

Lesson 1

Subject: English Language Arts
Central Focus: Analyzing Literature
Essential Literacy Strategy:
Comparing Story Elements Across Texts

Text: My Rotten Redheaded Older Brother
By: Patricia Polacco

Common Core State Standards

English Language Arts/Literacy

→ RL: Reading Standards for Literature

◆ Domain: Integration of Knowledge and Ideas

- *Standard RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).*

→ SL: Speaking and Listening Standards

◆ Domain: Comprehension and Collaboration

- *Standard SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

English Language Development Standards

→ Part I: Interacting in Meaningful Ways

◆ A. Collaborative: Engagement in Dialogue with Others

- *Standard 3.1 - Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics*

◆ B. Interpretive: Comprehension and Analysis of Spoken Texts

- *Standard 3.5 - Listening actively to spoken English in a range of social and academic contexts*

Student Learning Objectives

Students will demonstrate understanding of:

- Identifying characters measured through students' ability to describe character's impact on story on a story map.
- Identifying setting measured through students' ability to describe various settings within a story on a story map.
- Identifying plot measured through students' ability to describe the beginning, middle, and end of story including the problem and solution on a story map.

- Identifying theme measured through students' ability to make inferences to select a theme within a story on a story map.
- Discussing collaboratively measured through students' ability to participate, actively listen, and use respective dialogue.

English Learners will also have opportunity to:

- Engage in dialogue with others through discussing similarities and differences with peers.
- Actively listen to academic and social spoken English through discussion with peers and teacher.

Assessment of Student Learning

Informal Assessments

Formative Assessment - Entry level

Before the start of the lesson, the teacher will activate the prior knowledge of the students by asking students to share their understanding of the elements of a story necessary to understand this lesson.

- The teacher will assess students' ability to describe character, setting, plot, and theme.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of the elements of a story. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding.

Formative Assessments - Progress Monitoring

After the read aloud portion of the lesson, the teacher will check for understanding by asking students if they can retell the events that have occurred in the story.

- The teacher will monitor students' ability to summarize information from the text using major events.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of the text and recollection of the events in a story. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding.

Formative Assessments - Progress Monitoring

During the group collaboration phase, the teacher will visit groups to check for understanding by asking students to orally express and explain what they have been discussing about the story.

- The teacher will monitor students' understanding of the task and the elements of a story including characters, settings, plot, and theme.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of the elements in the story. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through promoting and guiding questions.

Formal Assessment

Formative Assessment - Progress Monitoring

At the end of the group collaboration phase, the students will have completed a Story Map with designated spots for students to write about the character, setting, plot, and theme. The students will orally share out their thoughts and what they have recorded on the Story Map during a whole class discussion.

- The teacher will assess students' ability to write and orally describe a variety of elements in a story including characters, settings, plot, and theme.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their ability to identify and describe characters, setting, plot, and theme. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through

guiding questions, revisiting the text, and asking for peer input.

Instructional Strategies and Student Learning Tasks

“Anticipatory Set”

Whole Class - On Carpet

- Activate and Assess Prior Knowledge (Formative Assessment - Entry Level)
 - ◆ The teacher will activate the prior knowledge of the students by asking students to share their understanding of the elements of a story necessary to understand this lesson (e.g. characters, settings, plot, and theme).
 - ***The students will provide their perceptions of elements of a story.***
 - ◆ The teacher will use students’ responses as an entry-level assessment of the students understanding of identifying story elements and review any misconceptions if needed.
- Set Purpose for Reading
 - ◆ Before the teacher begins reading, the teacher will set a purpose for listening to help the students focus and become more engaged. The purpose for listening is to describe the characters, theme, setting, and plot. The teacher will begin reading the text aloud.
 - ***The students will listen to the story with the purpose of listening in mind to ensure they are prepared to participate in the whole class discussion and collaborative group activity.***
- Progress Monitoring (Formative Assessment)
 - ◆ After the read aloud, the teacher will check for understanding in a whole class discussion by asking students if they can retell the major events that have occurred in the story.
 - ***The students will share their thoughts about the story and retell the events in the story.***
 - ◆ The teacher will use students’ responses as a formative assessment to monitor students’ progress and their understanding of the text before continuing to the whole class discussion and collaborative group activity. The teacher will take time to revisit the story to discuss any misconceptions of necessary.

