3RD GRADE
Standards Guidebook
Reading Literary Text (RL)

KEY IDEAS AND DETAILS
(RL.3.1-3.3)
MISSISSIPPI DEPARTMENT OF EDUCATION LITERACY TEAM

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MISSISSIPPI DEPARTMENT OF EDUCATION
CAREY M. WRIGHT, ED. D., STATE SUPERINTENDENT 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.

### 3RD GRADE STANDARDS GUIDEBOOK COMMITTEE

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<td>Dr. Taneka Hawkins</td>
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<td>Kimberly Jenkins</td>
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<td>Debbie Johnston</td>
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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)
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.
READING STANDARDS FOR LITERATURE
“Key Ideas and Details”

Mastery of the “Key Ideas” standards ensure students are able to find evidence in the texts they read. It also ensures students can summarize and retell using pertinent details, and can identify the message of the text. Following high-quality, effective instruction of these standards, students will be able to ask and answer the following questions:

- What details stand out to me? Why?
- What do I know about ______ that I did not know before?
- What surprised me?
- Why do I think the author included these details?
- What message does the author want me to understand?
- What is this story beginning to be about?
- How do different parts of this story relate to one another?
- How does the setting make a difference to the plot?
### MCCRS ELA STANDARD

**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>KEY LANGUAGE/VERBS/TERMS</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questioning/Question</strong></td>
<td>A sentence worded or expressed to elicit information</td>
<td>To ask something</td>
</tr>
<tr>
<td><strong>Ask</strong></td>
<td>Say something to obtain an answer or some information</td>
<td>How to get an answer or response</td>
</tr>
<tr>
<td><strong>Answer</strong></td>
<td>A thing said, written, or done to deal with or as a reaction to a question, statement, or situation</td>
<td>A response to an oral or written question</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>A book or other printed work, in terms of its content rather than its physical form</td>
<td>The words in a written work</td>
</tr>
<tr>
<td><strong>Text Evidence</strong></td>
<td>The available body of details from the passage indicating whether a belief or proposition is true or valid</td>
<td>Details from the passage that support or prove an answer to be true</td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td>Give a brief statement of the main points of something</td>
<td>To give a short version of the main points in your own words</td>
</tr>
<tr>
<td><strong>Explicitly Stated</strong></td>
<td>Stated clearly and in detail, leaving no room for confusion or doubt</td>
<td>Answering the question in a clear and complete manner</td>
</tr>
</tbody>
</table>
### RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes (can be combined with Day 2 lesson, if time allows)</td>
<td>Ask and answer questions about a text.</td>
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</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| *Goldilocks and the Three Bears* by Jim Aylesworth, not included | 1. What happens in this text?  
2. What is said in the text? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
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</table>
| • Chart paper  
• Markers  
• Sticky notes  
• Question Word Cards (one teacher set) | N/A |

### INSTRUCTIONAL PLAN

#### Understanding Lesson Purpose and Student Outcomes

- ☐ I can read a text and answer questions about it.
- ☐ I can read a text and ask questions about it.

#### Academic Vocabulary Instruction

1. Introduce the words *ask*, *answer*, and *question* with student-friendly definitions and pictures (if appropriate). Have students use the words in a sentence with a partner.

2. Teach hand motions to represent words. (Suggested hand motions: *ask* – shrug shoulders with hands up; *answer* – point finger from mouth; *question* – puzzled face with finger at the side of the mouth.)

3. Add the words to the word wall.

#### Making a Connection

(Note: This lesson starts with a surprise awaiting students in the classroom. This conversation needs to take place outside of the classroom before entering.) When have you had to ask a question? (Allow for think time, then allow students to share their examples.) When have you had to answer a question? (Allow for think time, then allow students to share their examples.) We will be working with asking and answering questions this week.)
**Anticipatory Set/Introduction to the Lesson**

1. Before students enter class, make the classroom disorganized (knock the trash can over, scatter bookbags all over the floor, draw random images on the board, etc.).
2. When students return from activity, lunch, recess, etc., tell students not to disturb the evidence.
3. Explain that students must become detectives to determine what happened to the room.
4. Use the “crime scene” to review academic vocabulary words *ask, answer, and questions*.
5. Ask the students “What are some questions we should ask to solve the mystery in the classroom?”
6. Create Questioning Anchor Chart (Handout RL.3.1-1.2). Provide the title and empty thought bubbles but allow students to identify and write question words on the chart. Once students have identified the questioning words, have them brainstorm questions they could ask for each about what happened in the classroom using each word. Record these on sticky notes and stick the questions around each questioning word bubble on the anchor chart. (These will be referred to as evidence on Day 3). Save a space on the anchor chart to add the “Good readers...” statement during closing.

**Model**

1. Introduce the “I can” statements. Have students repeat the statements back.
2. Set the purpose: “Today we will discuss that good readers ask and answer questions to show that they understand what they have read.”
3. Explain to students, “Before we read, we ask ourselves questions about what we are going to read.” Pose a few before-reading questions as examples, such as “What do we think this passage will be about? Why am I reading this passage?”
4. Explain to students, “We also ask ourselves questions during and after reading to help us think about what we’ve read.” Read part of the familiar story of *Goldilocks and the Three Bears* (substitute other familiar literary work, if needed).
5. Draw a Question Word Card (Handout RL.3.1-1.1) and orally demonstrate how to create a question about part of the story using that question word. (Ex. Teacher draws a card with “How” on it. Her question could be “How did baby bear’s chair get broken?” or “How did someone get into the house?”)

**Guided Practice**

1. Continue reading *Goldilocks and the Three Bears*.
2. Call on a student to draw a card (Handout RL.3.1-1.1). Allow students to talk in partners and create a question about the story using the question word from the card.
3. Have two or three students share out their questions. Encourage other students to answer the questions asked.

**Independent Practice**

1. Draw the last question card.
2. On an index card or sticky note, have students write their own question about the story with the question word from the card.
3. On the back of the index card, students will write the answer to their question.
**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Guided Practice (continued)</th>
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</thead>
<tbody>
<tr>
<td>4. During the activity, have remaining students give a “thumbs up/down” to show agreement to the answers.</td>
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<tr>
<td>5. Repeat until all cards have been used except one.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection and Closing</th>
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</thead>
<tbody>
<tr>
<td>1. Explain to students, “Asking and answering questions help us better understand a story. Good readers ask and answer questions before, during, and after reading a text just like detectives use clues and ask questions to solve a case. Today, we asked questions before and during reading.”</td>
</tr>
<tr>
<td>2. Add “Good readers...” statement to Questioning Anchor Chart.</td>
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</table>

### HANDOUTS FOR LESSON

- **RL.3.1-1.1** Question Word Cards
- **RL.3.1-1.2** Question Anchor Chart Example
## Question Word Cards

<table>
<thead>
<tr>
<th>Who ____?</th>
<th>What ____?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When ____?</td>
<td>Where ____?</td>
</tr>
<tr>
<td>Why ____?</td>
<td>How ____?</td>
</tr>
<tr>
<td>Which ____?</td>
<td>Can ____?</td>
</tr>
<tr>
<td>____?</td>
<td>____?</td>
</tr>
</tbody>
</table>
Questioning

Good readers *ask questions* about what they read.

- Who?
- When?
- How?
- What?
- Where?
- Why?
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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<tbody>
<tr>
<td>20 minutes</td>
<td>Asking questions about a text.</td>
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<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| “The Treasure Hunt” (Lexile Level 730L) and question sets (Lexile Level 740L) from ReadWorks.org | 1. What happens in the text?  
2. What is said in the text?  
3. Why does Jordan climb trees?  
4. Who loves to solve riddles?  
5. Where does she dig holes? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
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</table>
| • Questioning Anchor Chart  
• Chart Paper  
• Markers  
• Question Word Cards (one teacher set and a set for each pair of students) | N/A |

<table>
<thead>
<tr>
<th>INSTRUCTIONAL PLAN</th>
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<tbody>
<tr>
<td><strong>Understanding Lesson Purpose and Student Outcomes</strong></td>
</tr>
</tbody>
</table>
| ☐ I can read a text and answer questions about it.  
☐ I can read a text and ask questions about it. |

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary Instruction</strong></th>
</tr>
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</table>
| 1. Review academic vocabulary words *ask*, *answer*, and *question* by reviewing the student-friendly definitions and hand motions. (Optional: Complete a vocabulary triangle or play a word wall game.)  
2. Introduce the new word text with a student-friendly definition and a picture (if appropriate). Have students use the word in a sentence with a partner.  
3. Teach a hand motion to represent the word. (Suggested hand motion: text – hands positioned like a book.)  
4. Add the word to the word wall. |

<table>
<thead>
<tr>
<th><strong>Making a Connection</strong></th>
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</thead>
<tbody>
<tr>
<td>Yesterday we found a crime scene in our classroom. To help us understand what had happened, we created our Questioning Anchor Chart. (Review Handout RL.3.1-1.2.) Good readers need to be detectives as they read a text, asking questions and looking for clues in the text, illustrations, and text features.</td>
</tr>
</tbody>
</table>
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Anticipatory Set/Introduction to the Lesson

1. Ask students different riddles. (Below are a few suggestions or choose your own.)
2. Encourage students to identify the question words and other clues that helped solve each riddle.
   - What gets wetter the more it dries? (Towel)
   - When you look for something, why is it always in the last place you looked? (Because when you find it, you stop looking.)
   - How can a man go 8 days without sleep? (He only sleeps at night.)
   - Which is heavier, a pound of bricks or a pound of feathers? (The same—a pound is a pound.)
   - Can you name 3 consecutive days without using the words Wednesday, Friday, and Sunday? (Yesterday, today, and tomorrow.)

Model

1. Introduce/review the “I can” statements for the lesson.
2. Give each student a copy of the ReadWorks passage, “The Treasure Hunt.”
3. Read the entire text to the class to model fluency.
4. Reread paragraph 1 to the class. Draw a question card and conduct a think aloud to demonstrate how to create questions about the text. (Suggested questions: Why does Jordan climb trees? Who loves to solve riddles? Where does she dig holes?)

Guided Practice

1. Place students in partners or groups.
2. Chorally read the remaining paragraphs on page 1 as a class.
3. With partners/groups, have students draw a Question Word Card (Handout RL.3.1-1.1) and orally create questions about the text.
4. Students will ask for volunteers within their partners/groups to answer the questions in complete sentences.
5. Guide students in giving each other positive feedback after each correct answer (for example: ten finger woo-hoo, flea claps, etc.).

Independent Practice

1. Pair students together to partner read the paragraphs on page 2. Provide each pair with a set of Question Cards and the Literacy Center Recording Sheet (Handout RL.3.1-2.2).
2. Partner 1 will draw a card and create a question about the text that was read. Partner 2 will answer the question in a complete sentence. Record the question and the answer on the Literacy Center Recording Sheet.
3. Partner 2 will then draw a card and create a question about the text and Partner 1 will answer the question in a complete sentence. Record the question and the answer on the Literacy Center Recording Sheet.
4. Repeat until all Question Cards have been used.
Reflection and Closing

1. Call on each group to share out a question they created.
2. As students share questions, record questions to use in the following lesson on a large copy of the Student-Created Questions Sheet (Handout RL.3.1-2.1).
3. After all groups have shared a question, have students identify which words in each question helped them to know and identify the answer.

