Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature
3rd Grade

RL.3.1

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

CCR Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Understanding

- Demonstrate comprehension
- Draw conclusions
- Refer to examples and details to support literal, inferential, and evaluative conclusions
- Analyze the text

Extended Understanding

- Use text features and structures to organize content
- Ask clarifying questions

Academic Vocabulary

- Analyze/Analysis
- Cite/Reference
- Infer
- Evidence
- Details
- Explain
- Explicit*
- Source
- Evaluate
- Refer

Content Elaborations

Readers use Key Ideas and Details to provide evidence from the text, make inferences, identify theme and literary elements, and retell a story. Determining the theme and key details gives the reader a more complete picture of a text. See the Determining a Theme Guidance for more information about this skill.

Next Grade Level Progression Statement

In the next grade level, students are expected to use details from the text to make inferences and determine the theme. Students can infer an overarching concept about life or the world (e.g., Hard work earns rewards, don't make judgements based on appearances), supporting this theme with specific details found in the text. They summarize the text by incorporating characters/character traits, setting, and plot events.

Question Ideas

- Use examples of textual evidence to show why the author wrote this.
- Refer to three pieces of textual evidence that most thoroughly support the main idea?
- Which of the following quotes would most strongly support the theme?
- What conclusion can you draw from the text?

- Give an example of an inference you can make from the story, support it with evidence from the text.
- Use three pieces of text to strongly prove_____.
- What is the best evidence that can be found in the text to show _____?
- After reading _____, support the main idea of the passage by listing the strongest piece of textual evidence.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students ask and answer questions regarding the plot of Patricia MacLachlan's Sarah, Plain and Tall, explicitly referring to the book to form the basis for their answers.

Ohio's Model Curriculum Instructional Supports

Strategies: Think Aloud

Model for students how to question the text while reading. The teacher might read aloud a text with print large enough for students to see. On large sticky notes, the teacher can pose questions or wonderings as the selection is read aloud. Once the reading is complete, the teacher and students can work together to determine where they might find answers to the questions that are being asked. Students should be encouraged to repeat this process while reading individually. *This would fit into the Social Emotional Standard of Self Competence.

Resources: Texts to Teach Asking and Answering Questions

- *Fly Away Home* by Eve Bunting
- *An Angel for Solomon Singer* by Cynthia Rylant
- *The Stranger* by Chris Van Allsburg
- *Baseball Saved Us* by Ken Mochizuki
- *The Wednesday Surprise* by Eve Bunting
- *Storm Boy* by Paul Owen Lewis
- *Amos and Boris* by WIlliam Steig
- *Beatrice Doesn't Want To* by Laura Numeroff

RL.2.1 (Prior Grade Standard)	RL.4.1 (Future Grade Standard)
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature
3rd Grade

RL.3.2

Analyze literary text development.

CCR Anchor Standard:

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

Essential Understanding

a. Determine a theme and explain how it is conveyed through key details in the text.
b. Retell stories, including fables, folktales, and myths from diverse cultures.

Extended Understanding

- Types and uses of details, literary elements, and figurative language

Academic Vocabulary

- Myth*
- Fable*
- Folktale*
- Analyze
- Convey
- Details
- Determine
- Problem
- Solution
- Fact
- Mora*l/Lesson
- Summarize/Summary
- Theme*

Content Elaborations

Retelling a story demonstrates comprehension of a text, knowledge of characterization, and an initial understanding of how a story connects to the larger world.

Next Grade Level Progression Statement

In the next grade level, students are expected to use details from the text to make inferences and determine the theme. Students can infer an overarching concept about life or the world (e.g., Hard work earns rewards, Don't make judgements based on appearances), supporting this theme with specific details found in the text. They summarize the text by incorporating characters/character traits, setting, and plot events.

Question Ideas

- What does _____ represent in the story?
- Which of the following best captures the theme?
- What textual evidence supports the central idea or theme?
- What is the topic of the passage?