“Explore”

Whole Class - On Carpet

- Student Expectations and Transition
 - ◆ After the whole class discussion, the teacher will provide students with an introduction to the collaborative group activity they will be participating in and provide students with the expectations for their participation. The teacher will describe to students that they will be working in groups of 4 to fill in a Story Map. The teacher will explain to students that they are expected to work collaboratively through constructive and respectful dialogue and practice inclusion of all group members. To ensure student participation the teacher will explain that each student will be turning in a Story Map. The teacher will show the students a larger version of the Story Map they will be working on and provide explanations and examples of what types of information are expected to be put in each section (Title, Author, Characters, Settings, Plot, Theme). The teacher will display an Anchor Chart that displays the definitions of the story elements the students will be identifying as a visual reminder for students as they work.
 - ***After the teacher has given the instructions, the students will be***

dismissed and will meet with their group members at their desks and begin to work.

Small Group - At Desks

→ Progress Monitoring (Formative Assessment) - Group Practice

- ◆ During the group collaboration phase, the teacher will visit groups to check for understanding by asking students to orally express and explain what they have discussing about the story. The teacher will take the time to discuss any misconceptions with the groups and encourage them to use the book to find text evidence.
 - ***The students will be working in purposeful heterogeneous group of 4 to complete a collective Story Map, which includes the Title, Author, Character, Setting, Plot, and Theme. Students will be writing on their individual Story Map to use for reference at a later time.***

Whole Class - On Carpet

→ Progress Monitoring (Formative Assessment)

- ◆ After the group collaboration work is complete, the teacher will transition the students back to the carpet to begin the whole class discussion. The teacher will explain to students that they will share out some of the information they placed on their concept map so that it can be added to the larger whole class Story Map. The teacher will remind students that when another student shares an idea that they had planned to share they should be excited that they developed the same idea as a peer and not groan and become upset. The teacher will use this whole class discussion as a way to check for understanding and provide students with specific and immediate feedback of their ability to identify and describe characters, settings, plot, and theme. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through guiding questions, revisiting the text, and asking for peer input.
 - ***The students will share to the class the details they added to their Story Map and write it on the larger whole class Story Map. Students from each group will have a chance to share and write their ideas on the larger whole class Story Map.***

“Closure”

Whole Class - On Carpet

→ Review Learning Objectives

- ◆ After the whole class Story Map is filled in, the teacher will provide the students with a wrap up of the content they discussed on the Story Map by revisiting the student learning objectives. The teacher will explain that the author of the book has several books that the class will have a chance to explore later in the week. The teacher will transition the students to their next activity.
 - ***The students will turn in their Story Map and transition to the next activity.***

Lesson 2

Subject: English Language Arts
Central Focus: Analyzing Literature
Essential Literacy Strategy:
Comparing Story Elements Across Texts

Text: Rotten Richie and the Ultimate Dare
By: Patricia Polacco

Common Core State Standards

English Language Arts/Literacy

→ RL: Reading Standards for Literature

◆ Domain: Integration of Knowledge and Ideas

- *Standard RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).*

→ SL: Speaking and Listening Standards

◆ Domain: Comprehension and Collaboration

- *Standard SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*
 - e. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - f. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - g. Explain their own ideas and understanding in light of the discussion.

English Language Development Standards

→ Part I: Interacting in Meaningful Ways

◆ A. Collaborative: Engagement in Dialogue with Others

- *Standard 3.1 - Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics*

◆ B. Interpretive: Comprehension and Analysis of Spoken Texts

- *Standard 3.5 - Listening actively to spoken English in a range of social and academic contexts*

Student Learning Objectives

Students will demonstrate understanding of:

- Identifying characters measured through students' ability to describe character's impact on story on a story map.
- Identifying setting measured through students' ability to describe various settings within a story on a story map.
- Identifying plot measured through students' ability to describe the beginning, middle, and end of story including the problem and solution on a story map.
- Identifying theme measured through students' ability to make inferences to select a theme

within a story on a story map.

- Discussing collaboratively measured through students' ability to participate, actively listen, and use respective dialogue.

English Learners will also have opportunity to:

- Engage in dialogue with others through discussing similarities and differences with peers.
- Actively listen to academic and social spoken English through discussion with peers and teacher.

Assessment of Student Learning

Informal Assessments

Formative Assessment - Entry level

Before the start of the lesson, the teacher will activate the prior knowledge of the students by asking students to share their understanding of the elements of a story necessary to understand this lesson.