**CENTER TITLE**  ASKING QUESTIONS

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.1         | • Leveled Narrative Text  
• Recording Sheet (Handout RL.3.1-2.2)  
• Pencil | 1. Read the leveled text provided at your center.  
2. Create a question for each of the question words on the recording sheet.  
3. Switch papers with a group member and answer each other’s questions orally. |

Center Accountability  Recording Sheet

**HANDOUTS FOR LESSON**

- **RL.3.1-1.1** Question Word Cards
- **RL.3.1-1.2** Question Anchor Chart Example
- **RL.3.1-2.1** Student-Created Question Sheet
- **RL.3.1-2.2** Literacy Center Recording Sheet
Student-Created Questions
(for teacher use)

Directions: Use this sheet to record questions the student pairs share during the closing of day 2. You may choose to use these questions the following day as review.

1. ..................................................................................................................

2. ..................................................................................................................

3. ..................................................................................................................

4. ..................................................................................................................

5. ..................................................................................................................

6. ..................................................................................................................
Name ______________________

**Asking Questions Center Recording sheet**

**Directions:** Use the leveled text the teacher has provided at your center. Read the text, then create a question for each of the question words below. Once finished, switch papers with a group member and answer each others’ questions in a complete sentence.

<table>
<thead>
<tr>
<th>Who ___?</th>
<th>What ___?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When ___?</td>
<td>Where ___?</td>
</tr>
<tr>
<td>Why ___?</td>
<td>How ___?</td>
</tr>
<tr>
<td>Which ___?</td>
<td>Can ___?</td>
</tr>
</tbody>
</table>
**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20 minutes</td>
<td>Identify evidence from the text to support your answer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| “The Treasure Hunt” (Lexile Level 730L) and question sets (Lexile Level 740L) from ReadWorks.org | 1. What is evidence?  
2. What is text evidence?  
3. How can you find evidence in the text?  
4. What are some clues you can use to find the evidence? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Anchor Chart from previous lessons  
• Evidence Anchor Chart  
• “Finding Clues” Question sets (Guided and Independent)  
• Answering Questions Center Recording Sheet  
• Answering Questions Center Cards | N/A |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**
- I can read a text and answer questions about it.  
- I can orally explain or write to show understanding of the text using examples from the text.  
- I can find evidence in the text to support my answer.

**Academic Vocabulary Instruction**
1. Review the student-friendly definitions and hand motions for the academic vocabulary words *ask, answer, question,* and *text.* Have students provide synonyms and antonyms for each word.  
2. Introduce the new word *evidence* with a student-friendly definition and a picture (if appropriate). Students will use it in a sentence with a partner.  
3. Teach a hand motion to represent the word. (Suggested hand motion: *evidence* – hands positioned like binoculars.)  
4. Add *evidence* to the word wall.
Making a Connection

Earlier this week, we solved a mystery. We used detective question words and answered the questions based on the EVIDENCE. We recorded our evidence on sticky notes. Today we will talk more about evidence, and how it helps readers understand what is happening in a text.

Anticipatory Set/Introduction to the Lesson

1. Introduce/Review the “I can” statements for the lesson. Students will repeat the statements with a partner.
2. Create the Evidence Anchor Chart (Handout RL.3.1-3.1).
3. Add that good readers use details or evidence from the text to prove their answer is right.
4. On the Evidence Anchor Chart, provide the title and allow the students to help provide the “Good readers…” statement.

Model

2. Set the Purpose: “I will model how to find text evidence to support an answer to a question. As I model, we will complete the Evidence Anchor Chart.”
3. State the question: “Why does Jordan love treasure hunts?” Think-aloud how to answer the question. Circle key words in the question. Write this as step 1 on the anchor chart.”
4. Model rereading the text and underlining clues that are relevant to the question. Underline phrases such as “loves to use clues to solve riddles” and “always dreams about being a pirate” etc. Write this as step 2 on the anchor chart.
5. Underline the word “relevant” on the Evidence Anchor Chart. Provide an example of a relevant detail and an example of a non-relevant detail to explain the difference. Point out the difference in evidence that is directly stated in the text and evidence that leads to an inference.
6. Explain that now you have evidence, you will answer the question with confidence (write as step 3).
7. Think aloud: “The last thing I have to do is cite where I found my evidence. I see that I underlined evidence in paragraph 1 (list as step 4).”

Note: for today’s practice, citation is simply writing which paragraph the evidence was found. The following lesson demonstrates how to summarize the evidence.
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work together with students to answer questions #2-4 in the “Finding Clues—Guided Form (Handout RL.3.1-3.2).</td>
<td>1. Pair students.</td>
</tr>
<tr>
<td>2. For each question, use the four steps as modelled above.</td>
<td>2. Assign students to complete Finding Clues — Independent Form (Handout RL.3.1-3.3) using the steps on the Evidence Anchor Chart.</td>
</tr>
<tr>
<td>3. Monitor the classroom to answer questions and reteach as necessary.</td>
<td>3. Monitor the classroom to answer questions and reteach as necessary.</td>
</tr>
</tbody>
</table>

**Reflection and Closing**

1. Share and discuss correct answers.
2. Review the “I can” statements of the day.

**CENTER TITLE**

**ANSWERING QUESTIONS**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.1         | • Leveled narrative text  
| Additional Standard(s): RL 3.3 | • Sticky notes  
|                 | • Pencil  
|                 | • Question Cards (Handout RL.3.1-3.4)  
|                 | • Answering Questions Recording Sheet (Handout RL.3.1-3.5)  
|                 | • Chart Paper | 1. Read the leveled readers/text provided at your center. |
|                 | | 2. Draw a question card. |
|                 | | 3. Answer the question on a sticky note and add to the shared anchor chart. |
|                 | | 4. Record all answers on individual graphic organizer recording sheet. |
|                 | | *Note: Teacher should pre-create an anchor chart to match the student recording sheet.* |

**Center Accountability**

**Recording Sheet**

**HANDOUTS FOR LESSON**

- RL.3.1-3.1 Evidence Anchor Chart Example
- RL.3.1-3.2 Finding Clues – Guided Worksheet
- RL.3.1-3.3 Finding Clues – Independent Worksheet
- RL.3.1-3.4 Answering Questions Center – Question Cards
- RL.3.1-3.5 Answering Questions Center – Recording Sheet
Evidence

Good readers use details from the passage to prove answers.

1. Read the question and circle key words.
2. Reread the text and underline clues (evidence) that are relevant to the question.
3. Use the evidence from the text to answer the question confidently!
4. Cite where you found your evidence.

Evidence Stems

In the passage...
The text says...
The author states...
Paragraph __ says...
Finding Clues – Guided
(Question Set for The Treasure Hunt, page 1)

Directions: Answer the following questions and determine in which paragraph the clue is found.

1. Why does Jordan love treasure hunts?
   a) She loves to solve riddles.
   b) It’s her birthday.
   c) She climbs trees and digs holes.

   Paragraph _____

2. Who helps Cameron and Annie with their treasure hunt idea?
   a) Jordan
   b) Cameron’s mom
   c) pirates

   Paragraph _____

3. What does Cameron do right before he marks the spot where the trampoline sits?
   a) He marks the spot where the porch is.
   b) He pulls out a crayon and starts to draw the map.
   c) He draws the big trees that surround their yard.

   Paragraph _____

4. Where does the birthday treasure hunt take place?
   a) in their imagination
   b) on a pirate ship
   c) in the backyard

   Paragraph _____
Finding Clues – Independent

(Question Set for The Treasure Hunt, page 2)

Directions: Answer the following questions and determine in which paragraph the clue is found.

1. Who created the map? Paragraph _____
   a) Cameron
   b) Jordan
   c) Their parents

2. Which two items did Cameron and Annie add to the map on the next day? (select two answers) Paragraphs _____ and _____
   a) the trampoline
   b) the rock
   c) a bird
   d) a pirate
   e) the bird fountain
   f) an X to mark the spot

3. What do Cameron and Annie do after they fill a chest with treasure? Paragraphs _____ and _____
   a) dig a hole near a tree and bury it
   b) tell Jordan they have a surprise for her
   c) find her treasure

4. Which of the following is NOT in the treasure chest that Jordan will find? Paragraphs _____ and _____
   a) candy
   b) a compass
   c) a pirate hat
   d) a clue
   e) a message in a bottle
**Asking Questions Center Recording sheet**

**Directions:** Use the leveled text the teacher has provided at your center. Read the text, then create a question for each of the question words below. Once finished, switch papers with a group member and answer each others’ questions in a complete sentence.

<table>
<thead>
<tr>
<th>Who ___?</th>
<th>What ___?</th>
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<tr>
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<td>When ___?</td>
<td>Where ___?</td>
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<td>Why ___?</td>
<td>How ___?</td>
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<td>Which ___?</td>
<td>Can ___?</td>
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</tbody>
</table>

**STANDARDS GUIDEBOOK**  RL 3.1 – 3.3  Key Ideas and Details
Name ____________________________

Answering Questions Center Recording Sheet

Directions: Use the leveled text the teacher has provided at your center. Read the text, then draw a question card. Answer the question in the graphic organizer below.

- Who are the main characters in the story?
- What is the problem in the story?
- When did the story take place?
- Where did the story take place?
- When did the story take place?
- How was the problem solved?
- How could the story have been different if the main character made a different choice?
- What is another way the problem could have been solved?

Title
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ESTIMATED TIME
15-20 minutes

LESSON TARGET(S)
Summarize evidence from the text using evidence stems.

TEXT(S)
“The Treasure Hunt” (Lexile Level 730L) and question sets (Lexile Level 740L) from ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. What is text evidence?
2. Why do we need to summarize the information instead of just copying from text?
3. What are some sentence starters we can use to summarize and cite evidence from the text?
4. What do Annie and Cameron do for Jordan’s birthday?

RESOURCES AND MATERIALS
- Questioning Anchor Chart from previous lessons
- Evidence Anchor Chart from previous lessons
- Evidence Stem Section of Anchor Chart
- Academic Word Wall
- Markers

TEXT DEPENDENT WRITING PROMPT
You have read the text, “The Treasure Hunt.” The theme of the story is friendship. What kind of friends are Cameron and Annie? What do they say or do to show their friendship? Use evidence from the text to support your answer.

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes
- □ I can read a text and answer questions about it.
- □ I can orally explain or write to show understanding of the text using evidence from the text.
- □ I can refer explicitly to the text to support my answer.

Academic Vocabulary Instruction
1. Provide clues to review previously learned academic vocabulary words ask, answer, question, text, and evidence. Ex. clue 1 - “to ask” (answer - question); clue 2 - “written words” (answer - text), clue 3 - “proof” (answer - evidence).
2. Introduce the new words summarize and explicit with a student-friendly definition and a picture (if appropriate). Students use words in a sentence with a partner.
Academic Vocabulary Instruction (continued)

3. Teach hand motions to represent the words. (Suggested hand motions: summarize – vertical hands positioned wide, then coming in narrow, explicit – right pointer finger touches left palm face up.)
4. Add the new words to the word wall.

Making a Connection

On day 3, we found evidence in our passage to support the answers to questions we came up with. Today we will learn and practice how to summarize text to answer specific questions using evidence stems. You will only summarize the answer to your questions, not the entire passage.

Anticipatory Set/Introduction to the Lesson

Discuss the “I can” statements for the lesson. Have students repeat and tell a partner.

Guided Practice

1. Provide students with the Citing and Summarizing Evidence Sheet (Handout RL.3.1-4.1).
2. Ask students the question, “What do Annie and Cameron do for Jordan’s birthday?” Follow steps 1 and 2 on the Evidence Anchor Chart (Handout RL.3.1-3.1).
3. Add the title “Evidence Stems” to the Evidence Anchor Chart.
4. Model how to summarize the answer using an evidence stem (“According to paragraph 1, Annie and Cameron decide to create a treasure hunt for Jordan’s birthday. This is how to refer explicitly to the text to support an answer.”) Review the academic vocabulary word explicit, using the previously discussed hand motion and student-friendly definition.
5. Remind students that evidence is often directly stated, but sometimes we must use clues to make an inference.
6. Conduct a class brainstorm for more examples of sentence stems that can be used for citing and summarizing evidence. Add to the anchor chart.
7. Choose another question from the previous day’s activity (Handouts RL.3.1-3.2 & RL.3.1-3.3). In partners, allow students to choose sentence stems from the anchor chart to summarize the evidence. Note: Sentence stems can also be referred to as transitional phrases, linking phrases, and a variety of other terms. Consider using these terms interchangeably to familiarize students with all.

