

Unit 3 Reading: Character Studies

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Unit 3 Reading : Character Studies

Unit 3:

Bend/Session	Teaching Point	Mini Lesson	Independent Reading Time/Share	Read Aloud
	Start with Pre Assessment- See page www.heinemann.com			Because of Winn Dixie by: Kate DiCamillo
Session 1 Readers Notice How a New Character Talks and Acts	Good readers get to know the main character in the book in the same way that they get to know a new friend, noticing how the character talks and acts	<p>Connection:Teacher will compare getting to know characters in a book the same way "a teacher gets to know her new students every year"</p> <p>Teaching and Active Engagement: Invite children to join you in rereading a passage of the class read-aloud, noticing the main character's actions and words . In this mini lesson you'll decide to alter the structure when necessary (alternate between modeling and handing the work off to the class) Read a bit more of the book and ask partners to notice more things about the main character. Name the work you and the kids have just done in a way that is transferrable to other texts</p> <p>Link: Stress that coming to know characters , like friends, takes time. Invite children to</p>	Leveled texts: reading notebooks, post it notes Teacher conferencing (individual, small group) Partner reading:reading clubs Share:Guide students to think and talk about the roles of both speaker and listener in a conversation..listen as children talk about their books, coaching in as needed ..using charts p.10 "Roles of the Speaker" "Roles of the Listener"	<p>Before: Read through the end of chapter 2 (chapters 1-2)</p> <p>During: Refer to passages from chapters 1 and 2 in the teaching and active engagement</p>

		begin noticing actions and words of the characters in their own books, jotting down their observations. use fig. p.7		
<p>Session 2:</p> <p>From Observations to Ideas: Readers Think, "What is My Character Like?"</p>	<p>Good readers will draw on their first observations of a new character to come up with an idea about the character. Good readers will also study the things the character says and does and think, "What does this tell me about the character?"</p>	<p>Connection: Ask students to reflect on the thinking they did yesterday as they read, ask targeted questions to help children name the work that they did. (Remind students that this unit is not just about getting to know their characters, but also about responding to books in deliberate ways-asking questions, synthesizing information, inferring and reflecting on their work.) Also, tell readers that to know a person (character) well takes reflection</p> <p>Teach: Invite children to join you in revisiting their observations of how a character talks and acts and to develop ideas of what this character is like. Demonstrate the way you read and reread, to check whether an initial hunch about a character is, in fact borne out. Much of the thinking and discussion will take place during the read-aloud. Debrief in ways that remind students of the work they can do another day, in another book, that they just tried here.</p> <p>Active Engagement: Ask children to recall the idea they have begun growing about the main characters in their independent reading books. Students look over</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share: Invite partners to share their ideas, reading and pointing to specific places in the text that support these. Remind students to move between thinking and evidence, and suggest prompts to support their work. Use Anchor Chart "Getting to Know a Character" p.21</p>	<p>Before:Read to the end of chapter 4 (chapters 3-4)</p> <p>During: Reread a portion of chapter 3 during the teaching</p>

		<p>their books, reread their posts, and remind themselves of the observations they have made about their main character, then have students talk to their partners about their growing ideas.</p> <p>Link: Send readers off to read independently, reminding them to follow the ideas they are growing and to push themselves to say more. (fig 2-1 p.15)</p>		
A Day for Assessment				
<p>Session 3:</p> <p>Noticing Patterns, Seeing More: Growing Theories about a Character</p>	<p>Good readers move forward in a book, and notice patterns in a character's actions and feelings, and use those patterns to develop a theory about the character.</p>	<p>Connection: Point out that you are beginning to detect patterns in your students' behavior, as you have gotten to know them throughout the year. Use examples to spotlight the traits of your students. Always try to use authentic examples.</p> <p>Teach: Invite children to notice whether there is a pattern of behavior further on in the story to support their initial ideas about a character. (name chapters during your think-aloud to show students that the pattern isn't specific to just one part of the text, but continues across the text) Debrief....Point out the steps you followed to grow your initial thinking about the character by noticing patterns that contribute to a bigger theory.</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share: Invite partners to read aloud marked parts in their books that support their theories about what their character is like, using their voice to bring out their theory. Use "Narrative Reading Learning Progression" Chart to take notes about students' fluency</p>	<p>Before: Read through the end of chapter 7 (chapters 5-7)</p> <p>During:Reread an excerpt from chapter 7 during the teaching</p>