- The teacher will assess students' ability to describe character, setting, plot, and theme.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of the elements of a story. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding.

Formative Assessments - Progress Monitoring

After the read aloud portion of the lesson, the teacher will check for understanding by asking students if they can retell the events that have occurred in the story.

- The teacher will monitor students' ability to summarize information from the text using major events.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of the text and recollection of the events in a story. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding.

Formative Assessments - Progress Monitoring

During the group collaboration phase, the teacher will visit groups to check for understanding by asking students to orally express and explain what they have been discussing about the story.

- The teacher will monitor students' understanding of the task and the elements of a story including characters, settings, plot, and theme.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of the elements in the story. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through promoting and guiding questions.

Formal Assessment

Formative Assessment - Progress Monitoring

At the end of the group collaboration phase, the students will have completed a Story Map with designated spots for students to write about the character, setting, plot, and theme. The students will orally share out their thoughts and what they have recorded on the Story Map during a whole class discussion.

- The teacher will assess students' ability to write and orally describe a variety of elements in a story including characters, settings, plot, and theme.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their ability to identify and describe characters, setting, plot, and theme. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through guiding questions, revisiting the text, and asking for peer input.

Instructional Strategies and *Student Learning Tasks*

“Anticipatory Set”

Whole Class - On Carpet

- Activate and Assess Prior Knowledge (Formative Assessment - Entry Level)
 - ◆ The teacher will activate the prior knowledge of the students by asking students to share their understanding of the elements of a story necessary to understand this lesson (e.g. characters, settings, plot, and theme).
 - ***The students will provide their perceptions of elements of a story.***
 - ◆ The teacher will use students’ responses as an entry-level assessment of the students understanding of identifying story elements and review any misconceptions if needed.
- Set Purpose for Reading
 - ◆ Before the teacher begins reading, the teacher will set a purpose for listening to help the students focus and become more engaged. The purpose for listening is to describe the characters, theme, setting, and plot. The teacher will begin reading the text aloud.
 - ***The students will listen to the story with the purpose of listening in mind to ensure they are prepared to participate in the whole class discussion and collaborative group activity.***
- Progress Monitoring (Formative Assessment)
 - ◆ After the read aloud, the teacher will check for understanding in a whole class discussion by asking students if they can retell the major events that have occurred in the story.
 - ***The students will share their thoughts about the story and retell the events in the story.***
 - ◆ The teacher will use students’ responses as a formative assessment to monitor students’ progress and their understanding of the text before continuing to the whole class discussion and collaborative group activity. The teacher will take time to revisit the story to discuss any misconceptions of necessary.

“Explore”

Whole Class - On Carpet

- Student Expectations and Transition
 - ◆ After the whole class discussion, the teacher will provide students with an introduction to the collaborative group activity they will be participating in and provide students with the expectations for their participation. The teacher will describe to students that they will be working in groups of 4 to fill in a Story Map. The teacher will explain to students that they are expected to work collaboratively through constructive and respectful dialogue and practice inclusion of all group members. To ensure student participation the teacher will explain that each student will be turning in a Story Map. The teacher will show the students a larger version of the Story Map they will be working on and provide explanations and examples of what types of information are expected to be put in each section (Title, Author, Characters, Settings, Plot, Theme). The teacher will display an Anchor Chart that displays the definitions of the story elements the students will be identifying as a visual reminder for students as they work.
 - ***After the teacher has given the instructions, the students will be dismissed and will meet with their group members at their desks and begin to work.***

Small Group - At Desks

→ Progress Monitoring (Formative Assessment) - Group Practice

- ◆ During the group collaboration phase, the teacher will visit groups to check for understanding by asking students to orally express and explain what they have discussing about the story. The teacher will take the time to discuss any misconceptions with the groups and encourage them to use the book to find text evidence.
 - ***The students will be working in purposeful heterogeneous group of 4 to complete a collective Story Map, which includes the Title, Author, Character, Setting, Plot, and Theme. Students will be writing on their individual Story Map to use for reference at a later time.***

Whole Class - On Carpet

→ Progress Monitoring (Formative Assessment)