- When you analyze the text, what details do you find that support the theme?
- How does the textual evidence support ___ as the theme or central idea?
- What was the lesson or moral in the story?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read fables and folktales from diverse cultures that represent various origin tales, Verna Aardema's *"Bringing the Rain to Kapiti Plain"* and Gerald McDermott's *"Anansi the Spider: A Tale From the Ashanti"*, and paraphrase their central message, lesson, or moral.

Ohio's Model Curriculum Instructional Supports

Strategies: Retelling Stories

Retelling is giving back the important facts and details in BME order. Model retelling a story. Provide the students with an opportunity to read a fable, folktale, or myth. ELLs could use fables, folktales, or myths from their own culture, possibly even in their native language. Students reading below, or above grade level should have texts available to them at their independent reading level for this activity. Have the students practice retelling the story with a partner and then independently, through writing. Use of the free Duck Duck Moose creativity apps (i.e. Princess Fairy Tale Maker, Draw & Tell HD) for tablets would provide a unique way for students to retell the story with their capability to record and playback students' voices. *This would fit into the Social Emotional Standard of Self-Competence

Resources: Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

RL.2.2 (Prior Grade Standard)	RL.4.2 (Future Grade Standard)

Analyze literary text development.
   a. Determine the lesson or moral.
   b. Retell stories, including fables and folktales from diverse cultures.
	Analyze literary text development.
	   a. Determine a theme of a story, drama, or poem from details in the text.
	   b. Summarize the text, incorporating a theme determined from details in the text.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature

3rd Grade

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.

CCR Anchor Standard:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Understanding

- Describe how characters respond and change as the plot moves forward
- Sequence a series of episodes in a story or drama
- Identify plot elements
- Describe characterization

Extended Understanding

- Types of plots and characters
- Literary terms for plot elements and
- characterization

Academic Vocabulary

- Problem
- Solution/Resolution
- Characters/Characterization/ Characteristics/Character
- Motives
- Climax
- Conflict
- Events
- Plot
- Cause
- Effect

Content Elaborations

Readers use Key Ideas and Details to provide evidence from the text, make inferences, identify theme and literary elements, and retell a story. Determining the theme and key details gives the reader a more complete picture of a text. See the Determining a Theme Guidance for more information about this skill.

Next Grade Level Progression Statement

In the next grade level, students are expected to use details from the text to make inferences and determine the theme. Students can infer an overarching concept about life or the world (e.g., Hard work earns rewards, Don't make judgements based on appearances), supporting this theme with specific details found in the text. They summarize the text by incorporating characters/character traits, setting, and plot events.

Question Ideas

- How would you sequence the events in the story or drama? - How did a character evolve with the plot of the story or drama? - How does the plot unfold? - What were the characters motivations in finding a resolution to the problem?	- Describe the problem and solution of the story or drama. - When and how did the character change? - What was the character's reaction to the event in paragraph ___? - If that event had been left out of the plot, would the character have remained static? - Can you label the plot line of the story or drama?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students describe how the character of Bud in Christopher Paul Curtis' story "*Bud, Not Buddy*" responds to a major event in his life of being placed in a foster home.

Ohio's Model Curriculum Instructional Supports

Strategies: Character Silhouettes

Have students create a silhouette of a character from a chosen text. Within that silhouette, have students list the traits that the character possesses. Students provide key details from the text that support the traits listed in the silhouette. Provide pre-cut silhouettes and/or trait banks to struggling learners or students who may have fine motor skill issues. *This would fit into the Social Emotional Standard of Self-Concept and Self-Competence.

Resources: Program an Animated Digital Version of the Story using Scratch and Alice

Scratch and Alice, two digital technology applications, support an integrated approach to literature, at all grade levels, and concurrently build computer technology and programming skills, as well. Students can retell a story through programming animated characters, the setting, and plot, or create new interactive stories based on the reading genre being studied. Both Scratch and Alice help students learn to think creatively, reason systematically, and work collaboratively.

