Practice

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pair students with a partner.</td>
<td>1. Place students in new sets of pairs. Provide each pair of students a Venn Diagram Graphic Organizer (Handout RL.3.9-1.1).</td>
</tr>
<tr>
<td>2. Give each pair a sticky note.</td>
<td>2. Instruct students to write their own names in the blanks at the top and complete the diagram to show ways they and their partner are alike and different.</td>
</tr>
<tr>
<td>3. Have each pair write one thing that could be placed in any portion of the Venn Diagram.</td>
<td></td>
</tr>
<tr>
<td>4. When finished, call each pair to the front of the class to place the sticky note on the chart and to tell the class what they wrote, where it goes on the chart, and why.</td>
<td></td>
</tr>
<tr>
<td>5. Make corrections as needed.</td>
<td></td>
</tr>
<tr>
<td>6. After all partners have placed sticky notes on the chart, review the ways that the animals were compared and ways they were contrasted.</td>
<td></td>
</tr>
</tbody>
</table>

### Reflection and Closing

1. Allow partners to share what they wrote on their Venn Diagrams.
2. Review the terms *compare* and *contrast*. 
RL.3.9 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).

HANDOUTS FOR LESSON

| RL.3.9-1.1 | Venn Diagram Anchor Chart |
| RL.3.9-1.2 | Venn Diagram Graphic Organizer |
Partner 1

Partner 2
HANDOUT RL.3.9-1.2  Venn Diagram Graphic Organizer
RL.3.9 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).

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

Identify the theme, setting, and plot in a story.

TEXT(S)

*The Mitten* by Jan Brett
ISBN: 9783928885539

*The Mitten* Read Aloud

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. What is the theme of the story?
2. Where and when does the story take place?
3. What happens in the story?

RESOURCES AND MATERIALS

- Copies of Animal Pictures
- Setting, Plot, Theme Anchor Chart
- Setting, Plot, Theme Graphic Organizer
- Markers
- Dry Erase Board
- Dry Erase Marker

TEXT DEPENDENT WRITING PROMPT

What is the central theme that one can learn from reading *The Mitten*? Use evidence from the story to support your answer. Cite at least three key events that demonstrate the theme.

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can identify the theme, setting, and plot of a story.

Academic Vocabulary Instruction

1. Review the vocabulary words, *compare* and *contrast*. Review hand motions and invite students to tell a partner the meaning and share out.
2. Introduce the vocabulary words *plot*, *setting*, and *theme* using student-friendly definitions and hand motions. (Suggested hand motions: *plot* – use hand to draw a circle in the air; *setting* – tap wrist, then scan horizon; *theme* – cup hands over head, draw a large circle in the air.)
3. Add words to the word wall.

Making a Connection

Yesterday we discussed how to compare and contrast different things. Today we will continue that practice but apply it to a text. Who has ever worn gloves? (Allow students to show hands). Who has ever worn mittens? (Allow students to show hands). Who can tell me a characteristic of...
wearing gloves and a characteristic of wearing mittens? Turn and talk to a partner to compare and contrast the two. (Allow for turn and talk time, then have students share their thoughts with the class.)

Anticipatory Set/Introduction to the Lesson

Note: prior to class, print out the animal pictures for The Mitten. Animals should include a rabbit, fox, hedgehog, raccoon, owl and opossum. Write the words “setting,” “plot,” and “theme” and the definition of each word on the back of each animal pictures (one word or definition on each animal).

1. Review the “I can” statement with students. Have students recite the statement to a partner.
2. Explain to students that in order to compare and contrast one story with another, we have to first look at each story individually.
3. Tell students that there are pictures of animals hidden around the room.
4. Allow students to look around the room and find the pictures (Note: only allow students to move around the room if strong procedures and rules are in place. Otherwise, have students tell you where the pictures are).
5. Invite students who found a picture to come to the front of the room.
6. Have students turn the pictures around.
7. Instruct students to match the words (theme, plot, setting) with their definitions.
8. Show the students a mitten and explain to students that you are going to read them a story about these animals and how they all fit inside a mitten.
9. Encourage students to think about the plot, setting, and theme as the class reads the story.

Guided Practice

1. Display the Story Map Anchor Chart (Handout RL.3.9-2.1).
2. Read aloud the book The Mitten to students.
3. After reading, guide students to help you complete the anchor chart. Students will simultaneously complete their own copy (Handout RL.3.9-2.2).
   Sample answers:
   • Setting: In the woods in winter
   • Plot: Nicki’s grandmother made him some mittens, and he lost one in the snow. Several animals found shelter and warmth inside the lost mitten. In the end, the bear sneezed, and the mitten burst.
   • Theme: Finding shelter

Independent Practice

1. Have students respond to the text dependent question: “What is the central theme that one can learn from reading The Mitten? Use evidence from the story to support your answer. Cite at least three key events that demonstrate the theme.”
2. Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)
3. Based on student ability, the writing response may also be conducted in small groups, literacy centers, or during additional guided practice.