Independent Practice

1. Break students into groups of 3-4.
2. Redistribute the Finding Clues Guided Worksheet (Handout RL.3.1-3.2). Have groups work together to complete the Citing and Summarizing Evidence Sheet (Handout RL.3.1-4.1).
3. Monitor to clarify, answer questions, and reteach when necessary.

Writing Extension (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): You have read the passage, “The Treasure Hunt.” The theme of the story is friendship. What kind of friends are Cameron and Annie? What do they say or do to show their friendship? 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. Allow students to share their group work with the class.
2. An optional quick check assessment is included (Handout RL.3.1-4.2).

HANDOUTS FOR LESSON

- RL.3.1-3.1 Evidence Anchor Chart
- RL.3.1-3.2 Finding Clues—Guided
- RL.3.1-4.1 Citing and Summarizing Evidence Sheet
- RL.3.1-4.2 Text-Dependent Questions Assessment
Citing and Summarizing Evidence

Directions: Select three questions from the “Finding Clues” activity. Answer the questions in complete sentences, using textual evidence to support your answer. You may refer to the anchor chart.

Example: What do Annie and Cameron do for Jordan’s birthday?

Question: ________________________________

Answer and evidence: ________________________________

Question: ________________________________

Answer and evidence: ________________________________

Question: ________________________________

Answer and evidence: ________________________________
Name __________________________

Text-Dependent Questions
The Treasure Hunt

Directions: Answer the following questions in complete sentences, using textual evidence to support your answer. You may refer to the anchor chart for evidence stems.

1. What type of friends are Cameron and Annie? ____________________________

2. What might happen next in the story? ____________________________

3. How would the story be different if Cameron and Annie were not good friends? ____________________________

4. The theme of The Treasure Hunt is friendship. Support this statement using evidence from the text. ____________________________

5. How does Jordan feel about her birthday present from Cameron and Annie? _____________________________
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ESTIMATED TIME
20 minutes

LESSON TARGET(S)
Ask and answer questions about a text using text evidence.

TEXT(S)
“The Hunt” (Lexile Level 730L) and question sets (Lexile Level 730L) from ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. What do you think this passage will be about?
2. What are some question words you know of that will help you make predictions?
3. Why does Aidan hurry to get dressed after he’s finished eating?
4. How old is Aidan on his birthday?
5. Why is Aidan’s party not planned on his birthday, but on the day after?
6. What is Aidan’s surprise?
7. Why do you think Aidan is surprised at the end of the scavenger hunt when he finds his sister?

RESOURCES AND MATERIALS
- Student copies of the text “The Hunt” from ReadWorks.org
- Text Dependent Questions for “The Hunt”
- Chart Paper
- Word Wall clues
- Exit tickets

TEXT DEPENDENT WRITING PROMPT
Read the passage “The Hunt.” Describe how Aidan feels about the treasure hunt. Do his feelings about the treasure hunt stay the same or change from the beginning of the hunt to the end of the hunt? What words and actions does Aidan give that lead you to your decision? Refer explicitly to the text to support your response.

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes

☐ I can read a text and answer questions about it.
☐ I can read a text and ask questions about it.
☐ I can orally explain or write to show understanding of the text using evidence from the text.
☐ I can refer explicitly to the text to support my answer.

Academic Vocabulary Instruction

Note: This activity will be done at the end of class as a review.
1. Use the Exit Ticket clues provided (Handout RL.3.1-5.1) as review or create your own clues.
2. Students will use the academic word wall to choose the 4 words that go with each clue as an exit ticket for class (Handout RL.3.1-5.2).
## RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Making a Connection

We have learned how to ask questions and answer questions using evidence. Today we will practice what we learned with a new passage.

### Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements for the lesson. Have students repeat the statements to their partners.
2. Introduce the new story, “The Hunt.”
3. Explain that students will ask and answer questions about the text, referring explicitly to the text as the basis for the answers.

### Guided Practice

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop their own before reading questions by reading the title. (Suggested questions: Who is/are the main character(s)? What is the setting?) Record students’ questions on chart paper.</td>
<td>1. Have students read the rest of the passage independently or in partners.</td>
</tr>
<tr>
<td>2. Choral read paragraphs 1-7 with the class, pausing to practice asking and answering questions along the way.</td>
<td>2. Break students into groups of 3-4.</td>
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<tr>
<td>3. Stop and check to see if any questions from the chart have been answered.</td>
<td>3. Assign each group a text dependent question (Handout RL.3.1-5.3).</td>
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<td>4. Groups will work together to follow steps on the Evidence Anchor Chart (Handout RL.3.1-3.1) to answer their question.</td>
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<td>5. Groups will share their answer and textual evidence with the class and record others’ answers on their recording sheet (Handout RL.3.1-5.3).</td>
</tr>
</tbody>
</table>

### Writing Extension

(to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): Read the passage “The Hunt.” Describe how Aidan feels about the treasure hunt. Do his feelings about the treasure hunt stay the same or change from the beginning of the hunt to the end of the hunt? What words and actions does Aidan give that lead you to your decision? Refer explicitly to the text to support your response.

**Note:** Incorporate any currently established writing routine/strategies with the Writing Extension activity (ex: RACES, 4-Square, etc.)
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Reflection and Closing**

1. Review the before reading questions students created.
2. Check to see that all questions were answered.
3. Assign the Vocabulary Exit Ticket (Handouts RL.3.1-5.1 & RL.3.1-5.2).
4. Collect the Vocabulary Exit Tickets and review Vocabulary Exit Ticket Clues (Handout RL.3.1-5.1) as a class.

**HANDOUTS FOR LESSON**

- RL.3.1-3.1 Evidence Anchor Chart
- RL.3.1-5.1 Vocabulary Exit Ticket Clues
- RL.3.1-5.2 Vocabulary Exit Ticket
- RL.3.1-5.3 Text Dependent Questions Handout
# Exit Ticket

**Vocabulary**

**Directions:** Display the clues below on the board, screen, or chart. Copy and cut page 2 so each student has a ticket.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words expressed to elicit information</td>
<td>Response to question orally or in writing</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Word 3</th>
<th>Word 4</th>
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<tbody>
<tr>
<td>Brief statement</td>
<td>Details to support and answer</td>
</tr>
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</table>
## Exit Ticket

<table>
<thead>
<tr>
<th>Name</th>
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</table>
Text-Dependent Questions

The Hunt

Directions: Answer the following questions in complete sentences, using textual evidence to support your answer. You may refer to the anchor chart for evidence stems.

1. After breakfast, Aidan rushes to get dressed. What motivates Aidan’s actions? _____________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

2. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion? _____________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

3. Why is Aidan’s party planned for Sunday? _____________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

4. What does Aidan find at the end of the scavenger hunt? _____________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

5. Explain why Aidan is likely surprised to find his sister at the end of the story. Support your answer using information from the story.

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

RL3.1 – 1.13
### MCCRS ELA STANDARD

**RL.3.2** 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.

### KEY LANGUAGE/VERBS/TERMS

<table>
<thead>
<tr>
<th>Related to the Standard</th>
<th>FORMAL DEFINITION</th>
<th>STUDENT-FRIENDLY DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>Give an account of an event or experience</td>
<td>Tell the story using details</td>
</tr>
<tr>
<td>Retell</td>
<td>To tell a story again</td>
<td>Tell the story again, in a shorter version</td>
</tr>
<tr>
<td>Determine</td>
<td>Establish exactly, firmly decide</td>
<td>Figure out</td>
</tr>
<tr>
<td>Explain</td>
<td>Account for (an action or event) by giving a reason</td>
<td>Give details to justify your answer</td>
</tr>
<tr>
<td>Conveyed</td>
<td>Make (an idea, impression, or feeling) known or understandable to someone</td>
<td>Show understanding</td>
</tr>
<tr>
<td>Central Message</td>
<td>What characters learn in a story</td>
<td>The lesson that is learned</td>
</tr>
<tr>
<td>Lesson</td>
<td>A thing learned by an experience</td>
<td>Something that a character learns</td>
</tr>
<tr>
<td>Moral</td>
<td>A lesson, especially one concerning what is right or prudent, that can be derived from a story, piece of information, or an experience</td>
<td>A lesson that teaches something that is right</td>
</tr>
<tr>
<td>Diverse Cultures</td>
<td>The existence of a variety of cultural or ethnic groups within a society</td>
<td>People or things with different backgrounds</td>
</tr>
<tr>
<td>Key Details</td>
<td>Primary points that support the main idea</td>
<td>Facts that support the central message</td>
</tr>
<tr>
<td>Stories</td>
<td>An account of imaginary or real people and events told for entertainment</td>
<td>Something that is told or written</td>
</tr>
<tr>
<td><strong>Fables</strong></td>
<td>A short story, typically with animals as characters, conveying a moral</td>
<td>A story with animals that teaches a lesson</td>
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<td>-------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Folktales</strong></td>
<td>A story originating in a culture that is passed down by word of mouth</td>
<td>A story that is passed down</td>
</tr>
<tr>
<td><strong>Myths</strong></td>
<td>A traditional story, especially one concerning the early history of a people or explaining some natural phenomenon, and typically involving supernatural beings or events</td>
<td>A story that usually has magic, gods or goddesses, and teaches a lesson</td>
</tr>
</tbody>
</table>
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.

**ESTIMATED TIME**
20 minutes

**TEXT(S)**
- “The Fox and the Crow” (Lexile Level 910L) and question set (Lexile Level 910L) by ReadWorks.org
- “The Wolf in Sheep’s Clothing” (Lexile Level 890L) and question set (Lexile Level 890L) by ReadWorks.org

**GUIDING/TEXT-DEPENDENT QUESTION(S)**
1. What can I say about the beginning, middle, and end so that someone who doesn’t know the story could understand it?
2. How do you know that the genre is _______?
3. Why is it important to be able to determine the genre of a story?

**RESOURCES AND MATERIALS**
- Word Master
- Retelling Rope
- Three W’s Chart
- Fable Anchor Chart

**TEXT DEPENDENT WRITING PROMPT**
N/A

**INSTRUCTIONAL PLAN**

### Understanding Lesson Purpose and Student Outcomes

- I can retell the fable in sequential order including key details.
- I can distinguish the genre of the text.

### Academic Vocabulary Instruction

1. Introduce the words *retell, recount, fable,* and *genre.*
2. Complete a Word Master (Handout RL.3.2-1.1) on an anchor chart, providing students with student-friendly definitions. (You can have students complete their own personal Word Master as well.)
3. Teach students hand motions for each vocabulary word. Have students practice doing the motions while they say the definition to a partner. (Suggested hand gestures: *recall* – tap finger on head for thinking; *recount* – tap finger on head for thinking; *fable* – mimic an animal; *genre* – question hands with shoulders shrugging.)
4. Add the words to the word wall.
RL.3.2 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.

Making a Connection

Why is it important to have things happen in a specific, sequential order? (Allow time for students to discuss.) Why is it important to follow sequential order when I make a sandwich? (Encourage students to give step-by-step directions on how to make a sandwich. Focus their attention to the use of key words “first,” “next,” “then,” and “finally.”) What would have happened if I switched steps around? (Allow for think time. Give students time to partner talk, if needed, to brainstorm what would have happened, then share responses with the class.)