		<p>Active Engagement: Set students up to look across the pages they've read in their own books, noticing patterns that help them come up with a bigger theory about their character. Students will meet with their partners to discuss patterns in their characters, circulate among students, guiding them in their discussions. Recap the work children did in a way that is transferrable to another text, another day.</p> <p>Link: Reiterate the fact that readers can notice patterns in any character they come to know well. Use Anchor Chart "Getting to Know a Character" p.28 use example fig. 3-1n p.29</p>		
<p>Session 4: Growing Bigger Theories about a Character Asking Why</p>	<p>Good readers develop theories about characters and challenge themselves to dig deeper</p>	<p>Connection:Tell students an anecdote that sets up your teaching point about looking beneath the surface of a character to see more.</p> <p>Teach: Teach students that a readers initial theories about a character are usually the tip of much deeper thinking. Once they form a theory about what kind of person a character is, readers can dig deeper to ask, "Why is the character this way?"</p> <p>Model how you push past a simple, initial theory about the main character in the read-aloud, by asking the</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share: Channel students to write long about their character theories by sharing several prompts they can use to extend their thinking.Ex. p.40, fig 4-1</p>	<p>Before: Read through the end of chapter 8</p> <p>During: Reread the ending of chapter 8 during the teaching</p>

		<p>question, "Why?"</p> <p>Debrief. Point out what you and the class just did to grow your thinking</p> <p>Active Engagement: Channel children to push their initial theories about their own characters by asking :Why?"</p> <p>Link:Channel children to go back to their seats quietly once they are ready to record their new thinking</p>		
<p>Session 5:</p> <p>Using Theories about Characters to Predict</p>	<p>Good readers can predict when they know the character in deeper ways and have a sense of who the character is</p>	<p>Connection: Look at students' reading logs to notice patterns to behavior and interest. Use these patterns to make predictions about the reading work that will follow.</p> <p>Teach and Active Engagement: Teach that once readers understand a character in deeper ways- once they have a sense of who the character is , what he tends to do over and over again, and what he really wants -readers can then use this knowledge to predict</p> <p>Model how you set yourself up to predict what a character will do next.</p> <p>Invite children to predict with you, first in their minds, and then with a partner. Share out some of the children's thinking and then read aloud the beginning of the next</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share:Channel partners to discuss their predictions, grounding them in earlier parts of the book (fig. 5-1)</p>	<p>Before:Read through the end of chapter 9</p> <p>During: Reread an excerpt from the end of chapter 9, read onto the beginning of chapter 10 during the teaching and active engagement</p>

		<p>chapter to see how their predictions measured up.</p> <p>Debrief, point out that children drew on their growing understanding of "Opal" to predict what she would do next, in specifics.</p> <p>Channel partners to make predictions together about the characters in their own books.</p> <p>Link: Reiterate to children that the prediction work they did today can be done anytime they read.</p>		
<p>Session 6:</p> <p>Taking stock and Self Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals</p>	<p>Good readers reflect on their work and and on themselves as readers so that they are able to understand their reading habits and to set goals.</p>	<p>Connection: You might liken the work of this session to the ways athletes refine their practice and set goals for themselves. For example: LeBron James, Derek Jeter , and all great athletes didn't just become the people they were overnight. Instead they practiced their craft and set goals for themselves.</p> <p>Teach: Teach students that readers set clear goals for themselves. One way they do this is by studying their work and asking themselves "How can I develop even stronger ideas about my character? What goals can I set that will help me read even better?"</p> <p>Active Engagement: Shift the focus from class work to students' individual work. Students can reread a few of</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading: reading clubs</p> <p>Share: Have a small celebration that highlights the "big reading work" the students have done in the first part of this unit. They can share their best post-its..and refer back to the "Inferring about Characters and Other Story Elements" strand of the Narrative Reading Learning Progression checklist.</p>	<p>Before: <u>Because of Winn Dixie</u> will not be used during today's session</p> <p>During: continue to keep pace and read through the end of chapter 12</p>