RL.2.3 (Prior Grade Standard)	**RL.4.3 (Future Grade Standard)**
Describe how characters in a story respond to major events and challenges.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature

3rd Grade

RL.3.4

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

CCR Anchor Standard:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

Essential Understanding

- Interpret words and phrases
- Identify and analyze figurative language Identify and analyze tone
- Understand how word choice (diction) and figurative language impact meaning and tone

Extended Understanding

- Identify and analyze above-grade-level figurative language and vocabulary

Academic Vocabulary

- Analyze
- Mythology
- Point of View
- Determine
- Figurative Language
- Phrases
- Tone
- Literal*
- Nonliteral*

Content Elaborations

The big idea of Craft and Structure is that readers can respond analytically and objectively to text when they understand the purpose behind the author's intentional choice of tools, such as word choice, point of view, and structure.

Next Grade Level Progression Statement

In the next grade level, students are expected to analyze words and phrases in the text to determine their meaning. They need to be able to explain the structural differences among poetry, drama, and prose. Students need to understand that characters may have different perspectives in relation to a single event, and stories can be told from first or third point of view.

Question Ideas

- What does the word/phrase __ mean in this selection?
- Is there a feeling or emotion associated with the word ____?
- Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?
- Which of the following synonyms is closest in meaning to the word __?
- What is the tone of the passage?

- Use the text to support your choice for author's tone.
- How did the author use word (diction) choice to impact meaning?
- How did the author use word choice (diction) to impact tone?
- What word(s) could you use to replace __ in order to shift the tone?
- What kind of figurative language is being used in paragraph 5? How does it affect the meaning of the passage?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read Paul Fleischman's poem "Fireflies," determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., "light is the ink we use") and talking about how it suggests meaning.

Ohio's Model Curriculum Instructional Supports

Strategies: Literal vs. Nonliteral Meanings

Explain to students that words or phrases can have literal or nonliteral meanings. Tell them that a nonliteral meaning is when a phrase means something other than the exact words in it. Explain that authors sometimes use nonliteral meanings in their writing as a way to make a comparison or an exaggerated statement about something.

For example, an author writing that someone is a "night owl" is really saying that this person is awake and active at night (nonliteral meaning) rather than stating that the person turns into an animal at night (literal meaning). Tell students that you are going to read the story "*Amelia Bedelia*" by Peggy Parish. Ask students to actively listen for the nonliteral phrases that are used in the story. List the nonliteral phrases on the board. Have students discuss with a partner why the author chose the idiom and what was the author trying to express through them.

Resources: Text Variety

When determining literal versus non-literal language in text, the focus not only needs to be on a variety of texts, but also needs to make use of varied genres of texts.

RL.2.4 (Prior Grade Standard)	RL.4.4 (Future Grade Standard)
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature

3rd Grade

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.

CCR Anchor Standard:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Understanding

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting, or plot

Extended Understanding

- Understands the purpose of close reading and reading a text for different purposes.

Academic Vocabulary

- Analyze
- Particular
- Plot
- Scene*
- Setting
- Stanza*
- Text Structure
- Theme
- Drama*

Content Elaborations

The ability to identify the basic structure of poetry, drama, and stories gives the reader a tool to follow the progression of theme and ideas as they are developed in the story. Readers build understanding through meaningful and intentional opportunities to read, study, and discuss literature with a focus on author's craft.

Next Grade Level Progression Statement

In the next grade level, students are expected to analyze words and phrases in the text to determine their meaning. They need to be able to explain the structural differences among poetry, drama, and prose. Students need to understand that characters may have different perspectives in relation to a single event, and stories can be told from first or third point of view.

Question Ideas

- How does the theme, setting, or plot develop?
- What words help the development of the theme, setting, or plot?
- How does __ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of _____?