Reflection and Closing
1. Explain to students that tomorrow they will read *The Hat*, also written by Jan Brett.
2. Invite students to make predictions about what the story will be about, alluding that the plot may be similar.
3. Discuss student responses as a class.

### HANDOUTS FOR LESSON

- **RL.3.9-2.1** Story Map Anchor Chart
- **RL.3.9-2.2** Story Map Graphic Organizer
HANDOUT RL.3.9-2.1

Story Map Anchor Chart

STANDARDS GUIDEBOOK

RL 3.7 and 3.9 Integration of Knowledge and Ideas
Name __________________________________________ Date ______________

**RL 3.9 STORY MAP GRAPHIC ORGANIZER**

Title of the story: _________________________________________________

<table>
<thead>
<tr>
<th>SETTING</th>
<th>PLOT</th>
<th>THEME</th>
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<tbody>
<tr>
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</tbody>
</table>
RL.3.9  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).

### Estimated Time

<table>
<thead>
<tr>
<th>Text(s)</th>
<th>Lesson Target(s)</th>
<th>Guiding/Text-Dependent Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 minutes</strong></td>
<td>- Identify the theme, setting, and plot of a story. - Compare and contrast the setting, theme, and plot of two stories.</td>
<td>1. What is the theme of the story? 2. Where and when does the story take place? 3. What happens in the story?</td>
</tr>
</tbody>
</table>

### Text(s)

- **The Hat** by Jan Brett (Lexile Level 540L)  
  ISBN: 9781586690960
  
- **The Mitten** by Jan Brett  
  ISBN: 9783928885539

### Resources and Materials

- Setting, Plot, Theme Anchor Chart
- Setting, Plot, Theme Graphic Organizer
- Markers
- Dry Erase Board
- Dry Erase Marker

### Text Dependent Writing Prompt

N/A

### Instructional Plan

**Understanding Lesson Purpose and Student Outcomes**

- I can identify the theme, setting, and plot of a story.
- I can compare and contrast the theme, setting, and plot of two similar stories written by the same author.
### Academic Vocabulary Instruction

1. Review the vocabulary words, *compare, contrast, plot, setting,* and *theme*.
2. Review hand motions and student-friendly definitions.
3. Conduct a vocabulary triangle with *plot, setting,* and *theme* (students come up with a sentence with *plot* and *setting*, a sentence with *plot* and *theme*, a sentence with *theme* and *setting*, and a sentence with all three words).

### Making a Connection

Yesterday we read the story *The Mitten*. Who can tell me what that story was about? (Allow for wait time, then randomly select students to retell the story.) Today we will read another text by the same author, Jan Brett. As we read, pay attention to how the stories are similar and how they are different, because after reading *The Hat* we will compare and contrast the two stories.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students recite the statements to a partner.
2. Set purpose of the lesson: Students will listen to *The Hat* and then will compare and contrast the setting, plot, and theme to *The Mitten*.
3. Display the Double Bubble Graphic Organizer Anchor Chart (Handout RL.3.9-3.1).
4. Provide students with a Double Bubble Graphic Organizer (Handout RL.3.9-3.2).
5. Explain to students that the story titles are written in the center of the graphic organizer and that they’ll use the other circles to show how the stories are the same and how they are different, with similarities listed between the two stories and differences listed to the sides.  
   **Note:** Included is an additional graphic organizer (Handout RL.3.9-3.3) as an alternative to breaking down similarities and differences between two stories. You may choose to use this organizer instead of the Double Bubble Graphic Organizer if you think your students will better relate to it.

### Guided Practice

1. Create a Story Map Anchor Chart for *The Hat* (Handout RL.3.9-2.1). Students can also have an accompanying Story Map Graphic Organizer (Handout RL.3.9-2.2).
2. Read aloud the book *The Hat* to students.
3. Work with students to complete the Anchor Chart and Graphic Organizer.
4. Sample answers:
   - Setting: On a farm in winter
   - Plot: Lisa’s wool hat falls off the clothesline, and a hedgehog climbs into it and gets stuck. When the farm animals laugh at him, he acts like it is a hat. The other animals remove the clothes from the clothesline, so they can have hats too.
   - Theme: Make the best out of any situation

### Independent Practice

1. Put students in groups.
2. Instruct students to finish the Double Bubble graphic organizer based on their two story maps and their group discussion on the similarities and differences between the texts (you may also utilize alternative organizer). Students will compare and contrast details about the plot and theme.
Guided Practice (continued)