Note: You may also want to activate prior knowledge of story elements (characters, setting, problem, and resolution).

Anticipatory Set/Introduction to the Lesson

1. Show the Retelling Rope Anchor Chart (Handout RL.3.2-1.2).
2. Use a previously read fiction text to identify the elements listed on the Retelling Rope (characters, setting, problem, in the beginning, next, then, and finally).

Guided Practice

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce/review the “I can” statements. Have students repeat the statements to a partner.</td>
<td>1. Pair students into partners.</td>
</tr>
<tr>
<td>2. Display the Fables Anchor Chart (Handout RL.3.2-1.4).</td>
<td>2. Give each set of students a copy of “The Wolf in Sheep’s Clothing” and a copy of the Retelling Rope (Handout RL.3.2-1.2).</td>
</tr>
<tr>
<td>3. Discuss the different elements of what fables include based on the anchor chart.</td>
<td>3. Each partner group will read “The Wolf in Sheep’s Clothing” and complete the Retelling Rope together. They will also write the genre of the story on the bottom of the Retelling Rope.</td>
</tr>
<tr>
<td>4. Read “The Fox and the Crow” as a class. Utilize a strategy for the initial reading: read-aloud, choral read, or echo read.</td>
<td>Note: If time does not permit for the independent practice, this activity can be completed during small-groups.</td>
</tr>
<tr>
<td>5. Using a think aloud, discuss story elements encountered as you read.</td>
<td></td>
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<tr>
<td>6. After reading, complete the Retelling Rope (RL.3.2-1.2) on an anchor chart as a class. Students can also write on their own copy as the class collaboratively works through the Retelling Rope.</td>
<td></td>
</tr>
<tr>
<td>7. When the class has completed the Retelling Rope, ask students if this story was a fable (they can give thumbs up/thumbs down as a response) and then have students justify why this is a fable based on the anchor chart. (Allow for think time before students share their thoughts with the class.)</td>
<td></td>
</tr>
</tbody>
</table>
RL.3.2 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.

Reflection and Closing

1. Use the Three W’s Chart (RL.3.2-1.3) as a guide for a wrap-up class discussion or an exit ticket.
2. Have students restate the “I Can” statements.

HANDOUTS FOR LESSON

<p>| RL.3.2-1.1  | Word Master Chart          |
| RL.3.2-1.2  | Retelling Rope Chart       |
| RL.3.2-1.3  | Three W’s Chart            |
| RL.3.2-1.4  | Fable Anchor Chart         |</p>
<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Retell Rope

Characters...

Settings...

Problem...

In the beginning...

Next...

Then...

Finally...

The problem was solved by...
Three W’s

• What did we discuss today?
• So what? (relevancy, importance, usefulness)
• Now what? (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going?)

This can be used as an anchor chart, an exit ticket or a class discussion.
What do we find in a fable?

- Animals that act like people
- Setting is outside
- Only 2-3 characters
- Character with a weakness
- A moral
- A hero
- A villain

Fables Anchor Chart Example

RL.3.2-1.4
RL.3.2 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.

ESTIMATED TIME
20 minutes

LESSON TARGET(S)
Identify the central message of a paragraph.

TEXT(S)
“The Fox and the Crow” (Lexile Level 910L) and question set (Lexile Level 910L) by ReadWorks.org

“The Wolf in Sheep’s Clothing” (Lexile Level 890L) and question set (Lexile Level 890L) by ReadWorks.org

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. What is the central message of the story?
2. What evidence from the text supports your thinking?
3. What is the major challenge that the character faces?
4. How did the character act to overcome this challenge? What did he/she do?

RESOURCES AND MATERIALS
• Word Master Anchor Chart
• Fable Anchor Chart
• Central Message Anchor Chart
• Central Message Handouts

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes

☐ I can determine the central message of a fable.
☐ I can explain how the central message is conveyed through key details.

Academic Vocabulary Instruction

1. Introduce the vocabulary words central message, key details, and conveyed using student-friendly definitions.
2. Add to the previously created Word Master Anchor Chart (Handout RL.3.2-1.1) as a class. If students started their own Word Masters the previous day, have them add to their charts as well.
3. Teach hand motions to represent the meaning of each word. Have students practice each motion with a partner. (Suggested hand gestures: central message- pretend to draw back and shoot an arrow at a target; key details- unlocking with key motion; conveyed- both index fingers moving forwards and backwards from the mouth.)
4. Add the words to the word wall.
Making a Connection

If I asked you to recount key details from a text, what kind of questions might I ask you? (Allow students to have think time.) Recently, we read (fill in with title of recently read fiction text). Who was the main character? Where did the story take place? What was the conflict? How was the conflict resolved? (Allow for wait time after each question, then randomly call on students to share out responses with the class.)

Anticipatory Set/Introduction to the Lesson

1. Introduce/review the “I can” statements. Have students repeat the statements to a partner.
2. Display the Central Message Anchor Chart (Handout RL.3.2-2.1).
3. Using think-alouds, use a familiar story (example: The Three Little Pigs, Goldilocks and the Three Bears, etc.) to discuss the central message each main character learned and what key details helped determine the central message.
4. Place each central message on a sticky note onto the anchor chart.
5. Emphasize that the central message does not include a specific character or event, but a lesson learned from the event (It is not just what the characters in the story learned, but what the reader learned from the characters and events).

Note: if needed, provide an additional anchor chart with examples of themes for students to reference.

Guided Practice

1. Have students give characteristics of a fable based on the Fable Anchor Chart (Handout RL.3.2-1.4).
2. Reread “The Fox and The Crow” as a class.
3. Using a think-aloud strategy, discuss story elements as you reread.
4. Complete the Central Message Sheet (Handout RL.3.2-2.2) as a class. Students can fill in their own copy or teacher can draw one on an anchor chart.
5. Guide students through determining the central message using the Central Message Anchor Chart (Handout RL.3.2-2.1) as a guide.

Independent Practice

1. Students will reread “The Wolf in Sheep’s Clothing” in their small group.
2. Give each group a copy of the Central Message Sheet (Handout RL.3.2-2.2).
3. Each group will complete the sheet together, and the teacher will choose at least two groups to share out.

Reflection and Closing

1. Students will turn-and-talk with the person next to them, and each student will say one of the following vocabulary words: central message or key details.
2. Students say the word, define it, and show the hand motion.
3. Use popsicle sticks to draw a student’s name and review the process of finding the central message using the Central Message Anchor Chart (RL.3.2-2.1) as a guide.
4. Have students restate the “I Can” statement together.
**CENTER ACTIVITY**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
</table>
| RL.3.2         | • Central Message Center Sheet (Handout RL.3.2-2.3)  
• Pencil  
2. Discuss elements of a fable and the process of determining the central message.  
3. Complete the Central Message Center Sheet (RL.3.2-2.3) and explain the justification for answers using evidence from the text. |

**Center Accountability**

<table>
<thead>
<tr>
<th>Handouts for Lesson</th>
</tr>
</thead>
</table>
| RL.3.2-1.1 Word Master Chart  
RL.3.2-1.4 Fables Anchor Chart  
RL.3.2-2.1 Central Message Anchor Chart  
RL.3.2-2.2 Central Message Sheet  
RL.3.2-2.3 Central Message Center Sheet |
Central Message Anchor Chart Example

The **LESSON** the author is teaching you

Steps-

1. What is the problem?
2. What does the character(s) do about the problem?
3. What lesson does the character learn?
4. What lesson does the author want you to learn?

Examples-

- Don’t be afraid to try new things
- Always tell the truth
- Never give up
- Don’t steal (The Goose’s Gold)
- Always be kind to others
- Always ask if you want something that is not yours (Make the Great)
- Don’t be a bully
- Treat others the way you want to be treated
Title: ______________________

What is the central message?

How do you know it's the central message?

What did the character learn?
**RL.3.2** 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.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>• Recount folktales and determine the lesson or moral.</td>
</tr>
<tr>
<td></td>
<td>• Explain how the moral is conveyed through key details in the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| “Thunder and Anansi,” a West African Tale (Lexile Level 580L)  
*Mufaro’s Beautiful Daughters* by John Steptoe (Lexile Level 790L)  
ISBN: 9780845428801 | 1. What is the lesson/moral of the story?  
2. How do you know what the lesson/moral is?  
3. How do you know this is a folktale?  
4. How is a folktale different from a fable?  
5. Explain how the author uses details to convey the lesson/moral of the folktale? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Folktale Anchor Chart (RL.3.2-3.1)  
• Folktale Graphic Organizer (RL.3.2-3.2) | You have read *Mufaro’s Beautiful Daughters*. Choose a character from the story and write to explain what lesson was learned by that character. Use details from the folktale to support your answer. |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**
- I can recount a folktale in sequential order including key details.
- I can determine the genre of a text.
- I can distinguish the lesson/moral of a folktale.
- I can explain how the lesson/moral is conveyed through key details.

**Academic Vocabulary Instruction**
1. Introduce the vocabulary words *folktale* and *moral* using student-friendly definitions.
2. Add to the previously created Word Master Anchor Chart (RL.3.2-1.1) as a class on an anchor chart. Have students add to their own Word Masters, if applicable.
3. Teach a hand motion for each new vocabulary word. Have students practice the motion while saying the definition to a partner. (Suggested hand gestures: *folktale*- used cupped hands around mouth; *moral*- make a happy face and then a frowning face.)
**RL.3.2** 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.

### Academic Vocabulary Instruction (continued)

4. Add the words to the word wall.
5. Review all vocabulary words by quizzing students on the correct hand gestures, playing a word wall game, completing a Frayer Model, completing a vocabulary triangle, etc.

### Making a Connection

Yesterday you read a fable with a central message. Turn to your neighbor and tell them the title of the fable we read and the central message (not getting caught up in flattery, staying humble). Today we will continue discussing central message, but we will be reading a folktale. You will see that a folktale is very similar to a fable, but there are some differences. (Move into anticipatory set where you discuss those differences.)

### Anticipatory Set/Introduction to the Lesson

1. Explain to students that folktales are stories that have been carefully passed down, usually by word of mouth, through generations.
2. Have the students play the “Telephone Game” where they will stand in a circle or straight line and try to pass the phrase/message along correctly.
3. After playing the game, discuss student observations by asking: “What happened to the story as it went down the line? Was the story the same? Different? What might this tell us about folktales?” (Allow for think time after each question, then randomly select students to share their answers with the class.)

### Guided Practice

1. Review “I can” statements with students. Have students repeat the statements to a partner.
2. Have students give characteristics of a folktale based on the Elements of Folktales Anchor Chart (Handout RL.3.2-3.1).
3. Read “Thunder and Anansi” as a class using the choral or echo read strategy.
4. During reading, model for students how to annotate the text: draw a heart for a good character, an X for an evil character, B (beginning), M (middle), E (end), ? (problem), and = (solution).
5. Divide the class into two separate, large groups. One group will recount the beginning, middle, and end of the text. The other group will determine the lesson/moral that was learned.

### Independent Practice

1. Have students read *Mufaro’s Beautiful Daughters* with a partner or small group.
2. Pass out the Folktale Graphic Organizer (Handout RL.3.2-3.2) to every student.
3. Ask students to complete the graphic organizer, and then swap papers with the student beside them to give and receive peer feedback.

**Writing Extension** (to be completed either during the writing block, at the teacher table, or as additional guided/independent practice): You have read *Mufaro’s Beautiful Daughters.*
**Guided Practice (continued)**

6. Move around the room to check for understanding and ask probing questions such as: “What was the plot of the folktale? Who were the good and evil characters? What lesson/moral could you take away from this folktale?”