- Why did the author choose to use a refrain in the poem?
- How does the refrain affect the theme?
- Analyze the text structure and explain why the author chose to write it this way.
- How would leaving out this sentence, chapter, scene, or stanza change the meaning, structure, plot, theme of the work?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students describe the overall story structure of "*The Thirteen Clocks*" by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end.

Ohio's Model Curriculum Instructional Supports

Strategies: Author Studies

Students read a collection of books written by the same author to analyze similarities and differences within the text. As students complete the comparison, they can chart it on a Semantic Feature Analysis Chart, complete a Venn diagram, or facilitate discussion among their peers. Provide struggling learners with a chart or diagram that is partially completed or allow them to work with a partner.

Examples of authors might include but are not limited to the following: Jane Yolen, Patricia Polanco, J. Patrick Lewis, Arnold Adoff, Laura Numeroff, Cynthia Rylant, Doug Florian, Ken Weisner, Shel Silverstein, Jack Prelutsky, and Dr. Seuss. It is important to use a wide variety of authors and genres of text to evaluate for craft, as well as looking at types of structures including chapters, scenes, and stanzas.

Resources: Texts for Teaching Craft and Structure

- *Chanticleer and the Fox* by Geoffrey Chaucer
- *The Girl Who Loved Wild* Horses by Paul Gobel
- *Little Island by Golden* by MacDonald
- *Hide and Seek Frog* by Alvin Tresselt
- *Flossie and the Fox* by Patricia McKissac
- *Owl Moon* by Jane Yolen

RL.2.5 (Prior Grade Standard)	RL.4.5 (Future Grade Standard)
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature

3rd Grade

RL.3.6

Describe the difference between points of view in texts, particularly first- and third-person narration.

CCR Anchor Standard:

Assess how point of view, perspective, or purpose shapes the content and style of a text.

Essential Understanding

- Identify the point of view
- Understand and explain how the point of view is developed by the narrator or speaker

Extended Understanding

- Types of points of view
- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

Academic Vocabulary

- Analyze
- Develop
- Narrator
- Point of View
- Speaker
- Style
- First person*
- Third person*

Content Elaborations

Readers with an understanding of the Craft and Structure of literature are aware of the use of figurative language and the structure of literary genre and are able to determine the point of view from which a story is told, particularly first- and third- person.

Next Grade Level Progression Statement

In the next grade level, students are expected to analyze words and phrases in the text to determine their meaning. They need to be able to explain the structural differences among poetry, drama, and prose. Students need to understand that characters may have different perspectives in relation to a single event, and stories can be told from first or third point of view.

Question Ideas

- From whose point of view is the text written?
- Who is speaking? To whom?
- What point of view is being used in the text?
- Who is the narrator?
- How does the author develop the narrator's point of view?
- Is the narrator and the author the same person? How do you know?
- Does the speaker's point of view differ from the author's? How do you know?

- Is the narrator a character in the story? How do you know?
- How is the objective point of view developed? How is the subjective point of view developed?
- How is the (first person, third person, omniscient, etc.) point of view developed through diction, setting, characterization, etc. by the author? What details from the text help develop the narrator's point of view?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

When discussing E. B. White's book "*Charlotte's Web*", students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.

Ohio's Model Curriculum Instructional Supports

Strategies: Compare Folk Literature

Use a T-Chart to compare two versions of the same folktale (e.g., Galdone's "*Three Little Pigs*" and Sceiska's "*The True Story of the Three Little Pigs*"). The focus of the comparison should be the commonalities in folk or traditional literature, including but not limited to a recurring subject, theme, or idea. Other examples might include Ai-Ling Loui's Yeh-Shen A Cinderella Story from China and Brittany Rubiano's Have Courage Be Kind: The Tale of Cinderella. Teachers are encouraged to continue to assess and evaluate newly released texts for this purpose. Add film or video versions of the folktales to incorporate technology and help students who may be visual learners

Resources: Texts that Support Point of View

- Two Bad Ants by Chris Van Allsburg (point of view)
- White Socks Only by Evelyn Coleman (first person lesson)
- Where the Wild Things Are by Maurice Sendak (third person lesson)
- Chicken Sunday Patricia Polacco by (first and third person lesson)
- The Pea and the Princess by Mini Grey

RL.2.6 (Prior Grade Standard)	RL.4.6 (Future Grade Standard)
Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	Explain the differences in the point(s) of view in a text and different perspectives of the characters.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature

3rd Grade

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., emphasize aspects of a character or setting).

