Unit 1: Growing and Learning

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Unit 1: Growing and Learning

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade English Language Learners (ELL)

Unit 1: Growing and Learning

Belleville Board of Education

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Unit Overview

"Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom."

In Unit One, ELLs discover how learning about new things helps us to grow and helps us find out about the world around us. Topics covered in Unit One include story time, traditions, communities, inventions, and landmarks.

Enduring Understandings

1. Stories will teach students lessons, learn new skills, illustrate great writing, and inspire them to learn about other people.

2. Traditions are passed down from generation to generation, and help to teach important family customs intertwined with culture.

3. People from different cultures contribute to a community by adding interesting customs and beliefs for others to share.

4. Every new invention begins with a problem and a new idea.

5. Learning can help us know more about life and our surroundings as we continue to grow and develop. Asking questions and being inquisitive helps to learn and answers questions that we develop independently.

Essential Questions

During Unit 1, students will explore different themes and scenarios that will guide them in formulating their own thoughtful responses to this unit's BIG IDEA: "How can learning help us grow?" Below, see how the BIG IDEA is explored through weekly "Concepts" and "Essential Questions" which form the basis for exploration and discussion throughout the week.

Week 1:

Concept: Storytime

Essential Question: What can stories teach you?

Week 2:

Concept: Traditions

Essential Question: What can traditions teach you about cultures?

Week 3:

Concept: Communities

Essential Question: How do people from different cultures contribute to a community?

Week 4:

Concept: Inventions

Essential Question: How can problem solving lead to new ideas?

Week 5:

Concept: Landmarks

Essential Question: How do landmarks help us understand our country's story?

Exit Skills

By the end of this unit, ELLs will be able to:

- Develop oral vocabulary to use when talking about a topic.
- Ask and answer questions after actively listening to a read-aloud
- Ask and answer questions about key details in a text
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate comprehension of text through written response to a prompt
- Elaborate and ask questions to request clarification
- Support ideas with text evidence
- Determine the main idea and supporting details
- Apply grade level phonics skills

New Jersey Student Learning Standards (NJSLS)

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and

	organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Interdisciplinary Connections

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

Learning Objectives

- Develop and expand oral vocabulary.
- Elaborate and ask questions to request clarification.
- Support ideas with text evidence.

- Determine the main ideas and supporting details.
- Paraphrase information to demonstrate understanding.
- Collaborate to converse about a topic.
- Describe traits of a character.
- Recognize different types of sentences.
- Write sentences to respond to a prompt.
- Form opinions.
- Ask and answer questions about key details in a text.
- Discuss activities and events that occur in a story.
- Develop language to use when talking about a topic.
- Identify and read High-Frequency Words.
- Identify and practice phonemes within words.
- Retell a story.
- Create words with Word Building Cards.
- Identify complete sentences and fragments.
- Draw conclusions about a character's feelings.
- Create an informational writing piece that describes characters in a story.
- Participate in an interactive Read Aloud.
- Summarize information.
- Identify similarities and differences.
- Respond to the text by revisiting the essential question, discussing it, and writing about it.
- Use conjunctions to connect sentences.
- Answer questions about a piece of writing.
- Use a graphic organizer.
- Write to a specific prompt.

Suggested Activities & Best Practices

Unit 1, Week 1

- Review Weekly Vocabulary - display the visual vocabulary cards ached, concentrate, discovery, educated, effort, improved, inspired, satisfied. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have students work with a partner. Have them take turns drawing a picture that shows the vocabulary word while the partner guesses the word and its definition.
- Writing Prompt - How do you and your friends help each other?

Unit 1, Week 2

- Review Weekly Vocabulary - display the visual vocabulary cards celebrate, courage, disappointment, precious, pride, remind, symbol, tradition. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then list the vocabulary words in random order in a column on the left side of a sheet of paper. On the right side of the paper, list their definitions. Have partners take turns drawing lines to match a vocabulary word with its definition.
- Writing Prompt - What family traditions do you enjoy?

Unit 1, Week 3

- Review Weekly Vocabulary - display the visual vocabulary cards admires, classmate, community, contribute, practicing, pronounce, scared, tumble. Have partners discuss the words using the photos and sentences. Have them make up sentences with the words using sentence frames. Then have one student act out the definition of one of the vocabulary words for a partner, who must guess the word. Switch roles until all the words have been used.
- Writing Prompt - How has your family helped your community?

Unit 1, Week 4

- Review Weekly Vocabulary - display the visual vocabulary cards design, encouraged, examine, investigation, quality, simple, solution, substitutes. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have students work with a partner. Have one student randomly select a vocabulary word and give its definition. Have the partner guess the vocabulary word. Have students switch roles until all the words have been used.
- Writing Prompt - Write about a neat invention.

Unit 1, Week 5

- Review Weekly Vocabulary - display the visual vocabulary cards carved, clues, grand, landmark, massive, monument, national, and traces. Have partners discuss the words using the photos and sentences. Then have them make up sentences with the words. Then have students write the weekly vocabulary words and more vocabulary words in their notebooks, adding new variations of the words (formed, forming, to form).
- Writing Prompt - Research a landmark and report on it.