7. Ask a few students to explain what their group determined, and place that information on the Folktale Graphic Organizer (Handout RL.3.2-3.2).

**Independent Practice (continued)**

Choose a character from the story and write to explain what lesson was learned by that character. Use details from the folktale 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. Choose three students to provide feedback about what their partners wrote on their Folktale Graphic Organizer. Note: Suggested feedback sentence stems could be listed on an anchor chart for visual support. (i.e., They were correct about..., I liked how they..., or Maybe next time they might consider...)

2. Have students restate the “I can” statements.

**CENTER TITLE**

<table>
<thead>
<tr>
<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.2 W.3.1</td>
<td>Writing Paper • Pencil • <em>Mufaro’s Beautiful Daughters</em></td>
<td>1. Re-read <em>Mufaro’s Beautiful Daughters</em>. 2. Read the writing prompt. 3. Introduction: Present the subject and state your opinion. 4. Main Body: Support your opinion by giving reasons and using evidence from the text. 5. Conclusion: Summarize your ideas and restate your opinion using different words. 6. Review/edit your work for correct capitalization, punctuation, and grammar.</td>
</tr>
</tbody>
</table>

**Center Accountability**

Writing Sample

**HANDOUTS FOR LESSON**

- **RL.3.2-3.1** Elements of Folktales Anchor Chart
- **RL.3.2-3.2** Folktale Graphic Organizer
Elements of Folktales

- Anonymous
- Timeless
- Placeless
- Stories shared among a culture.

Problem/Solution

Good vs. Evil

Characters: people & animals

Sometimes a villain

Explanations of common daily struggle

Happy endings
**RL.3.2** 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.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
</table>
| 20 minutes     | • Recount myths and determine the lesson or moral.  
                 • Explain how the lesson or moral is conveyed through key details in the text. |

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
| “The Midas Touch” (Lexile Level 820L)  
“Medusa” (Lexile Level 820L) | 1. What is the lesson/moral of the story? How do you know?  
2. How do you know this is a myth?  
3. What is the major challenge that the character faces?  
4. How did the character act to overcome this challenge? What did he/she do? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • “The Midas Touch”  
• “Medusa”  
• Myth Anchor Chart  
• Myth Graphic Organizer | N/A |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can determine the genre of a text.  
- I can distinguish the lesson/moral of a myth.  
- I can explain how the lesson/moral is conveyed through key details.

**Academic Vocabulary Instruction**

1. Review previously taught vocabulary words by reviewing the student-friendly definitions and hand motions. Ask students to think of synonyms, antonyms, examples, non-examples, etc. as part of the review (where appropriate).
2. Introduce the new vocabulary word *myth* using a student-friendly definition.
3. Add to the previously created Word Master (RL.3.2-1.1).
4. Teach students a hand motion to represent the meaning of the word. (Suggested hand gesture: *myth*- move arms up and down in a wavelike motion to resemble the snakes on Medusa’s head.)
5. Add the word to the word wall.
RL.3.2 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.

Making a Connection

What is a lesson or moral you have learned this week from reading folktales and fables? (Allow for wait time, then have students turn and share with a partner. Randomly select students to share out with the class.)

Anticipatory Set/Introduction to the Lesson

1. Review “I can” statements with students. Have students repeat the statements to a partner.
2. Ask students if they like stories that have magic, mystical creatures/monsters, and battles.
3. Explain that myths are stories that explain something in nature, teach a lesson, or celebrate hero/heroines.
4. Present students with images of King Midas and Medusa (Handout RL.3.2-4.3).
5. Explain that these are characters they will read about today.
6. Ask students to predict certain characteristics and possible actions of each character based on the images.

Guided Practice

1. Introduce the Myth Anchor Chart, and have students give characteristics of a myth based on the Anchor Chart (Handout RL.3.2-4.1).
2. Echo read “The Midas Touch” as a class.
3. Annotate the text: draw a heart for a good character, an X for an evil character, B (beginning), M (middle), E (end), ? (problem), and = (solution).
4. Divide the class into six small-groups and assign a group leader for each group.
5. Group leaders will pick a number between 1 and 6. The number that is chosen will be the question from the Myth Graphic Organizer (Handout RL.3.2-4.2) that each student will answer. Have students work in their groups to answer the questions.
6. Move around the room to check for understanding and ask probing questions such as: How is the god/goddess acting? What challenge is he/she facing? What kind of human interactions take place during the myth?
7. Ask group leaders to explain what their group determined, and place that information on the Myth Graphic Organizer (Handout RL.3.2-4.2).

Independent Practice

1. Students will independently or partner read “Medusa”.
2. Each student will be given a copy of the Myth Graphic Organizer (Handout RL.3.2-4.2).
3. Ask students to complete the graphic organizer and turn in when finished.
Reflection and Closing

1. Ask students to complete a 3, 2, 1 exit ticket by writing three things they’ve learned about myths, two things they want to learn more about, and one question they still have about the lesson.
2. Have students restate the “I can” statements.

HANDOUTS FOR LESSON

- **RL.3.2-4.1** Myth Anchor Chart
- **RL.3.2-4.2** Myth Graphic Organizer
- **RL.3.2-4.3** Images of King Midas and Medusa
Myths & Legends

• Have gods & goddesses
  Ex. - Hercules, Zeus, Athena

• Try to explain why things are the way they are
  Ex. - Why elephants have trunks

• Teach a lesson
  Ex. - Don’t trust people who love money

• Have magic

• Come from different cultures
  Ex. - Greek, Roman
Images of King Midas and Medusa
**MCCRS ELA STANDARD**

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<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>Describe</td>
<td>To tell or depict in written or spoken words; give an account of</td>
<td>To tell or write to give details about something</td>
</tr>
<tr>
<td>Explain</td>
<td>To make plain or clear; render understandable or intelligible</td>
<td>Make something understandable</td>
</tr>
<tr>
<td>Sequence</td>
<td>The following of one thing after another; succession</td>
<td>Put in order</td>
</tr>
<tr>
<td>Character</td>
<td>A person or animal in a story</td>
<td>A person or animal in a story</td>
</tr>
<tr>
<td>Traits</td>
<td>A distinguishing characteristic or quality, especially of one's personal nature</td>
<td>How a character can be described</td>
</tr>
<tr>
<td>Motivations</td>
<td>A reason to act in a certain way</td>
<td>Desire to do things</td>
</tr>
<tr>
<td>Feelings</td>
<td>A physical sensation not connected with sight, hearing, taste, or smell</td>
<td>An emotional state or reaction</td>
</tr>
<tr>
<td>Actions</td>
<td>Something done or performed</td>
<td>Doing something</td>
</tr>
<tr>
<td>Contribute</td>
<td>Give in order to help achieve or provide something</td>
<td>To add or give</td>
</tr>
</tbody>
</table>
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
</tr>
</thead>
</table>
| 30 minutes     | • Analyze a character based on feelings, motivations, traits, and actions.  
• Sequence the key ideas and events in a narrative text. |

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
</tr>
</thead>
</table>
2. How can you describe the beginning, middle, and end of a narrative to help someone understand it? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Standards Breakdown – Character Analysis Anchor Chart  
• Story Sequence – What Happened? Anchor Chart  
• Markers  
• Sticky Notes  
• Text Copies (1 per student) | What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative. |

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can recognize characters in a story and find how their traits, motivations, and feelings contribute to the story.  
- I can sequence the key ideas and events in a narrative text.

**Academic Vocabulary Instruction**

1. Introduce the following vocabulary words with student friendly definitions: *sequence, narrative, characters, describe, traits, motivations, feelings, explain, actions, and contribute.*  
2. Complete a Word Master Anchor Chart on chart paper. If desired, students can also complete their own.  
3. Teach students a hand motion for each vocabulary word. (Suggested motions: *sequence* – count fingers off in numerical order; *narrative* – cup hand around mouth as if talking; *characters* – make a C with right hand, place in middle of chest; *describe* – use pointer fingers on both hands to draw an air bubble; *traits* – use hands to pantomime snapping a picture;
Academic Vocabulary Instruction (continued)

- **motivations** – use right hand to make a circular motion over heart; **feelings** – use both hands to make a heart shape; **explain** – move pointer fingers back and forth on both sides of the mouth to pantomime dialogue; **actions** – make a muscle; **contribute** – put both hands out as if offering something.) Have students practice making the motions with a partner while saying the student-friendly definitions.

4. Add the words to the word wall.

Making a Connection

Yesterday after school, I had the worst night ever! I left school and had to go to the grocery store. Except, I forgot to get gas in my car yesterday morning, so halfway to the store, I ran out of gas! So, I tried to call my friend, but I had been on my phone and the battery was dead. I had to wait on the side of the road until someone drove by and helped me push my car to the gas station. Then, after I got gas, I went to the store. Once I arrived at the store, I realized I’d left my grocery list at home! I tried to remember all of the ingredients I needed for my recipe and bought what I remembered. However, when I got home and started making dinner, I realized I forgot the most important ingredient for my recipe, so my dinner didn’t taste right. It was absolutely terrible, and it put me in such a bad mood!

When we read literature, we can often learn about a character through their actions and events in the story. This week, we will take a deeper look at how characters respond to events, and how their actions tell us about their feelings, traits, and motivations.

Anticipatory Set/Introduction to the Lesson

1. Set purpose for the lesson: “Today we will learn about our goals for the next several lessons by breaking down our standard so that we better understand what we need to do to analyze characters and determine how their actions influence the sequence of events in a text.”

2. Introduce the Standard Breakdown – Character Analysis Chart (Handout RL.3.3-1.1) to students.

3. Read the “I can” statements together, then underline the key terms in the standard (**describe**, **characters**, **sequence**, **events**, etc.).

4. Conduct a turn and talk where students state the standard in their own words. Explain that when we can say the standard in our own words, we really understand what we are supposed to do.

5. Explain to students that before we can start thinking about a character’s feelings, traits, or motivations, we need to know the important events that happen in a text.

6. Read **Alexander and the Terrible, Horrible, No Good, Very Bad Day** to the class.

7. Model for students how to use the Story Sequence – What Happened? Anchor Chart (Handout RL.3.3-1.2) to keep track of the most important events from the text.
Think aloud for students while completing the Story Sequence Anchor Chart: "When I think about a text, it helps to write down the most important events from each part of the text. We know an event is important if it makes a character have a strong thought or reaction to the event. Let's reread pages 1-11 together. Now, we will write down the most important things that happened on the section of our chart labelled ‘Beginning.’ For example, Alexander had a bad morning because on page 1, the author states that he woke up with gum in his hair."

1. Have students work in partners or groups to reread pages 13-20.
2. Invite students to refer to the text as they think about the most important events from the middle of the text.
3. Instruct groups to complete the middle section of Story Sequence – What Happened? Anchor Chart (Handout RL.3.3-1.2) by listing the most important events that they chose with their group.
4. Have students share with another group to determine if they chose the same events. If they chose different events, groups should justify their reasoning and try to come to an agreement about which events should be included.

1. Have students work in partners or individually to reread the remaining pages of the book.
2. Invite students to refer to the text as they think about the most important events from the end of the text.
3. Instruct students to complete the end section of the Story Sequence – What Happened? (Handout RL.3.3-1.2) chart by listing the most important events.
4. Have students share with another student to determine if they chose the same events. If they chose different events, students should justify their reasoning and try to come to an agreement about which events should be included.

Note: If Alexander and the Terrible, Horrible, No Good, Very Bad Day is not available, use the same routine with a different grade-appropriate text.

Tell students that throughout the week they will refer to the Standards Breakdown – Character Analysis Anchor Chart (Handout RL.3.3-1.1) to see their progress towards mastery of the standard.