CCR Anchor Standard:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *

Essential Understanding

- Reading, viewing, and listening comprehension
- Recognize how illustrations contribute to a story
- Explain how illustrations contribute to what is conveyed in words in text to create mood and describe character or setting
- Contrast what is seen/heard when reading a text to what is perceived when listening/viewing a text

Extended Understanding

- Recognize how different forms of media can be used to support text

Academic Vocabulary

- Analyze
- Compare
- Contrast
- Diverse
- Evaluate
- Experience
- Format
- Integrate
- Media
- Mood
- Perceive/Perception
- Quantitative

Content Elaborations

The elements of a text, which include illustrations and modes of presentation, enhance the meaning of the text. As readers refine their ability to compare and contrast texts with similar themes, topics, and patterns that cross time and culture, they develop a broader understanding of themselves and the world around them.

Next Grade Level Progression Statement

In the next grade level, students are expected to compare and contrast texts from different genres and determine how authors differ in their presentation of the subject. Students will read multiple texts with similar themes throughout the year to provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

Question Ideas

- What do you see and hear when reading the text?
- How does the illustration help tell the story?
- What does the illustration convey to you about the character (mood, setting)?
- What is the illustration's contribution to the story?
- What are the similarities and differences between the text and the film?

- List three similarities/differences between what you see and hear when reading the text to your perception of what you hear and see in the audio/video/live version of the text.
- How is the movie similar to the text? How is the movie different from the text?
- What has been added to your perception of the text by watching the play?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students explain how Mark Teague's illustrations contribute to what is conveyed in Cynthia Rylant's Poppleton in Winter to create the mood and emphasize aspects of characters and setting in the story.

Ohio's Model Curriculum Instructional Supports

Strategies: Caldecott Reading Study

Offer students the opportunity to study several past Caldecott Medal Books and investigate how the illustrations play a role in the story from these books. Students could use a variety of graphic organizers to organize and display their thinking.

Resources: Questioning for Text Illustrations

The article, "Reading through the Arts: How theater and visual arts can engage students in reading," provides teachers with a list of questions they can ask students to prompt them to think more deeply about a book's illustrations.

RL.2.7 (Prior Grade Standard)	RL.4.7 (Future Grade Standard)
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature

3rd Grade

RL.3.9

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

CCR Anchor Standard:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Understanding

- Reading comprehension
- Recognize text forms and genres
- Identify themes and topics
- Compare and contrast the themes and topics of different versions of the same text

Extended Understanding

- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

Academic Vocabulary

- Analyze
- Approach
- Compare
- Contrast
- Genre (fiction, prose, poetry, drama, epic, tragedy, etc.)
- Text Form (graphic novel, picture book, manuscript, etc.)
- Theme
- Topic

Content Elaborations

Comparing and contrasting text in a variety of forms or genres provides a full understanding of the theme, as well as the ideas being explored. Readers that are able to Integrate their Knowledge and Ideas are making connections and comparisons across the texts and developing an understanding of themes and topics as they appear across genres.

Next Grade Level Progression Statement

In the next grade level, students are expected to compare and contrast texts from different genres and determine how authors differ in their presentation of the subject. Students will read multiple texts with similar themes throughout the year to provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

Question Ideas

- What is the theme of both texts?
- How do the two texts differ in the treatment of that theme?
- How are the two texts similar in the treatment of that theme?
- Compare the poem to the historical narrative concerning topics from WWI.
- After reading both texts, state the theme of both.

