

RL.3.3

This ELA unit provides resources to use while teaching the standard **RL.3.3**, which states that students will be able to

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



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

The collage features several educational resources:

- Character Traits Cards:** A set of cards for identifying character traits. Each card includes a prompt like "Identify one character trait about your best friend" and a space to "Explain." It also lists external traits (brown hair, pretty) and internal traits (adventurous, mischievous, playful, brave).
- Character Report:** A form with sections for "TITLE," "Identify a character trait. Explain with evidence from the text," and "What is one action the character did? What motivated him or her to do this?"
- All About Events:** A worksheet explaining that events are actions that happen in a story, following a sequence. It includes three numbered sections: 1. What happens at the beginning of the story? 2. What happens in the middle of the story? 3. What happens at the end of the story?
- Character Response:** A worksheet defining a challenge as something that causes problems for a character and a character action as something usually triggered by a challenge. It includes an example with a frog and a boy.
- Suggested Read Alouds:** A list of books including "Cloudy with a Chance of Meatballs," "The Lorax," "The Salamander Room," "Stand Tall, Molly Lou Mellon," "A Story for Dennis," "Where the Things Fall," "Duck for Mr. Doreen," and "Hello Goodbye." A vertical banner reads "My Character & Events" and "Actions that that character took..."
- Character Action:** A worksheet with a "Challenge" section and a "Character Action" section. Examples include a piggy bank being broken and a boy's homework being forgotten.
- 3rd Grade FOCUS: CHALLENGE & RESPONSE:** A section listing books like "Ira Sleeps Over," "Chrysanthemum," "Jamaica's Find," "The Boy Who Swam with Piranhas," "Harry the Dog," and "Ene by Der."
- What Happened?:** A worksheet with sections for "At the beginning," "At the end," and "What happens in the middle?"
- My Character Traits:** A circular diagram for identifying character traits.
- Character Traits (Summary):** A card stating "These are words that can describe a person that you can learn from the text or illustrations." with external and internal trait lists.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Instructional Passages

Task Cards for Any Text

Card 5
How does the character feel at the beginning of the text?

Card 6
How does the character feel at the end of the text?

Card 9
What is one action that the character does in the story?

Card 10
How does this affect the sequence of events in the story?

Card 11
What is one action that the character does at the end of the text?

Card 12
How does this affect the sequence of events in the story?

Sign Me Up!
There's a talent show happening every month. Usually, I wouldn't want to go because I don't like embarrassing myself. But my family has never taken a vacation before. So, I started brainstorming ideas for what I could do.

Yeti Wants to Read
Yeti saw his big brother reading a book. He had brought home from Yeti School a book to sound out words at school, but his big brother says, "One day when I was outside to build a snow castle, Yeti and I went to the library to look at books."

Where are the Ants?
Wilson was a huge fan of the movie "The Ants". He wanted to study zoology every day of his life. He went to the zoo every Sunday with his family. Every time they went to the zoo, he would go to the ant exhibit to check out the baby ants. On his walk towards the ant exhibit, he noticed a large ant on the ground.

The Deep End
Jillan had never been deeper than the shallow end of the pool. She was for her first time in the deep end. She knew how to hold her breath underwater, but she had a huge fear of going into the water, where she could get lost.

On the Ledge
Sammy was not a typical house spider. Sammy had spent most of his days on the ledge of 512 Diamond Court's front door. He stayed here because he was afraid to go down. He was always entirely too busy being adventurous to go down.

The Birthday Card
Jen was headed to her cousin's birthday party later on this afternoon. She had bought the most amazing Littlest Pet Shop toy kit for her twelve puppies. Jen and her mother realized they had forgotten to buy her a gift. They made a quick stop at the store to buy her a gift.

Trip to the E.R.
Ben's finger was always entirely too close to the emergency room. He had learned to always listen to his mother.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The collage features several overlapping templates:

- All About My Character:** Includes sections for Name, Title, CHARACTER, and a box for identifying a character trait with evidence.
- Character & Actions:** A diagram showing a character box with arrows pointing to boxes for Character Actions and Character Thoughts and Feelings.
- Events in the Story:** A table with columns for EVENT, CHARACTER FEELINGS, and CHARACTER ACTION.
- Interactive Notebook Templates:** Several cards with questions like "What is one action that the character does in the story?", "How would the story be different if the character did not do this?", "Identify how the character felt at the beginning of the story after another action", and "How does the character respond to this challenge?".
- Graphic Organizers:** Includes a "Challenge and Response" organizer with sections for Name, Title, Challenge, and Describe how the character responds.

Two large purple diagonal banners are overlaid on the collage:

- Graphic Organizers**
- Interactive Notebook Templates**

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Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:


- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

All About My Character	
Title:	Character:
Identify a character trait. Explain with evidence from the text.	
What is one character detail that motivated him or her to do this?	
How does the character feel in the story? Explain.	