		<p>their latest jots and consider where on the progression these fall. This is a good opportunity for students to work with partners, to defend their self-assessments and to receive feedback. Use Narrative Reading Learning Progression p.53</p> <p>Link: Have students make a goal or a set of goals for themselves to lift their level of reading. They may complete goal setting sheets to keep in their reading folders.</p>		
	<p>End with Post Assessment-See page 2 in Unit 1: Utilize online resources</p> <p>www.heinemann.com</p>		<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share:</p>	
<p>Bend II</p> <p>Session 7:</p> <p>Following a Character's Journey</p>	<p>Good readers understand that all characters move across a story in predictable ways and they understand how characters fit into the stage of a story.</p>	<p>Connection:Starting today children will talk about their books in newly formed reading clubs, and each club will choose a first book to read from the new stack you have provided.</p> <p>Emphasize the importance of clubs being on the same page in their books when they</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading:reading</p>	<p><u>Because of Winn-Dixie</u> will not be used during this session but read through chapter 15 to keep pace (chapters 13-15)</p>

		<p>meet to talk. Channel them to set a goal for how many pages they will read today.</p> <p>Rally children around the new character work of this bend in the unit.</p> <p>Teach: Show how characters from a familiar story move along a story mountain in predictable ways, encountering hurdles. Invite a child to put marks on the story mountain for each hurdle.</p> <p>Debrief. name today's strategy so that it is transferrable to other stories.</p> <p>Active Engagement: Have each student draw a story mountain and ask each of them to point to it as the big events of one of their character's journeys. (fig. 7-1)</p> <p>Link: Reiterate what you taught today and remind children to read on the alert for the predictable way that characters progress in stories. Provide quick book talks or book buzzes to start clubs off.</p>	<p>clubs</p> <p>Share: Set students up to have productive conversations in their book clubs. Guide them to look over all club members' jottings to find common ideas, and start conversations from there.</p>	
<p>Session 8:</p> <p>Readers Expect Characters to Face-and React-to Trouble</p>	<p>Good readers expect characters to face problems, notice them , and also how to react to them.</p>	<p>Connection:Provide students with an imaginary scenario in which a child faces a problem. Invite them to consider what two possible responses to the problem might reveal about the child.</p> <p>Teach: Challenge children to help generate a list of</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading:reading</p>	<p>Read through the end of chapter 17 by the end of today's session</p>

		<p>problems the main character in the read-aloud text faces, and then to consider how she responds to them. ..Use chart paper to list "Opal's Problems"</p> <p>Active Engagement: Invite clubs to talk about how the main character in their book responds to his or her problems. Coach in as they talk.</p> <p>Debrief. Point out that characters solve problems in various ways.</p> <p>Link: Encourage students to continue their character work, now noting problem-solving strategies, using this as yet another means to understand the character in deeper ways. Read over the chart.. "Following a Character Up and Down the Story Mountain"</p>	<p>clubs</p> <p>Share: Invite clubs to come up with a name and a list of norms of how clubs will operate. ..Use chart "What should we think about as we create our book club rules and identity?"</p>	
<p>Session 9</p> <p>Readers Notice the Roles Secondary Characters Play in the Main Character's Journey</p>	<p>Good readers pay close attention to the roles that secondary characters in a story play in the main character's journey, and ask themselves "Why did the author put this guy into this story?"</p>	<p>Connection: Remind students of the characters they have traveled with so far and point out that these characters don't go it alone; there are secondary characters in the story with them.</p> <p>Teach: Tell children that secondary characters are in a story to support the main character in some way, and invite them to examine some in the demonstration text with you. ...jot on a chart.. "Consider what Roles Secondary Characters Play"</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading: reading clubs</p> <p>Share: Ask clubs to list secondary characters and assess where they fall on the spectrum of negative to positive interactions and</p>	<p>Before: Reread an excerpt from chapter 14</p> <p>During: Read through the end of chapter 19</p>