1. Allow students to turn and talk and compare the two Story Map Anchor Charts of *The Mitten* and *The Hat*.
2. Invite students to brainstorm how the settings, plots, and themes are similar and different.
   - Model how the settings are similar (both take place in winter, both take place at a farm). Think aloud: “When we made our story maps, we said that *The Mitten* took place in the woods in winter, and we said that *The Hat* took place on a farm in winter. Both stories took place in winter, so I can list winter in the top circle between the titles of the two stories. In the outer boxes, I’ll place woods and the farm.” Write this on the board and have students copy it onto their personal graphic organizers. Ask students how the settings were different. (One was in the woods, and the other was on a farm.) Confirm that this in the two outer circles.
3. Discuss with students the similarities and differences between the theme and plots of the stories (but allow them to complete on their own in the independent practice).

Reflection and Closing

1. Review the independent activity with students.
2. Complete the Double Bubble Anchor chart as students compare and contrast the setting, plot, and theme of the stories.
3. Turn and talk: “Why is it important to compare and contrast stories?”

HANDOUTS FOR LESSON

- **RL.3.9-2.1** Story Map Anchor Chart
- **RL.3.9-2.2** Story Map Graphic Organizer
- **RL.3.9-3.1** Double Bubble Anchor Chart
- **RL.3.9-3.2** Double Bubble Graphic Organizer
- **RL.3.9-3.3** Additional Compare/Contrast Organizer
STANDARDS GUIDEBOOK  RL 3.7 and 3.9  Integration of Knowledge and Ideas
### RL 3.9 ADDITIONAL COMPARE/CONTRAST ORGANIZER

<table>
<thead>
<tr>
<th></th>
<th>Story #1:</th>
<th>Story #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHARACTERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
<td></td>
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<td><strong>SETTING</strong></td>
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<td><strong>PLOT</strong></td>
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<td><strong>THEME</strong></td>
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<td>Similarities</td>
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**ESTIMATED TIME**
30 minutes

**LESSON TARGET(S)**
- Compare and contrast the setting, theme, and plot of two stories.
- Write about similarities and differences between two stories.

**TEXT(S)**
The Hat by Jan Brett (Lexile Level 540L)
ISBN: 9781586690960

The Hat Read Aloud

The Mitten by Jan Brett
ISBN: 9783928885539

The Mitten Read Aloud

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
1. How are the themes of these two stories the same? How are they different?
2. How are the settings of these two stories the same? How are they different?
3. How are the plots of the stories the same? How are they different?

**TEXT DEPENDENT WRITING PROMPT**
You have heard the stories The Hat and The Mitten read aloud. Write a paragraph to show the similarities and differences between the setting, plot, and theme of these two stories. Be sure to include examples from both stories in your response.

**RESOURCES AND MATERIALS**
- Previous Lessons’ Anchor Charts
- Completed Double Bubble Graphic Organizer
- Projector OR Dry Erase Board
- Dry Erase Marker
- Notebook Paper

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**
- I can compare and contrast the theme, setting, and plot of two similar stories written by the same author.

**Academic Vocabulary Instruction**
1. Review the vocabulary words, *compare, contrast, plot, setting, and theme*.
2. Review hand gestures and student friendly definitions.
3. Play a vocabulary matching game.
Making a Connection

Who has a favorite author? (Allow for wait time.) Many authors write multiple stories, and some of these stories use the same characters. For example, Barbara Park wrote a lot of *Junie B. Jones* books, Mo Willems wrote many different books about a silly pigeon, and Mary Pope Osborne wrote the *Magic Tree House* books. Today we will learn about comparing and contrasting texts in an author study.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statement. Have students tell the statement to a partner.
2. Review the anchor charts created in lessons 2 and 3 for the books *The Hat* and *The Mitten*.
3. Invite students to retell both stories (allow students to conduct turn and talks).
4. Set the purpose for the lesson: “Today we will write about the similarities and differences between *The Mitten* and *The Hat*, focusing on the setting, plot and theme.”

Guided Practice

1. Pass out student Graphic Organizers from Lessons 2 and 3 (Handouts RL.3.9-2.2 & 3.2).
2. Review the Story Map Anchor Charts and the Double Bubble Anchor Chart (Handouts RL.3.9-2.1 & 3.1).
3. Pass out a 4-Square Writing Organizer (Handout RL.3.9-4.1).
4. Introduce the writing prompt to students: “You have heard the stories *The Hat* and *The Mitten* read aloud. Write a paragraph comparing and contrasting these two stories. Be sure to compare and contrast the setting, the plots, and the themes. Use specific examples from both stories.”
5. Guide students in developing a topic sentence, utilizing as much of the question as possible (Example: The stories *The Hat* and *The Mitten* by Jan Brett are alike in some ways and different in others.) Have students record the topic sentence in their 4-Square organizer.