Remind students that it will be their job to use academic vocabulary from the standards while discussing the text.
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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<th>CENTER TITLE</th>
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<tbody>
<tr>
<td><strong>Focus standard</strong></td>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>RL.3.3</td>
<td>• Writing Prompt Graphic Organizer with B, M, E (Handout RL.3.3-1.4)</td>
</tr>
<tr>
<td><strong>Additional Standard(s):</strong> RL.3.2, W.3.3</td>
<td>• Copy of book  • Paper and pencil</td>
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**Center Accountability**
Completion of Graphic Organizer

**HANDOUTS FOR LESSON**
- **RL.3.3-1.1** Standards Breakdown – Character Analysis Anchor Chart
- **RL.3.3-1.2** Story Sequence – What Happened? Anchor Chart
- **RL.3.3-1.3** Story Sequence – What Happened? Worksheet
- **RL.3.3-1.4** B, M, E Writing Organizer
Standards Breakdown – Character Analysis Anchor Chart

**RL.3.3**

Describe characters in a story (e.g., their traits, desires, actions, motivations, or feelings) and explain how their actions contribute to the sequence of events.

---

**Character Analysis**

**Feelings**
- What emotion did they show?
- How do you know?

**Motivations**
- Why do they do the things that they do?
- How do you know?

**Traits**
- Physical?
- Personality?

**Actions**
- Solve any problems?
- Cause any problems?
- Influence others?
- Any cause/effect relationships?

**Story Title:**

**Character Name:** RL.3.3-1.1
Name ___________________________________________ Date________________________

**RL.3.3** STORY SEQUENCE – WHAT HAPPENED?

B

M

E
Writing Prompt: What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative.
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

- Describe the character’s feelings during major events in a text.
- Use the character’s thoughts, words, and actions to prove how a character is feeling.

**TEXT(S)**

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Lexile Level 840L)
ISBN: 978-1442498167

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

1. How does an author help you learn more about a character in a narrative text?
2. What does _________ think about ________?
3. How does _________ feel about _________?
4. What does __________ do when __________ happens?

**RESOURCES AND MATERIALS**

- Standards Breakdown – Character Analysis Anchor Chart
- Story Sequence – What Happened? Anchor Chart
- Character Feelings – How do You Know? Anchor Chart
- Markers
- Sticky Notes
- Multiple Text Copies

**TEXT DEPENDENT WRITING PROMPT**

What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and other characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative.

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can describe character feelings during major events in a narrative text.
- I can use what the character thinks, says, and does to prove how they are feeling.

**Academic Vocabulary Instruction**

1. Review the following vocabulary words on the Word Master Anchor Chart: *describe, feelings,* and *events*.
2. Complete a vocabulary triangle with the three words (compose 4 sentences; one sentence with all three words, a sentence with *describe* and *feelings*, a sentence with *feelings* and *events*, and a sentence with *events* and *describe*).
Academic Vocabulary Instruction (continued)

3. Review the hand motions created to represent the meaning of each word by letting students practice saying the student-friendly definitions while doing the motions.

Making a Connection

(Randomly invite two students to come up to the front of the classroom) My two volunteers are going to help me act out some scenarios. I want you all to watch what they do, and then we will discuss what we see. (Provide each student with a scenario that they have to act out; one can be stomping his/her feet on the floor and pretending to be very angry, another could be jumping up and down, pretending to be excited). What are these students feeling based off of their actions? How do we know? Today, we will learn how to identify a character’s feelings in a story.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements. Have students say the statements to a partner.
2. Introduce the lesson objective: “Today we will describe characters’ feelings during major events in the text by looking for things the characters think, say, and do.”
3. Introduce the Character Feelings – How do You Know? Anchor Chart (Handout RL.3.3-2.1). Distribute student copies (Handout RL.3.3-2.2)
4. Set Purpose for the Lesson: “Today we will work together to look for evidence that shows us how a character is feeling in the text. This chart will help us keep track of the way the character feels during the entire story.”
5. Explain that readers look for evidence to describe characters’ feelings by looking for characters’ thoughts, words, and actions in the text.
6. Think aloud: “Our anchor chart says, ‘How Do You Know,’ which means that we need to use text evidence to prove how a character is feeling. Just like us, characters might not always say how they are feeling. Instead, the author may show us how they are feeling by writing about things that the character thinks and does. For example, they may show a character is frustrated by having them slam their fists down on a table.”
7. Review the beginning portion of the Story Sequence – What Happened? Anchor Chart. Think aloud: “Yesterday we used our anchor chart to keep track of the most important events in our text. Remember we decided that there were two main events in the beginning – getting ready for school and being at school. Alexander was having a bad day right from the start. In the morning, he had trouble getting ready, and on the way to school he got the worst seat in the car. At school, Alexander messed up at singing and counting, he got in a fight with his best friend, and his mom didn’t even put a treat in his lunch.”
8. Model for students how to refer to the text and look for specific details that show what a character is thinking, what a character is saying, or what a character is doing during a specific event in the text: “Now that we have reviewed what happened, we are going to look for things Alexander said, thought, or did to help us prove that he was feeling bad about his day. For example, on page 2, I can see that Alexander had his head in his hands and he is slumped over the table. This shows me that he is upset about not getting a toy in his cereal box.”
9. Continue providing more examples that show what the character thought, said, or did.
Anticipatory Set/Introduction to the Lesson (continued)

10. Complete the beginning section of the Character Feelings – How do You Know? Anchor Chart (Handout RL.3.3-2.1) by listing the specific text evidence as students complete their own copy.

11. Choose a feeling to describe the character in the beginning of the text based on the text evidence and add the feeling to the anchor chart as students complete their own copy.
   Example: “Remember, we looked for evidence that showed what Alexander said, thought, or did to decide how he was feeling at the beginning of the text. I know that on page 2, Alexander was slumped over with his head in his hands, on page 3 he said that he wanted to move to Australia, and on page 4 he thought no one cared that he was being smashed and smushed since no one answered him. Based on all of this, I can say that at the beginning of the text Alexander was feeling frustrated about his day.”

Guided Practice

1. Have students work in partners or groups to review the middle portion of the Sequence of Events – What Happened? Anchor Chart (Handout RL.3.3-1.3).

2. Invite students to refer to the text and look for specific details that show what a character is thinking, what a character is saying, or what a character is doing during major events from the middle of the text.

3. Instruct groups to complete the middle section of Character Feelings – How do You Know chart (Handout RL.3.3-2.2) by listing the specific text evidence.

4. Have students choose a feeling to describe the character in the middle of the text based on the text evidence and add the feeling to their chart.

Independent Practice

1. Complete the end section of Character Feelings – How do You Know? Organizer (Handout RL.3.3-2.2) by listing the specific text evidence.

2. Choose a feeling to describe the character at the end of the text based on the text evidence and add the feeling to their chart.

   Note: If Alexander and the Terrible, Horrible, No Good, Very Bad Day is not available, use the same routine with a different text.

Reflection and Closing

1. Return to the Character Analysis Anchor Chart (Handout RL.3.3-1.1) that was introduced on the first day.

2. Invite students to think about the different feelings the character had throughout the text.

3. Instruct students to choose one feeling that the character had in the text and write it on a sticky note.

4. Have them add at least one piece of text evidence that proves how they know the character felt that way and add it to the feelings section of the chart.
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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**Center Accountability** Students will circle events from the B, M and E that they want to modify and include in their positive version of Alexander’s day.

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**HANDOUTS FOR LESSON**

- **RL.3.3-1.1** Standards Breakdown – Character Analysis Anchor Chart
- **RL.3.3-1.2** Story Sequence – What Happened? Anchor Chart
- **RL.3.3-1.3** Story Sequence – What Happened? Worksheet
- **RL.3.3-1.4** B, M, E Writing Organizer
- **RL.3.3-2.1** Character Feelings – How Do You Know? Anchor Chart
- **RL.3.3-2.2** Character Feelings – How Do You Know? Worksheet
<table>
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**Character Feelings**

How do you know?

- **Thinks**
- **Says**
- **Feels**
- **Does**
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RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

Use traits to describe characters based on their feelings.

**TEXT(S)**


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

1. What is the main character’s most important personality trait?
2. How do a character's feelings help us determine their traits?
3. How do character traits lead to a deeper understanding of a character?

**RESOURCES AND MATERIALS**

- Standards Breakdown – Character Analysis Anchor Chart
- Character Feelings – How do You Know? Anchor Chart
- Character Traits Anchor Chart
- Markers
- Sticky Notes
- Multiple Text Copies

**TEXT DEPENDENT WRITING PROMPT**

What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and other characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative.

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

☐ I can use traits to describe a character based on their feelings.

**Academic Vocabulary Instruction**

1. Review the following vocabulary words from the Word Master: *sequence, narrative, characters, describe, traits, motivations, feelings, explain, actions and contribute*. Have students demonstrate gestures.
2. Complete a Frayer Model for the word *traits* (Suggested box labels: definition, sentence, synonyms, examples).
Making a Connection

I am going to make different facial expressions. I want you to look at my face and discuss what traits and characteristics you see. (Make several different faces: happy, angry, sad, tired, confused, etc.). How do you know what I am feeling (frown, eyes wide open, eyes closing, smiling, etc.)? We can infer characteristics and motivations about a person or a character using the details in a picture or a text, and using what we know about people. Today, we will infer character traits about Alexander based on his actions, words, and thoughts.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with the class. Have students recite the statements to a partner.
2. Introduce the lesson objective: “Today we will choose traits that describe characters based on their feelings.”
3. Introduce the Character Traits Anchor Chart (Handout RL.3.3-3.1). Explain that this chart will help students choose words that describe characters based on their words, thoughts, and actions.
4. Explain that good readers use their knowledge of characters’ feelings to describe a character by their traits.
5. Review details that the class used to determine how Alexander was feeling (his words, thoughts, and actions). Tell students, “As readers, we can then describe a character’s personality and characteristics based on these details at different points in a text.”
6. Review the Character Feelings – How do You Know? Anchor Chart (Handout RL.3.3-1.1). Explain that at the beginning of the text, we determined that Alexander felt frustrated about his day. We knew that because the author showed us through his thoughts, words, and actions.
7. Model how to choose an adjective that describes the character’s traits based on their feelings throughout the text. Explain: “As we look back at our chart, we can see that throughout the text Alexander felt frustrated, angry, annoyed, etc. When we describe a character’s personality we refer to how they act throughout most of the text.”
8. Refer to the text as you think aloud and explain how the selected trait is related to the character’s feelings based on his thoughts, words and actions in the text – refer explicitly to the text: “In this book, Alexander had negative feelings most of the time, so a good word to describe him would be pessimistic – he is always looking at the negative side of things.”

Guided Practice

1. Have students work in partners or groups to select another character from the text.
2. Invite students to refer to the text and look for specific details that show what a character is thinking, what a character is saying, or what a character is doing during major events in the text.

Independent Practice

1. Provide students with the following question as an exit ticket: “How would you describe Alexander? List three (3) character traits and give evidence to support each one. Answer in complete sentences. Include a topic sentence, transition words, and a concluding sentence.”
**Guided Practice (continued)**

3. Instruct groups to choose a character trait for their character based on the thoughts, words, and actions they identified in the text.
4. Have groups present their selected character and corresponding trait with the rest of the class.
5. Record student findings on a class anchor chart to review.

**Independent Practice (continued)**

2. Students may complete the assignment on a sticky note, index card, Chromebook, or loose-leaf sheet of paper.
   
   Note: If *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is not available, use the same routine with a different text.

**Reflection and Closing**

1. Return to the Character Analysis Anchor Chart (Handout RL.3.3-1.1) that was introduced on the first day.
2. Invite students to think about the different traits they used to describe characters, specifically Alexander, in the text.
3. Instruct students to choose one character and describe him or her using a given trait. Make sure that students support their answer using at least one detail from the text. Have students add their sticky note to the traits quadrant of the chart.