Graphic Organizers



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Yeti Wants to Read

Yeti saw his big brother reading a chapter book that he had brought home from Yeti School. Yeti was still learning how to sound out words at school but envied his brother and his big chapter books. One day when Yeti's brother went outside to build a snow castle, Yeti snuck into his room and peeked into his chapter book. On the pages in this chapter book, he saw hundreds of tiny words that seemed way too big for Yeti to read, so he put the book back on the bed and left the room.

Later that week, Yeti peeked into his brother's chapter book. He told his brother about the tiny words and asked him to show him in his big books. His brother told him that he needed to practice reading words that were big and hard. Yeti knew that he was practicing words that were big and hard.

Three weeks later, he asked his brother if he could borrow his chapter book. His brother laughed at him, knowing it was way too hard, but let him see it. Yeti successfully read three pages aloud and felt very proud.

Instructional Passages



Assessment

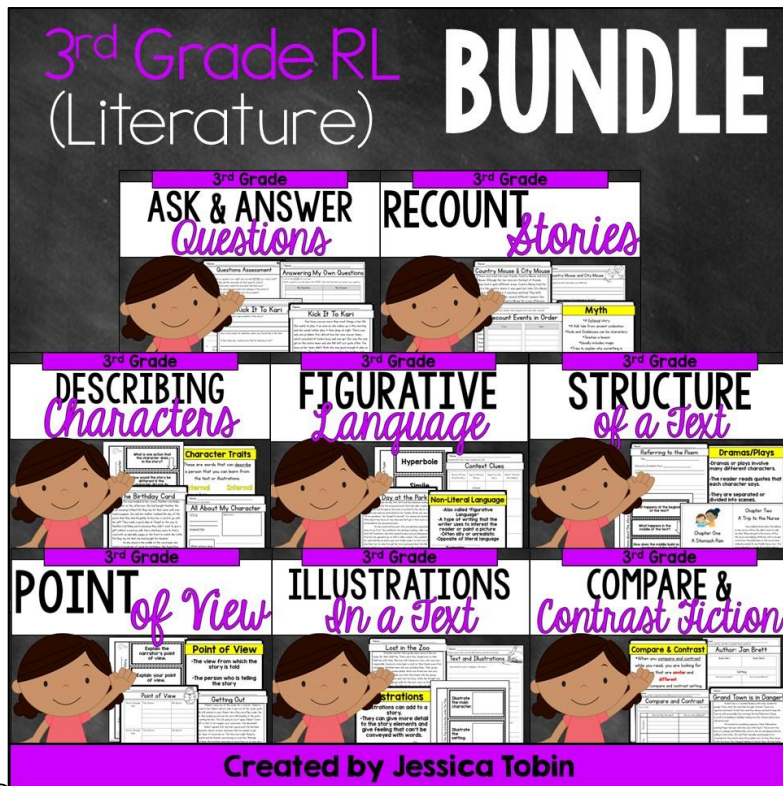
The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

The image displays several overlapping documents related to a summative assessment. At the top, a large white box with a black border contains the word "Assessment" in a bold, black, sans-serif font. Below this, a block of text explains that the unit concludes with a summative assessment where students answer questions about standards and perform tasks aligned with them. The main part of the image is a collage of these assessment materials. It includes two identical reading passages about a student named Lucy who struggles with a heat wave and a skunk named Scott who is curious about a bird. Accompanying these are worksheets for character analysis, each with a "Name:" field and numbered questions. A prominent purple diagonal banner with white text reads "Key Provided for Assessment". Below the worksheets, a key provides answers for the questions, such as "One action the character does is to open their umbrella" and "The male character's trait is that he is a bully." The documents are scattered and overlapping, creating a sense of a busy classroom or a collection of resources.

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



3rd Grade RL BUNDLE (Literature)

This bundle includes 12 individual resource cards, each featuring a cartoon girl character and a preview of the content. The cards are:

- ASK & ANSWER Questions
- RECOUNT Stories
- DESCRIBING Characters
- FIGURATIVE Language
- STRUCTURE of a Text
- POINT of View
- ILLUSTRATIONS In a Text
- COMPARE & CONTRAST Contrast Fiction

Created by Jessica Tobin

All 6 ELA Domains



ALL-YEAR ELA 3rd Grade

This bundle includes 7 individual resource cards, each featuring a cartoon girl character and a preview of the content. The cards are:

- 3rd Grade SPEAKING & Listening
- 3rd Grade RI (Informational) BUNDLE
- 3rd Grade L Language BUNDLE
- 3rd Grade Common Core WRITING BUNDLE
- 3rd Grade RF Foundational Skills BUNDLE
- 3rd Grade RL (Literature) BUNDLE

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