- ◆ After the group collaboration work is complete, the teacher will transition the students back to the carpet to begin the whole class discussion. The teacher will explain to students that they will share out some of the information they placed on their concept map so that it can be added to the larger whole class Story Map. The teacher will remind students that when another student shares an idea that they had planned to share they should be excited that they developed the same idea as a peer and not groan and become upset. The teacher will use this whole class discussion as a way to check for understanding and provide students with specific and immediate feedback of their ability to identify and describe characters, settings, plot, and theme. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through guiding questions, revisiting the text, and asking for peer input.
 - ***The students will share to the class the details they added to their Story Map and write it on the larger whole class Story Map. Students from each group will have a chance to share and write their ideas on the larger whole class Story Map.***

“Closure”

Whole Class - On Carpet

→ Review Learning Objectives

- ◆ After the whole class Story Map is filled in, the teacher will provide the students with a wrap up of the content they discussed on the Story Map by revisiting the student learning objectives. The teacher will explain that now that the class has listened to two books by the same author they will have a chance to compare these two books later in the week. The teacher will transition the students to their next activity.
 - ***The students will turn in their Story Map and transition to their next activity.***

Lesson 3

Subject: English Language Arts
Central Focus: Analyzing Literature
Essential Literacy Strategy:
Comparing Story Elements Across Texts

Texts: Rotten Richie and the Ultimate Dare
and
My Rotten, Redheaded Older Brother
By: Patricia Polacco

California Common Core State Standards: Third Grade

English Language Arts/Literacy

- RL: Reading Standards for Literature
 - ◆ Domain: Integration of Knowledge and Ideas
 - *Standard RL.3.9* - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- SL: Speaking and Listening Standards
 - ◆ Domain: Comprehension and Collaboration
 - *Standard SL.3.1* - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

English Language Development Standards

- Part I: Interacting in Meaningful Ways
 - ◆ A. Collaborative: Engagement in Dialogue with Others
 - *Standard 3.1* – Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
 - ◆ B. Interpretive: Comprehension and Analysis of Spoken Texts
 - *Standard 3.5* – Listening actively to spoken English in a range of social and academic contexts

Student Learning Objectives

Students will demonstrate understanding of:

- Comparing and contrasting story elements (e.g. characters, settings, plots, and themes) across two texts as measured through students' ability to complete a Venn diagram and orally discuss similarities and differences between two stories by the same author.
- Discussing collaboratively measured through students' ability to participate, actively listen, and using respective dialogue.

English Learners will also have opportunity to:

- Engage in dialogue with others through discussing similarities and differences with peers.
- Actively listen to academic and social spoken English through discussion with peers and teacher.

Assessment of Student Learning

Informal Assessments

Formative Assessment - Entry level

After reviewing the two previous stories read, the teacher will activate the prior knowledge of the students by asking students to share their understanding of the meaning of comparing and contrasting two texts. The teacher will also ask students to share their understanding of the definition of text evidence and where to locate text evidence. The teacher will also ask students to share their interpretations of how to best use a Venn diagram graphic organizer to compare and contrast two texts.

- The teacher will assess students' ability to describe comparing, contrasting, and finding text evidence. The teacher will also assess students' ability to accurately use a Venn diagram graphic organizer to compare and contrast two texts.
- * **Feedback:** The teacher will provide students with specific and immediate feedback of their understanding of the comparing and contrasting two texts, finding text evidence, and using a Venn diagram appropriate for the task of comparing and contrasting two texts. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding.

Formative Assessment - Progress Monitoring

During the group collaboration phase, the teacher will visit groups to check for understanding by asking students to orally express and explain what text-to-text connections they have made and why and where they have placed certain details on their Venn diagram.

- The teacher will monitor students' understanding of making text-to-text connections and finding text evidence to compare and contrast the plots, theme, characters, and settings of two stories.
- * **Feedback:** The teacher will provide students with specific and immediate feedback of their understanding or the similarities and differences of the story. The teacher will take the time to redirect misguided perceptions of the story and prompt students to use the book for text evidence to defend their decisions.

Formal Assessment

Formative Assessment - Progress Monitoring

At the end of the group collaboration phase, the students will have completed a Venn diagram graphic organizer to compare and contrast the characters, settings, plots, and themes of two stories. The students will orally share out their thoughts and what they have recorded on the Venn diagram during a whole class discussion.