**HANDOUTS FOR LESSON**

- **RL.3.3-1.1** Standards Breakdown – Character Analysis Anchor Chart
- **RL.3.3-1.2** Story Sequence – What Happened? Anchor Chart
- **RL.3.3-1.3** Story Sequence—What Happened? Worksheet
- **RL.3.3-1.4** B, M, E Writing Organizer
- **RL.3.3-2.1** Character Feelings – How do You Know? Anchor Chart
- **RL.3.3-3.1** Character Traits Anchor Chart
Character Traits Anchor Chart

- Thinks
- Says
- Character Name
- Does (actions)
- Feels
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**ESTIMATED TIME**

30 minutes

**LESSON TARGET(S)**

- Identify a character’s motives in a narrative text.
- Explain how a character’s motivations influence their decisions.

**TEXT(S)**

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Lexile Level 840L)
ISBN: 978-1442498167

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

1. What does the main character need or want at the beginning of the story?
2. How does knowing a character’s motives help the reader learn more about the character?

**RESOURCES AND MATERIALS**

- Standards Breakdown – Character Analysis Anchor Chart
- Character Motivation – What Drives Them?
- Markers
- Sticky Notes
- Multiple Text Copies

**TEXT DEPENDENT WRITING PROMPT**

What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and other characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative.

**INSTRUCTIONAL PLAN**

**Understanding Lesson Purpose and Student Outcomes**

- I can identify a character’s motives in a narrative text.
- I can explain how a character’s motivations influence their decisions.

**Academic Vocabulary Instruction**

1. Review the following vocabulary words on the Word Master Anchor Chart: *motivations* and *decisions*.
2. Complete a Frayer Model for *motivations*. Use the word *decisions* in one of the 4 boxes (Suggested box labels: definition, sentence, examples, non-examples).
3. Have students practice the hand motions for each vocabulary word while saying the student-friendly definitions with a partner.
4. Optional: Play a word wall game to review all vocabulary words for RL.3.3.
**Making a Connection**

We have learned how to identify character traits as a way to describe characters in a narrative text. Remember that as readers, we can look for things that a character says, thinks, or does to determine how they are feeling in a text. Then, we can use those characters’ feelings to describe their personalities.

**Anticipatory Set/Introduction to the Lesson**

1. Review “I can” statements with students. Have students paraphrase to a partner.
2. Introduce the lesson objective: “Today we have two tasks, and they are related to each other. First, we will identify a character’s motivations in a narrative text. Then, we will explain how a character’s motivations influence their decisions.”
3. Allow students to turn and talk to answer this question: “If I told you that the entire class had an opportunity to win an ice cream party if they demonstrated good behavior, what actions would you take to earn that party?” (Allow for think time before giving students time to discuss their answers with their partner.)
4. Have students share their answers with the class. Connect this scenario to character motivations in a text. Our every day actions are often based on our motivations, things that we want to do or work towards.
5. Introduce the Character Motivation – What Drives Them? Anchor Chart (RL.3.3-4.1). Explain that characters are driven by their motivations, just like us. That means they act in a certain way based on what they want, need, think, or feel. As readers, we can look for specific examples in the text to prove why they are motivated to make certain decisions. We will use this chart to keep track of Alexander’s motivations in the text.
6. Model for students how to identify specific text details from the beginning of the text that show what a character may need or want, which are their motivations: “Let’s go back and reread pages 4-5. When we read those pages, we notice that Alexander gives reasons why he wants to switch seats in the car. For example, ‘I said, if I don’t get a seat by the window I am going to be carsick.’”
7. Think aloud as you discuss how those motivations influenced his decisions: “Alexander wanted to move by the window so he would have a better seat. That is his motivation, what he wanted. In order to satisfy his desire to sit by the window, his decision was to say he was about to get carsick.”
8. Remind students that character decisions could be things they say or do: “Remember, we look for things characters say, think, or do in order to determine their decisions. Let’s add this example to our Character Motivation – What Drives Them? Anchor Chart (Handout RL.3.3-4.1) below the section that says, ‘What do they want?’”

**Guided Practice**

1. Read aloud the next scene of the story.
2. Have students tell you the event that happens. (Allow time for turn and talks before students share out with the class.)

**Independent Practice**

1. Have students work in partners or groups to identify a motivation (need or want) that the character has during another event in the text.
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Guided Practice (continued)

3. As a class, discuss Alexander’s decisions and then his motivation during the event. Ensure students explain why.
4. Record on the Motivations Anchor Chart (Handout RL.3.3-4.1).

### Independent Practice (continued)

2. Invite students to refer to the text and look for specific details that show what the character needs or wants based on his feelings (thinks, says, does) and/or character traits.
3. Have groups present the character motivation they identified to the rest of the class, making sure to provide text evidence to explain how they determined what the character needed or wanted at that specific moment in the text.

**Note:** If *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is not available, use the same routine with a different text.

### Reflection and Closing

1. Return to the Character Analysis Anchor Chart (Handout RL.3.3-1.1) that was introduced on the first day.
2. Invite students to think about the different character motivations they identified in the text.
3. Instruct students to choose one character, describe his or her motivation and what decision they made to try and satisfy that need or want. Have students post their sticky notes on the chart under the Motivations quadrant.

### CENTER TITLE | WRITING

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<th>Focus standard</th>
<th>Materials</th>
<th>Student Procedure</th>
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<tbody>
<tr>
<td>RL.3.3</td>
<td>• Character Traits Anchor chart (RL.3.3-3.1) • Copy of book • Paper • Pencil • Thesaurus (digital or hard copy)</td>
<td>1. Continue previous writing activities, depending on where the student is in the process.</td>
</tr>
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**Center Accountability** Completed Graphic Organizer

### HANDOUTS FOR LESSON

- RL.3.3-1.1 Character Analysis Anchor Chart
- RL.3.3-4.1 Character Motivation—What Drives Them? Anchor Chart
Character Motivation—What Drives Them

What do they THINK?

What do they WANT?

How do they FEEL?

What do they NEED?
### RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

<table>
<thead>
<tr>
<th>ESTIMATED TIME</th>
<th>LESSON TARGET(S)</th>
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</table>
| 30 minutes    | • Explain how a character's actions influence the sequence of events in a narrative text.  
|               | • Describe the connection between a character's feelings, traits, or motivations and their actions. |

<table>
<thead>
<tr>
<th>TEXT(S)</th>
<th>GUIDING/TEXT-DEPENDENT QUESTION(S)</th>
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</thead>
</table>
| *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Lexile Level 840L) ISBN: 978-1442498167 | 1. How does identifying a character's feelings, traits, or motivations help me understand what is happening in the story?  
|            | 2. How does the character solve his or her problem?  
|            | 3. How does the character's actions influence the sequence of events?  
|            | 4. How would the sequence of events change if the character solved their problem in a different way? |

<table>
<thead>
<tr>
<th>RESOURCES AND MATERIALS</th>
<th>TEXT DEPENDENT WRITING PROMPT</th>
</tr>
</thead>
</table>
| • Standards Breakdown – Character Analysis Anchor Chart  
| • Story Sequence – What Happened? Anchor Chart  
| • Character Action & Events Graphic Organizer (Anchor Chart & Student Copy)  
| • Markers  
| • Sticky Notes  
| • Multiple Text Copies | What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and other characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative. |

### INSTRUCTIONAL PLAN

**Understanding Lesson Purpose and Student Outcomes**

- I can explain how a character’s actions influence the sequence of events in a narrative text.
- I can describe the connection between a character’s feelings, traits, or motivations and their actions.
**Academic Vocabulary Instruction**

1. Review the following vocabulary words on the Word Master Anchor Chart: *actions* and *contribute*.
2. Complete a vocabulary Frayer Model for the word *actions*, using *contribute* in one of the four boxes (Suggested box labels: definition, sentence, examples, non-examples).
3. Review the student-friendly definition and hand motions to represent the meaning of each word.
4. Play a word wall game to review all vocabulary words.

**Making a Connection**

(Display a comic strip large enough for students to see.) Who has ever seen a comic strip in the newspaper? I have one posted here. Look carefully and see what you notice. (Allow time for students to read the strip and make their own observations.) Turn and talk to a partner and discuss the events in the cartoon, and specifically, the character’s actions that make up the events based on the images. (Allow for discussion time, and if time allows, randomly call on a few students to share their observations with the class.) Character actions and reactions often lead to new events in the story.

**Anticipatory Set/Introduction to the Lesson**

1. Review the “I can” statements. Have students recite the statements to a partner.
2. Introduce the lesson objective. Explain that today students will put everything they’ve learned together. Students will be able to explain how a character’s actions influence the sequence of events in a narrative text. Emphasize that students will identify connections between their feelings, traits, motivations, and actions.
3. Review the beginning portion of the Story Sequence – What Happened? Anchor Chart (RL.3.3-1.2). Explain that in order to explain how character actions influence the sequence of events, we need to remind ourselves of what happened in the text.
4. Reread pages 1-3 and review the anchor chart that shows events from the beginning of the text.
5. Explain that once we know what happened, we can look for specific character actions that caused those events to happen. Think aloud: “Let’s look at page 1. The text said that Alexander woke up with gum in his hair, which made him upset. Why did he have gum in his hair? Did that happen because of something he did, or because of something someone else did?”
7. Think aloud, “I want to identify the specific things Alexander did that caused certain events in the text to happen, so I am going to add those actions to our chart in another color. For example, Alexander went to bed with gum in his mouth. As a result, he woke up with gum in his hair, which is what started his bad day. If Alexander wouldn’t have gone to bed with gum in his mouth, the story would have started differently.”
8. Introduce the Character Actions & Events Graphic Organizer (Handout RL.3.3-5.1). Explain that this graphic organizer will help show us how to relate character actions to sequential events in the story (students will also receive a copy). Record step 7 in the graphic organizer.
**Anticipatory Set/Introduction to the Lesson (continued)**

9. Discuss with students that good readers need to understand that there is a reason for a character’s actions. Some of these reasons are their feelings, traits, and motivations, which is why we need to think deeply about characters and find text evidence to support our claims about who they are and why they do what they do – it all influences the sequence of events.

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
</table>
| 1. Read aloud the next scene of the story.  
2. Have students tell you the character’s action that occurs (allow for turn and talk before a share out).  
3. As a class, discuss the event that happened as a result of the character’s action. What character traits, feelings, thoughts, or motivations led to the event? Ensure students explain why.  
4. Record class discussion on the Character Actions & Events Graphic Organizer (Handout RL.3.3-5.1). Students will record on their own copy. | 1. Using the Character Actions & Events Graphic Organizer (Handout RL.3.3-5.1), have students work in pairs or groups to identify a specific event that happened in the text (can also assign specific events to certain groups).  
2. Encourage students to refer to the text and look for specific details that show an action the character did that caused the event to happen.  
3. Invite groups to present the character’s actions and how they influenced the sequence of events to the rest of the class.  
*Note: If Alexander and the Terrible, Horrible, No Good, Very Bad Day is not available, use the same routine with a different text.* |

**Reflection and Closing**

1. Return to the Character Analysis Anchor Chart that was introduced on the first day.  
2. Invite students to think about the different character actions.  
3. Instruct students to choose one character’s actions and explain how they influenced the sequence of events in the text.