Independent Practice

1. Tell students to compare and contrast a component in each box (setting in the first, plot in the second, theme in the third).
2. Students will independently complete their Four-Square Organizer independently, then turn their organizer into an essay.
3. Monitor and assist students as needed.

Reflection and Closing

1. Invite students to present their writing activity by sharing with a partner or reading aloud to a group.
2. Turn and talk: invite students to summarize standard RL.3.9 and what they learned.
### CENTER ACTIVITY
#### COMPARE AND CONTRAST

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<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
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| RL.3.9         | - Passages from Readworks.com: Squeak the Skater Goes Surfing (4th), The Surfer Girl (4th), The Noisiest Cat (3rd), This is Not My Cat (3rd), Sarah the Seagull (2nd), Macy the Elephant (2nd)  
- Handout RL.3.9-3.3  
**Note:** Choose passages according to the instructional levels of your groups. Each group will need the two passages of the same level. | 1. Read the appropriate passage.  
2. Write the titles of the passages in the graphic organizer.  
3. Compare and contrast the two stories, focusing on the setting, plot and theme.  
4. Complete the graphic organizer. |

#### Center Accountability

- Finished Product

### HANDOUTS FOR LESSON

- **RL.3.9-2.1** Story Map Anchor Chart  
- **RL.3.9-2.2** Story Map Graphic Organizer  
- **RL.3.9-3.1** Double Bubble Anchor Chart  
- **RL.3.9-3.2** Double Bubble Graphic Organizer  
- **RL.3.9-3.3** Additional Compare/Contrast Organizer  
- **RL.3.9-4.1** Four Square Organizer
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).

**ESTIMATED TIME**
- 30 minutes

**LESSON TARGET(S)**
- Compare and contrast the setting, theme, and plot of two stories.
- Write about similarities and differences between two stories.

**TEXT(S)**
- *The Ant and the Dove: An Aesop Fable* (Lexile Level 490L)
- *The Lion and the Mouse: An Aesop Fable* (Lexile Level 470L)

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
1. How do these two texts address similar morals? What evidence proves your answer?
2. How are the settings of these two stories the same? How are they different?
3. How are the plots of the stories the same? How are they different?

**RESOURCES AND MATERIALS**
- Previous Lessons’ Anchor Charts
- Completed Double Bubble Graphic Organizer
- Projector OR Dry Erase Board
- Dry Erase Marker
- Notebook Paper

**TEXT DEPENDENT WRITING PROMPT**
- N/A

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**
- I can compare and contrast the theme, setting, and plot of two similar stories written by the same author.

**Academic Vocabulary Instruction**
1. Review the vocabulary words *compare, contrast, plot, setting,* and *theme.*
2. Review hand gestures and student friendly definitions.
3. Play a vocabulary matching game.
Making a Connection

Yesterday, we learned how to compare and contrast two stories using the compare and contrast graphic organizer and then used it to write a paragraph. Who can read their paragraph to the class? (choose one or two students to share). Today we are going to take this knowledge one step deeper by comparing two new stories on our own.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statement. Have students tell the statement to a partner.
2. Review the compare and contrast organizer from day 3 for the books The Hat and The Mitten.
3. Review the parts of a fable anchor chart from lesson RL.3.2 (day 1). Make sure to emphasize moral.
4. Set the purpose for the lesson: “Today we will compare two fables, “The Dove and the Ant” and “The Lion and the Mouse”.

Guided Practice

1. Put students into groups of two or three. Give each group the additional compare and contrast handout from day 3 (RL.3.9-3.3) and the fables, “The Ant and the Dove” and “The Lion and the Mouse”.
2. Have each group read the two fables and complete the handout (the teacher rotates to provide extra support as needed) Note: Theme and moral are not always the same. Point out to the students that since we are focusing on fables today we will find the moral instead of the theme.
3. Once students have finished, bring the class back together and choose one or two groups to share out (make sure to emphasize the moral of both stories- kindness is never wasted or even small friends can be helpful)

Independent Practice

1. Have students answer the three text dependent questions using the two fables from the guided practice and the compare/contrast handout
2. Students should turn in their answers to be used as a formative assessment

Note: The Independent practice can be done during centers or on an additional day.

Reflection and Closing

Review the answers to the guided questions with the students.

HANDOUTS FOR LESSON

RL.3.9-3.3 Additional Compare/Contrast Organizer