		<p>Active Engagement: Channel clubs to study a secondary character in their book, thinking why this person is in the story and what role she plays in the main character's journey.</p> <p>Coach into club conversations, offering tips and reminders.</p> <p>Link: Remind children of the reason to pay attention to secondary characters, and the kinds of roles they play. Use Anchor chart.. "Following a Character Up and Down the Story Mountain"</p>	<p>influence on the main character. (fig. 9-1)</p>	
<p>Session 10</p> <p>Noticing the Roles Illustrations Play in a Story</p>	<p>Good readers investigate the questions, "Why might authors include illustrations?" and "What do pictures contribute or add to the stories?"</p>	<p>Connection: Point out that just as children have been tracking their character's journeys up and down a story mountain they can also track this movement by looking at a book's illustrations.</p> <p>Set readers up to investigate what illustrations contribute to stories.</p> <p>Name the questions that will guide the inquiry.</p> <p>Teach and Active Engagement: Channel children to work in their small groups, and give each group a copy of <u>Peter's Chair</u> to examine as they consider the inquiry questions. Students will examine the book and it's illustrations and think about the arc of Peter's story. Ask if</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading: reading clubs</p> <p>Share: Encourage students to make connections between illustrations and specific words on the page.</p>	<p>Before: Refer to a passage in chapter 9</p> <p>During: Read through the end of chapter 19</p>

		<p>the illustrations contribute to his climb up the mountain. (fig 10-1) Coach the students as they discuss the illustrations, jot their responses on the chart.</p> <p>Link: Set up students for independent reading while forming quick, on-the-run small groups.</p>		
<p>Session 11</p> <p>Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character is Tested</p>	<p>Good readers anticipate that things will heat up and that the character will be tested in some way. Good readers also notice how the character reacts, the choices he makes that set him in a new direction, and reflect on the significance of this moment to his journey.</p>	<p>Connection: Use the example of a boiling pot of water to illustrate how tension builds in a story until the climax. You'll want to use a clear, concrete visual in order to bring this abstract concept to life. It might be helpful to draw a boiling pot of water and tape it to the story mountain chart.</p> <p>Teach: Read aloud the climax of the demonstration book. Show children how you consider in what ways the main character is being tested and why this is important to her journey.</p> <p>Active Engagement: Read aloud the rest of the chapter and then ask children to talk, as clubs, about other ways they notice Opal being tested. Debrief. share what you saw children doing in their club conversations and then share out a little of their thinking.</p> <p>Link: Reinterate the day's teaching point in a way that is transferrable to any text. Use</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing (individual, small group)</p> <p>Partner reading: reading clubs</p> <p>Share: Ask clubs to take note of where they are in their book, and review the work that readers might do at the beginning, middle, and end of a book. Use chart "Use the Story Mountain to Guide Your Reading"</p>	<p>Before: Read through the end of chapter 23</p> <p>During: Read chapter 24</p>

		<p>Anchor chart "Following a Character Up and Down the Story Mountain"</p> <p>Use "Climax" (fig. 11-1)</p>		
<p>Session 12</p> <p>Readers Notice</p> <p>How a Character Resolves Big Trouble</p>	<p>Good readers , when bringing a story to a close, understand that there needs to be some sort of resolution.</p>	<p>Connection: Reference the <u>Wizard of Oz</u> telling them that the best part of the story is that each character already has what he or she is seeking. Discuss what each character in the story is seeking. Link this to all stories by saying, "It's often this way for characters in stories, many times, characters have what it takes to resolve their own problems.</p> <p>Teach: Teach that as a story comes to a close , the main character resolves his or her biggest problems. Readers notice and ask, "What strength did this character draw on to solve this problem?" and "How has the character changed?'</p> <p>Active Engagement: Finish reading <u>Because of Winn Dixie</u> and ask children to work in their clubs to think about other loose ends that Opal has tied up. You can also set up children to talk about the resolutions they've seen in their own books.</p> <p>Link: Add the day's strategy to the anchor chart and remind children that they have a growing repertoire of work to do as they follow the characters up and down the story mountain.</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing</p> <p>(individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share: Ask clubs to listen as you read off the items on your anchor chart and to give a thumbs up when they hear something they would like to talk about in club today. They can reach back in the story to discuss how their main character has changed across the story.</p>	<p>Before: Read through the end of chapter 25</p> <p>During: Read chapter 26</p>