**HANDOUTS FOR LESSON**

- **RL.3.3-1.1** Character Analysis Anchor Chart  
- **RL.3.3-1.2** Story Sequence – What Happened? Anchor Chart  
- **RL.3.3-4.1** Character Motivation—What Drives Them? Anchor Chart  
- **RL.3.3-5.1** Character Actions & Events Graphic Organizer
| Character | Character’s Action  
What did the character do, think, or say? | The Result  
Event that occurred because of the action. |
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ESTIMATED TIME
30 minutes

LESSON TARGET(S)
- Explain how a character’s actions influence the sequence of events in a narrative text.
- Describe the connection between a character’s feelings, traits, or motivations and their actions.

TEXT(S)
Alexander and the Terrible, Horrible, No Good, Very Bad Day
by Judith Viorst (Lexile Level 840L)
ISBN: 978-1442498167

GUIDING/TEXT-DEPENDENT QUESTION(S)
1. Is this a real or imagined event?
2. What happened, and why am I telling a story about it?
3. Did I describe the character and include dialogue? What they are thinking or feeling?
4. Have I used sequencing words to show order?
5. Do my details follow the prompt, and are they in logical order that makes sense?
6. Is my conclusion strong, and does it make sense?

RESOURCES AND MATERIALS
- Writing Prompt Anchor Chart (RL3.3-6.1)
- Writing Paper
- Pencils
- Multiple Text Copies

TEXT DEPENDENT WRITING PROMPT
What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and other characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative.

INSTRUCTIONAL PLAN
Understanding Lesson Purpose and Student Outcomes

☐ I can create a narrative story using effective techniques and well-chosen details that follows a well-structured sequence.
☐ I can use what the character thinks, says, and does to prove how they are feeling.
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Academic Vocabulary Instruction

1. Review all RL.3.3 vocabulary words on the word wall.
2. Review the student-friendly definitions with the created hand motions for each word.
3. Play a word wall game to review all vocabulary words.
4. Introduce/review the following writing vocabulary words: narrative, introduction, dialogue, descriptions (especially if narrative writing is new to students).

Making a Connection

1. Explain to students that after learning all about Alexander’s terrible, horrendous day, they are now going to write a narrative where Alexander actually has a great day.
2. Encourage students to get creative while using character traits about Alexander and other characters.

Anticipatory Set/Introduction to the Lesson

1. Review the “I can” statements with students. Have students repeat the statements to a partner.
2. Introduce the lesson objective: Explain that students will begin to create a narrative about Alexander having a terrific, very good, amazing, too-good-to-be-true day.
3. Introduce the Writing Prompt Anchor Chart/Organizer (Handout RL.3.3-6.1) and distribute student copies.
4. On the anchor chart, model for students how to underline key words that tell us what we will be writing about (terrific, very good, amazing, too-good-to-be-true day, details, characters, dialogue, actions, thoughts, feelings, events, etc.). Encourage students to underline on their own organizers.
5. Explain that students will use the Story Sequence Chart/Character Feelings Organizer (Handout RL.3.3-2.1) created on day 2 and 3 as a guide to show how Alexander was feeling during his negative day.
6. Discuss with students how to use the organizer: “Our anchor chart says, ‘How Do You Know,’ which means that we need to use text evidence to prove how a character is feeling. Just like us, characters might not always say how they are feeling. Instead, the author may show us how they are feeling by writing about things that a character thinks and does. For example, they may show that a character is frustrated by having him or her slam a fist on a table.”
7. Using ‘How Do You Know’ as a guide, model how to create a mirror chart changing the negative events into positive events.
8. Review the beginning portion of the Sequence of Events – What Happened? Anchor Chart (RL.3.3-1.2) and have students review the negative events that occurred. Model how to change these negative events into positive events: “We are going to use our anchor charts to change the most important events in our text. Remember from our chart how we decided that there were two main events in the beginning – getting ready for school and being at school.
Anticipatory Set/Introduction to the Lesson (continued)

Alexander was having a bad day right from the start. In the morning, he had trouble getting ready and on the way to school he got the worst seat in the car. At school, Alexander messed up at singing and counting, he got in a fight with his best friend, and his mom didn’t even put a treat in his lunch.”

9. Think aloud: “How could we use positive events and details to change Alexander’s day for the better? For example, if we rewrote page 1 it might say, ‘Alexander reached over and grabbed the gum he had saved from the day before and popped it in his mouth. It was still full of minty flavor.’”

10. Continue by providing more examples that show what the character thought or said and how to change the negative experiences into positive ones using antonyms, positive actions, and positive reactions.

11. Complete the beginning section of the Writing Prompt Anchor Chart/organizer (Handout RL.3.3-1.4) by listing a positive version of each negative event that occurred.

Guided Practice

1. Have students work in partners or groups to review the middle portion of the Writing Prompt Anchor Chart/organizer (Handout RL.3.3-1.4).

2. Invite students to refer to the text and look for specific details that show what a character is thinking, what a character is saying, or what a character is doing during major events from the middle of the text and create positive experiences.

3. Have students choose positive feelings to describe the character in the middle of the text based on the text evidence and add the positive feelings to their chart.

Independent Practice

1. Students will work individually or in partners to review the end portion of the Writing Prompt Anchor Chart/organizer (Handout RL.3.3-1.4).

2. Students will refer to the text and look for specific details that show what a character is thinking, what a character is saying, or what a character is doing during major events from the end of the text and create positive experiences to each of the events.

3. Students will choose a feeling to describe the character at the end of the text based on the text evidence and add the feeling to their chart.

Note: If Alexander and the Terrible, Horrible, No Good, Very Bad Day is not available, use the same routine with a different text.

Reflection and Closing

1. Turn and talk: allow students to share positive experiences they have created with a partner.

2. Randomly select three students to share out a positive event they created.
**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<table>
<thead>
<tr>
<th>HANDOUTS FOR LESSON</th>
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<tbody>
<tr>
<td><strong>RL.3.3-2.1</strong> Character Feelings – How Do You Know? Anchor Chart</td>
</tr>
<tr>
<td><strong>RL.3.3-6.1</strong> Writing Prompt Anchor Chart/Graphic Organizer Example</td>
</tr>
</tbody>
</table>
**RL.3.3 B, M, E Writing Organizer Example**

**Writing Prompt:** What if Alexander had a terrific, very good, amazing, too-good-to-be-true day? Write a narrative about the events that could have happened using details and characters from the story. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events within your narrative.

<table>
<thead>
<tr>
<th>Terrible Day</th>
<th>Terrific Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Gum in hair</td>
<td>- Had a cavity at the dentist</td>
</tr>
<tr>
<td>- Tripped on skateboard</td>
<td>- Elevator door closed on his foot</td>
</tr>
<tr>
<td>- Dropped sweater in sink</td>
<td>- Fell in the mud and cried</td>
</tr>
<tr>
<td>- No prize in cereal</td>
<td>- Got in a fight with his brother</td>
</tr>
<tr>
<td>- Sat in the middle of the backseat</td>
<td>- Got in trouble for fighting</td>
</tr>
<tr>
<td>- Car sick</td>
<td>- Had to get plain white sneakers</td>
</tr>
<tr>
<td>- Teacher didn’t like his invisible castle</td>
<td>- Messed up Dad’s office</td>
</tr>
<tr>
<td>- Sang too loud</td>
<td>- Had a cavity at the dentist</td>
</tr>
<tr>
<td>- Skipped 16 in counting</td>
<td>- Had a cavity at the dentist</td>
</tr>
<tr>
<td>- Lost his best friend</td>
<td>- Had a cavity at the dentist</td>
</tr>
<tr>
<td>- No dessert at lunch</td>
<td>- Had a cavity at the dentist</td>
</tr>
</tbody>
</table>
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ESTIMATED TIME

30 minutes

LESSON TARGET(S)

Produce a narrative response to writing prompt.

TEXT(S)

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*
by Judith Viorst (Lexile Level 840L)
ISBN: 978-1442498167

GUIDING/TEXT-DEPENDENT QUESTION(S)

1. What is my topic and task for writing?
2. What is my purpose?
3. In what format am I writing?
4. Does it make sense to the reader?
5. Does my writing include everything it needs?
6. Does my writing stay on topic and include enough details to be clear?
7. Are my ideas organized in order?

RESOURCES AND MATERIALS

- Writing Prompt Anchor Chart
- Character Feelings – How Do You Know? Graphic Organizer
- MAAP Writing Rubric

INSTRUCTIONAL PLAN

Understanding Lesson Purpose and Student Outcomes

☐ I can create a narrative that responds to a prompt and uses text evidence.
☐ I can include descriptions of character actions, thoughts, and feelings to develop experiences and events.

Academic Vocabulary Instruction

1. Review all RL.3.3 vocabulary words on the word wall. (*narrative, task, purpose, audience, development, clear, organization, task*)
2. Review the hand motions to represent the meaning of each word.
3. Play a word wall game to review all RL.3.3 vocabulary words.
4. Introduce/review the following writing vocabulary words: *narrative, task, purpose, audience, development clear, organization, task* (especially if narrative writing is new to students).
<table>
<thead>
<tr>
<th><strong>Making a Connection</strong></th>
</tr>
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<tbody>
<tr>
<td>Today we will continue to brainstorm and plan our writing, which is a new “spin” on <em>Alexander and the Terrible, Horrible, No Good, Very Bad Day</em>. By re-writing this story, you are demonstrating an understanding of important events and how they are shaped by character actions.</td>
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<thead>
<tr>
<th><strong>Anticipatory Set/Introduction to the Lesson</strong></th>
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<tbody>
<tr>
<td>1. Review the term <em>narrative</em> (a story one tells), and the writing prompt so that students understand the task.</td>
</tr>
<tr>
<td>2. Review “I can” statements. Have students tell a partner.</td>
</tr>
<tr>
<td>3. Introduce the lesson objective for lesson 7: Explain to students that they will put their ideas together to create a narrative about Alexander having a terrific, very good, amazing, too-good-to-be-true day.</td>
</tr>
<tr>
<td>4. Review the Writing Prompt Anchor Chart, MS MAAP 3rd Grade Writing Rubric, and distribute student copies.</td>
</tr>
<tr>
<td>5. Review Writing Rubric and expectations for the final copy.</td>
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<thead>
<tr>
<th><strong>Guided Practice</strong></th>
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<tbody>
<tr>
<td>1. Model putting the ideas from the beginning of the story from the Character Feelings—How Do You Know? Graphic Organizer into paragraph form: “When writers begin a narrative, they need to make sure to do two things: 1) introduce the characters 2) tell the setting. We will want to make sure that our narrative mirrors the original text by starting with Alexander in his room.”</td>
</tr>
<tr>
<td>2. Use ideas from the chart and show how to look back into the text to add clever details to their narrative. Example: “I found a million dollars in my breakfast cereal. I think I’ll buy an island.”</td>
</tr>
<tr>
<td>3. Model a completed introductory paragraph with descriptive details that show Alexander having a great day. Note: It may be helpful to brainstorm a list of “awesome” events that could happen to Alexander to build background knowledge and as a way to scaffold.</td>
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<thead>
<tr>
<th><strong>Independent Practice</strong></th>
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<tbody>
<tr>
<td>1. Have students complete the middle and ending of their narratives alone or with a partner.</td>
</tr>
<tr>
<td>2. Pull students to the teacher table to work with them on their paragraph as needed. Monitor student work.</td>
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</tbody>
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*Note: If *Alexander and the Terrible, Horrible, No Good, Very Bad Day* is not available, use the same routine with a different text.*

<table>
<thead>
<tr>
<th><strong>Reflection and Closing</strong></th>
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<tbody>
<tr>
<td>Allow students who have completed their draft to share their writing with the class.</td>
</tr>
</tbody>
</table>
**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**HANDOUTS FOR LESSON**

- **RL.3.3-2.1** Character Feelings – How do You Know? Anchor Chart
- **RL.3.3-6.1** Writing Prompt Anchor Chart/Graphic Organizer