- The teacher will assess students' ability to write or orally compare and contrast the two stories through text evidence that describes the characters, settings, plots, and themes.
- * **Feedback:** The teacher will provide students with specific and immediate feedback of their ability to compare and contrast the two stories through text evidence that describes the characters, settings, plots, and themes. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding through guiding questions, revisiting the text, and asking for peer input.

Instructional Strategies and *Student Learning Tasks*

“Anticipatory Set”

Whole Class - On Carpet

→ Activate Prior Knowledge

- ◆ The teacher will display the whole class Story Maps created by the class in Lesson 1 and

Lesson 2. The teacher will ask the students to recall the plots, characters, settings, and themes of the two previous stories read, using the Story Maps as visual reminders. The teacher will ensure the students have a good foundation of the stories' plots, characters, settings, and themes after the discussion. The teacher will leave the Story Maps visible during the continuation of the lesson for students to reference.

- ***The students will retell what they recall from the stories and use the visuals as guides to prompt their thinking if needed.***

“Explore”

Whole Class - On Carpet

→ Assess Prior Knowledge (Formative Assessment - Entry Level)

- ◆ The teacher will assess the prior knowledge of the students by asking students to share their understanding of the comparing and contrasting two texts. The teacher will also ask students to provide their understanding of how and where to locate text evidence. The teacher will also ask students for their interpretation of how to use a Venn diagram to compare and contrast two texts. The teacher will use students' responses as an entry level assessment of their prior knowledge of comparing and contrasting and using a Venn diagram to organize their thoughts and use the assessment to guide the direct instruction that follows.

- ***The students will orally provide their understanding of comparing and contrasting two texts and using text evidence and how to use a Venn diagram to organize their thoughts.***

→ Direct Instruction

- ◆ The teacher will lead a discussion about the meaning of comparing and contrasting, how to accurately compare and contrast, the academic vocabulary used when discussing or writing about comparing and contrasting and how to organize ideas using a Venn Diagram graphic organizer. The teacher will have an Anchor Chart with these concepts displayed during the discussion. The teacher will ensure the students have a good foundation about the concept of comparing and contrasting after the discussion. The teacher will leave the Anchor Chart visible during the continuation of the lesson for students to reference.

- ***The students will participate in the discussion and use the Anchor Chart as a visual scaffold to guide and prompt their thinking.***

→ Modeling

- ◆ The teacher will model the process of comparing and contrasting story elements across two texts by comparing and contrasting a character from the two texts. The teacher will display the comparisons and contrasting ideas on the anchor chart by adding sticky notes near the corresponding section of the Venn diagram in order to allow students to make auditory and visual connections. During this process the teacher will use the think aloud philosophy to expose the students to invisible processes that are occurring while the teacher is comparing and contrasting.

- ***After the teacher has completed modeling, the students will be dismissed and will meet with their group members at their desks and begin to work.***

→ Student Expectations and Transition

- ◆ After the whole class discussion, the teacher will provide students with an introduction to the collaborative group activity they will be participating in and provide students with the expectations for their participation. The teacher will describe to students that they will be working in groups of 4 to fill in a Venn diagram. The teacher will explain to students that they are expected to work collaboratively through constructive and respectful dialogue and practice inclusion of all group members. To ensure student participation the teacher will

explain that each student will be turning in a Venn diagram. The teacher will show the students a larger version of the Venn Diagram they will be working on and provide explanations and examples of what types of information are expected to be put in each section (Similarities and Differences in characters, setting, plot, theme between the two stories analyzed in Lesson 1 and Lesson 2).

- **After the teacher has given the instructions, the students will be dismissed and will meet with their group members at their desks and begin to work.**

Small Group - At Desks

→ Progress Monitoring (Formative Assessment) - *Group Practice*

- ◆ The teacher will visit groups to check for understanding by asking students to orally express and explain what text-to-text connections they have made and why and where they have placed certain details on their Venn diagram. The teacher will use this as a way to monitor students' understanding of finding text evidence to compare and contrast the plots, theme, characters, and settings of two stories.
 - **The students will be working in same purposeful heterogeneous group of 4 as Lesson 1 and Lesson 2 to complete a Venn Diagram which includes the similarities and differences of the two stories' (read in Lesson 1 and Lesson 2) plots, settings, themes, and characters.**

Whole Class - On Carpet

→ Progress Monitoring (Formative Assessment)