- How are the themes similar? How are they different?
- What topics can be found in both texts?
- Do both texts approach the topics the same?
- How does the author's approach to the theme in the novel differ from the author's approach to the same theme in the narrative?
- How do the authors' approaches to the topic/theme of _____ differ from the historical novel to the fantasy work?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Using a graphic organizer Students compare and contrast the characters, setting, problem, events and solution of James Marshall's "*The Three Little Pigs*" to those in "*The Three Little Javelinas*" by Susan Lowell as well as "*The Three Little Wolves*" and the "*Big Bad Pig*" by Eugene Trivizas.

Ohio's Model Curriculum Instructional Supports

Strategies: Character Mapping

This strategy helps students select and describe a character from a story, and then compare/contrast it to another character from either the same story or another. After reading a story, students choose a character they wish to describe in detail. Next, students draw a picture of their character and/or write its name in the middle of a blank piece of paper. Students then draw a short line outward from their picture for each description they attribute to their character. Students follow up by creating a character map for two characters in their story to compare/contrast them or take characters from two different stories to compare and contrast. Finally, students share their character mappings with the class.

To enhance this strategy with the use of technology, students could create a website using the new Google Sites from the perspective of the chosen character. The website could include pictures/images of things that describe the character or are related to the character. One webpage could be about another character in the story.

Resources: Graphic Organizers to Compare Texts

This resource provides several graphic organizers to help students organize their thinking when comparing two stories.

RL.2.9 (Prior Grade Standard)	RL.4.9 (Future Grade Standard)
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Ohio's Learning Standards-Clear Learning Targets
English Language Arts- Reading Literature
3rd Grade

RL.3.10

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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

CCR Anchor Standard:

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

Essential Understanding

- Demonstrate comprehension of grade-level, complex literary text
- Demonstrate comprehension of above grade-level, complex literary text with scaffolding
- Identify/evaluate text complexity

Extended Understanding

- Demonstrate comprehension of above grade-level literary text without scaffolding

Academic Vocabulary

- Comprehension
- Decoding
- Fluency
- Lexile/Reading Levels
- Literary Text/Literature
- Proficient
- Text Complexity
- Scaffolding

Content Elaborations

Teachers should match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical thinkers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain a range of literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. Teachers can draw on a student's previous experience, either personally or with other texts, in order to help understand the concepts in the texts being studied in the classroom.

Next Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend literature and poetry independently and proficiently at the high end of grade 4 text complexity.

Question Ideas

- How should you choose which literary texts to read?
- What strategies should you use to comprehend a complex text?

- How do you monitor your own comprehension as you read?
- What steps are involved in close reading of a text?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

After reading Christopher Paul Curtis' story "*Bud, Not Buddy*", students will participate in class discussions and group activities that draw on previous experiences to make text-to-self connections (connect the story to personal experiences and feelings) and text-to-text connections (connect the characters, setting and events to another story).

Ohio's Model Curriculum Instructional Supports

Strategies: Predictions and Connections

Students may complete a prediction chart before reading and adjust their predictions during reading. This chart can be used to help students share their predictions and whether their predictions were true or false and why. Students can also complete a graphic organizer to make text connections to other texts, to self, and to the world.

Resources: QAR, Book Clubs

No Teachers Allowed: Student-Led Book Clubs Using QAR
The Question-Answer Relationship (QAR) strategy helps students identify questions as "in the book" or "in my head" so that they know whether to draw on their own impressions or the book for answers. In this lesson, which can also be used in the sixth-grade classroom, introduce QAR through a read-aloud, sorting questions as they are answered and working with students as they learn how to sort questions themselves. Students then use the strategy to develop questions for a peer-led book discussion.

RL.2.10 (Prior Grade Standard)	RL.4.10 (Future Grade Standard)
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.