<p>Session 13</p> <p>Readers Learn Lessons Alongside Their Characters</p>	<p>Good readers realize that as a story nears the end and a character resolves her problems, characters, and readers, too, learn lessons.</p>	<p>Connection: Reflect on the journey the class has taken so far, with the main character from the read-aloud text and with other characters too. Refer back to the story mountain chart often.</p> <p>Teach: Revisit a passage in the read-aloud book that reveals some lessons the main character has learned. Recruit children's help to uncover these.</p> <p>Active Engagement: Set children up to "mine" their club books for lessons characters and then to share these with their club mates.</p> <p>Link: Encourage children to continue looking for ways in which their characters have changed and grown,, and to jot any lessons they can apply to their own lives. Use "Following a Character Up and Down the Story Mountain" chart and (fig. 13-1)</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing</p> <p>(individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share: Explain to students that the lessons put forth in a book are developed throughout the entire course of the story, and evidence can sometimes be found in past jottings.</p>	<p>Before: Completed book</p> <p>During: Reread a portion of chapter 26</p>
<p>Session 14</p> <p>Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft</p>	<p>Expert readers think about how all the parts of the completed book fit together to make the whole story. Readers examine how the parts of a story go together, noticing what particular parts do, as well as how parts connect.</p>	<p>Connection: Point out the importance of spending a little time with a book, admiring what the author has done to craft it. Remind children of the elements that make up any story, and direct their attention to the story element chart you introduced in the last unit.</p> <p>Teach: Recruit children to help you determine what</p>	<p>Leveled texts: reading notebooks, post it notes</p> <p>Teacher conferencing</p> <p>(individual, small group)</p> <p>Partner reading:reading clubs</p> <p>Share:Suggest that students assess their</p>	

		<p>roles various parts of the class read-aloud play-what they do..Use "Story Elements" chart</p> <p>Active Engagement:Reread a passage from your read-aloud and have students determine how it connects with the story elements. Channel students to try the analytical work in their club books by rereading key parts and matching them to the story elements listed on the class chart. Debrief, the work that students did in their book clubs.</p> <p>Link: Set students up to read and reread key scenes in their club books and to write about the roles of those parts as well as how they connect with the overall story.</p>	<p>writing by studying the learning progression chart. Invite students to assess your writing about reading against the Narrative Reading Learning Progression.</p>	
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CRP.K-12.CRP2

Apply appropriate academic and technical skills.

LA.3.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TECH.8.1.5.A.CS1

Understand and use technology systems

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

TECH.8.1.5.A

Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.5.B

Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.5.E

Students apply digital tools to gather, evaluate, and use information.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

	beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
LA.3.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.3.RF.3.3.C	Decode multisyllable words.
LA.3.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.3.RF.3.3.D	Read grade-appropriate irregularly spelled words.
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.3.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.3.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.3.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.3.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.3.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
LA.3.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.3.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.3.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.3.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.3.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
LA.3.RL.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.3.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
LA.3.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.3.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.3.RI.3.6	Distinguish their own point of view from that of the author of a text.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
LA.3.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.3.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.3.RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.3.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.3.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.3.RF.3.3.B	Decode words with common Latin suffixes.
LA.3.RF.3.4.A	Read grade-level text with purpose and understanding.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Modifications

- If..Then Curriculum
- Modified rubrics
- Oral and written directions
- leveled reading groups
- Intervention groups
- Graphic organizers
- Anchor charts/ note pages
- Leveled text
- Extended time/ length of assessment

Assessments

- Pre-assessment
- F&P testing
- MAP scores
- Notebook checks
- Reading logs
- Write about reading
- Student Learning Progression Rubric
- Reading goals sheets
- Student monitored reading graphs
- Post-assessment

Resources

Content area leveled libraries

Fiction leveled libraries

Nonfiction leveled libraries

Unit of study grade 3 read alouds

- Because of Winn Dixie
- Dymonde Daniel