- ◆ After the group collaboration work is complete, the teacher will transition the students back to the carpet to begin the whole class discussion. The teacher will lead a class discussion by asking students to orally share or write the various ways they compared and contrasted their two stories read in Lesson 1 and Lesson 2 for the whole class to hear and see on the whole class Venn Diagram. The teacher will remind students to use the academic vocabulary learned in the beginning of the less when sharing. The teacher will also remind students that when another student shares an idea that they had planned to share they should be excited that they developed the same idea as a peer and not groan and become upset.
 - **At the end of the group collaboration phase, the students will have completed a Venn diagram graphic organizer to compare and contrast the characters, settings, plots, and themes of two stories. The students will orally share out their thoughts and what they have recorded on the Venn diagram during a whole class discussion.**
- ◆ The teacher will assess students' ability to write or orally compare and contrast the two stories through text evidence that describes the characters, settings, plots, and themes. The teacher will use this assessment as a way to monitor student's progress in achieving the ability to compare and contrast two stories by the same author with the same characters.

"Closure"

Whole Class - On Carpet

→ Review Learning Objectives

- ◆ After the whole class Venn diagram is filled in, the teacher will revisit the learning objectives by explaining to the students how they were able to analyze two texts written by the same author by considering their similarities and differences. The teacher will explain to students that later in the week the class will be working on turning their Venn diagram into an paragraph.
 - **The students will turn in their Venn diagram and transition to the next activity.**

Lesson 4

Subject: English Language Arts
Central Focus: Analyzing Literature
Essential Literacy Strategy:

Comparing and Contrasting Story Elements Across Texts

Texts: My Rotten, Redheaded Older Brother
and
Rotten Richie and the Ultimate Dare
By: Patricia Polacco

California Common Core State Standards

English Language Arts/Literacy

→ RL: Reading Standards for Literature

◆ Domain: Integration of Knowledge and Ideas

- *Standard RL.3.9* - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

→ SL: Speaking and Listening Standards

◆ Domain: Comprehension and Collaboration

- *Standard SL.3.1* - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

English Language Development Standards

→ Part I: Interacting in Meaningful Ways

◆ A. Collaborative: Engagement in Dialogue with Others

- *Standard #1* - Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

◆ B. Interpretive: Comprehension and Analysis of Spoken Texts

- *Standard #5* - Listening actively to spoken English in a range of social and academic contexts

Student Learning Objectives

Students will demonstrate understanding of:

- Comparing and contrasting story elements in two stories as measured through students' ability to describe the similarities and differences in writing
- Discussing collaboratively measured through students' ability to participate, actively listen, and using respective dialogue

English Learners will also have opportunity to:

- Engage in dialogue with others through discussing similarities and differences with peers
- Actively listen to academic and social spoken English through discussion with peers and teacher

Assessment of Student Learning

Informal Assessment

Formative Assessment - *Entry level*

After the Anticipatory Set, the teacher will activate the prior knowledge of the students by asking students to share their understanding of how to compose a compare and contrast paragraph that analyzes two texts. The teacher will also ask students to share their understanding of the definition of text evidence and the importance of embedding text evidence into their writing.

- The teacher will assess students' understanding of how to compose a compare and contrast text that is organized and uses text evidence to support the similarities and differences of two texts.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of composing a text that compares and contrasts two texts using text evidence to support their reasoning.

Informal Assessment

Formative Assessment - *Progress Monitoring*

During the teacher lead modeling, the teacher will check for understanding by asking students to share their explanations of the importance of each sentence in the model paragraph. The teacher will also challenge the students to explain their opinion of how the paragraph would be changed if certain sentences were removed.

- The teacher will assess students' understanding the parts needed to effectively compose a compare and contrast text that is organized with an introductory and concluding sentence and uses text evidence to support the similarities and differences of two texts.
- * *Feedback:* The teacher will provide students with specific and immediate feedback of their understanding of composing a text that compares and contrasts two texts using text evidence to support their reasoning. The teacher will take the time to discuss any misconceptions and formulate a more accurate understanding.

Formal Assessment

Summative Assessment - *Compare and Contrast Writing*

After the teacher has activated the students' prior knowledge on the similarities and differences discussed in Lesson 3, the students will compose a text with the primary function of comparing and contrasting two texts by the same author.

- The teacher will use this writing sample as a summative assessment of the students ability to compose a compare and contrast text that includes an introductory and concluding sentences, text evidence to support reasoning, and linking words to create an organized text.
- * *Feedback:* The teacher will provide students with specific written feedback on the written piece that allows students to understand their strengths and areas of need.