Assessment Evidence - Checking for Understanding (CFU)

Unit Assessment:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing

- Option for Paper/Pencil and Digital Assessments

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Literature Anthology
- ELD Visual Vocabulary Cards
- ELD Oral Language Cards
- Your Turn
- Interactive Read Alouds
- Reading/Writing Workshop
- ELD Companion Worktexts (Beginning, Intermediate, Advanced)

Ancillary Resources

- Sound-Spelling Cards
- High-Frequency Cards
- Letter Cards
- Word Building Cards
- Decodable Readers
- Photo Cards
- eBooks
- Differentiated Texts
- Leveled Readers
- Student Practice Worksheets

Technology Infusion

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

	apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Leveled Readers
- Differentiated Text
- The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners
- Student Practice Worksheets

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- If children don't use descriptive words to talk about characters, plot or setting then review images from the story and have children describe what they see.
- If children use incorrect language when speaking about classroom work then provide different scenarios and model using the correct language for each.
- If children don't use academic language and lesson vocabulary in their writing then review academic language and lesson vocabulary in context.
- If children answer questions with one-word answers then repeat their answer using a complete sentence. Then have them try again.
- Special Education and Resource Room Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Have children write a few sentences in response to the following prompt. Tell children you will ask them questions about what they wrote.

Week 1. Choose a character you've read about this week. Tell three details that you learned about this character.

Week 2. Choose a cultural tradition you've read about this week. Tell three details you've learned about this tradition.

Week 3. Describe how a character you've read about this week contributes to his or her community. Tell three details about what they did.

Week 4. Choose an inventor you've read about this week. Tell three details you learned about this person.

Week 5. Choose a landmark you've read about this week. Tell three things you learned about this landmark.

- Prove sentence frames.
- Have partners collaborate.
- Ask and and answer questions about this week's essential question for beginning, intermediate and advanced learners.
- ESL Teachers will have access to Wonder Works. This product has differentiated foundational skills practice, instructional support, and assessment. Additionally, phonological awareness, phonemic awareness, phonics, and structural analysis at students' individual levels are also covered with this supplemental program. It mirrors all of the skills and strategies of the Wonders reading series. Furthermore, there are lessons designed to meet the needs of Beginning, Intermediate, and Advanced ESL students.

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Use online Reteaching lessons for phonemic awareness, phonics, high-frequency words, and vocabulary.
- Use the Language Development Cards for grammar and vocabulary.
- Use Foundational Skills Lesson Cards for phonological awareness, phonemic awareness, phonics, word recognition, structural analysis, and fluency.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

At the end of each unit:

- Use the paragraph children wrote in Write to Two Sources for evaluation.
- After children have finished their writing, meet with them one on one. After you've read their sentences or paragraphs, ask questions about what they wrote. You might ask them to expand on a fact or ideas they included or to explain why they included certain information.
- If advanced children are able to write and express ideas to meet a variety of academic task, they may be ready to move to on-level for some tasks.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Unit 1, Week 1: What can stories teach you?

NJSLS:

Interdisciplinary Connection: Reading and Writing

Statement of Objective:

Build on understanding of homophones and the words in and info.

Expand on lesson vocabulary.

Describe how stories can teach us new things.

Anticipatory Set/Do Now: Say: *This week we will be looking at the language in the story "Bruno's New Home." Discussing the language in the text will help you understand what is happening in the story. Today we will learn how stories can teach readers a lesson.*

Learning Activity:

What can stories teach you?

Use the Graphic Organizer Look at the photograph and graphic organizer. Explain that the photograph shows a picture of a girl reading a book. Point out that she seems to be enjoying the story she is reading. *Why might you like reading a story? What do stories tell us?* Review *inspired* (cognate: inspiró) and *discovery*. Explain that a reader can be inspired to think differently by the events in a story. Show how a character's experiences can lead the reader to a discovery. Guide students to use the graphic organizer to show how stories teach us through the actions and experiences of characters.

Talk About It Focus students' attention on the photograph and guide them in discussing what they see. Have students write words about stories in the web on page 5 and share their answers with the class. Use the following sentence frames to guide student responses: **When I think of stories, I think of** characters, places, **and** events**.**
*What type of book do you think the girl is reading? Why do you think so?*Have volunteers talk about funny stories they have read or heard. Then have students discuss what they have learned from stories. Guide students by talking about lessons that a character might teach a reader, such as overcoming challenges or facts about animals or places. Then have them role play the girl describing what she learned from the story. *What discovery did the girl make? How did the story inspire her?* Have students take turns presenting their ideas.

Student Assessment/CFU's: Observation, Thumb Up/Thumb Down, Green/Yellow/Red Cards

Materials: Companion Worktext for Beginning and Intermediate/Advanced, ELD Visual Vocabulary Cards, Visual Vocabulary Cards

21st Century Themes and Skills: Communication, Collaboration

Differentiation/Modifications:

Leveled Readers

Differentiated Text

The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners

Student Practice Worksheets

Integration of Technology:

- https://my.mheducation.com/login
- Interactive Read Alouds
- Digital Visual Vocabulary Cards
- Laptops
- Smartboard
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Weekly and Unit Video Clip Openers

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.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.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.