Instructional Strategies and Student Learning Tasks

"Anticipatory Set"

Whole Class - On Carpet

→ Activate and Assess Prior Knowledge (Formative Assessment - Entry Level)

- ◆ The teacher will ask students to share their understanding of how to compose a text where the primary focus is to compare and contrast two texts using text evidence to support the reasoning behind the similarities and differences
 - *The students will share their understanding of how to effectively compose a text that analyzes two stories through comparing and contrasting.*

“Explore”

Whole Group - On Carpet

→ Direct Instruction

- ◆ The teacher will lead a discussion about how to explain in writing the similarities and differences of two texts. The teacher will explain to students the academic vocabulary and linking words that are needed when comparing and contrasting two stories in writing. The teacher will also provide students with a structure to help organize thoughts (1. Introduce Stories, 2. Similarities, 3. Text Evidence, 4. Differences, 5. Text Evidence, 5 Concluding Statement). The teacher will have an Anchor Chart with this organization structure displayed for students to reference during the discussion. The teacher will leave the Anchor Chart visible during the continuation of the lesson for students to reference.

- *The students will participate in the discussion and use the Anchor Chart as a visual scaffold to guide and prompt their thinking.*

→ Modeling - Progress Monitoring (Formative Assessment)

- ◆ The teacher will provide students with an example of how to compare and contrast two objects in writing and explain the rationale to consider when organizing a text. The teacher will display sentences written on sentence strips that correspond with the various elements in the structure of a compare and contrast text. The teacher will apply the think aloud philosophy and expose students to the invisible processes that are occurring as the teacher re arranges the sentences to construct a paragraph comparing and contrasting two items. The teacher will ask students to show agreement (thumbs up) or disagreement (thumbs down) with the decisions being made by a silent hand motion.

- *The students will express their opinions by showing a thumbs up or thumbs down and share their rationale for disagreeing and agreeing when asked.*

→ Activate Prior Knowledge

- ◆ The teacher will display the whole class Venn Diagram created by the class in Lesson 3. The teacher will ask students to recall similarities and differences, using the Venn Diagram as a visual reminder. The teacher will ensure the students have a good foundation of the essential similarities and differences of the two stories. The teacher will leave the Venn Diagram visual for the continuation of the lesson for students to reference.

- *The students will share the similarities and difference they recall from the two stories, using the Venn Diagram visual as a guide to prompt their thinking if needed.*

→ Transition

- ◆ The teacher will explain that writing is a process and at times may be difficult. The teacher will explain the instructions for the writing activity. The teacher will ask students to use their “Test Screens” (dividers to keep students work private). The teacher will provide students with their work expectations for the activity (work quietly and use your own brain and thoughts). The teacher will also offer accommodations and modifications for students if they choose. The teacher will let students to know to raise their hands quietly if they need their seat moved. The teacher will also let students know that they are allowed to use their Story Maps (created in Lesson 1 and 2) and their Venn Diagram (created in Lesson 3) while writing their compare and contrast paragraph.

- *The students will transition to their desk, take out their test screens, take out their allowed scaffolds if need, and wait for the writing activity to begin. Students who need a seat change will quietly raise their hand and will be moved.*

At Desk or Preferential Seating Location

→ Compare and Contrast Writing (Summative Assessment) - Independent Practice

- ◆ Once all students are at their respective seats the teacher will begin to pass out writing paper

and ensure that students have only the allowed materials out. Once all students have received their writing paper the teacher will announce that the students may begin writing. The teacher will continue to monitor students as they write to ensure students are not collaborating and to prompt students to use their allowed to use their Story Maps and Venn Diagram if they are struggling.

- *The students will compose a texts that compares and contrast two stories by the same author by using text evidence to support their reasoning and introductory and concluding sentences to provide organization.*

“Closure”

Whole Class - On Carpet

→ Review Learning Objectives

- ◆ After the students composing their compare and contrast paragraphs, the teacher will revisit the learning objectives by explain to the students how they able to analyze two texts, find their similarities and differences and compose a compare and contrast text. The teacher will explain that late in the week the students will have a chance to read more books by Patricia Palacco. The teacher will collect the written activity from each student's desk.
 - *The students will transition to their next activity.*