



| Grade 3  | Grade 4   | Grade 5  |
|--|---|--|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.1c</b> Support inferences, opinions, and conclusions using evidence from the text including illustrations.</li> </ul>  | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.4.1b</b> Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</li> </ul>                        | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.5.1b</b> Refer to specific text evidence to support inferences, interpretations, or conclusions.</li> </ul>                          |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Sketch-to-Stretch:</b> Sketch-to-stretch is a way for students to capture author's inferences through drawing. After the students have completed reading a story, they can draw a visual representation about what the story was really about. They can use examples and details from the text to inform their drawings.</li> <li>▪ <b>Graphic organizer:</b> Create a graphic organizer or find one on the internet that includes these prompts to help students make inferences: <ul style="list-style-type: none"> <li>▪ The text says...</li> <li>▪ and I know...</li> <li>▪ so I can infer...</li> </ul> </li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Making Inferences:</b> As students are reading particular sections of text – or, after reading a text – ask a series of questions that encourage students to refer to details and examples in the text to draw basic inferences. The teacher can help facilitate this by asking questions such as: <ul style="list-style-type: none"> <li>▪ In the story, we infer that _____. Can you find a place in the story that helps support the inference that _____?</li> </ul> </li> </ul> |   |  |



- For example, In the story, the Three Little Pigs, we infer that the third little pig is the smartest. Can you give an example in the story that supports the inference that the third little pig is the smartest?

**Model to Understand**

- **Think Aloud:** To model drawing basic inferences by referring to details and examples in a text, read aloud a story. As you read aloud, describe inferences you are making. As you make inferences, support them by going back into the story and showing details and examples that support each inference. By watching a teacher model this, students can begin to do this themselves when they independently read.

**Suggested Supports and Scaffolds:**

- Read aloud texts
- Paper and crayons
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



| Grade 3  | Grade 4   | Grade 5  |
|--|---|--|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> </ul> |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.2b</b> Use details to recount stories, including fables and folktales from diverse cultures.</li> <li>• <b>LC.RL.3.2c</b> Use information in the text to determine and explain a lesson learned by a character or theme within the story.</li> </ul>   | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.4.2a</b> Use evidence from the text to summarize a story, poem or drama.</li> <li>• <b>LC.RL.4.2b</b> Determine the theme of a story, drama, or poem; refer to text to support answer.</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.5.2a</b> Summarize a portion of text such as a paragraph or a chapter.</li> <li>• <b>LC.RL.5.2b</b> Summarize a text from beginning to end in a few sentences.</li> </ul>  |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Story Map:</b> During and after reading a text aloud, create a story map on an interactive whiteboard. The story map should contain the essential elements of the story (characters, setting, major plot points, resolution). The elements can be written or drawn. After the completion of the story and the story map, work collaboratively with the students to create a summary of the story.</li> <li>▪ Create graphic organizer to determine the sequence of a story.</li> <li>▪ Students use pictures to sequence a story.</li> <li>▪ Create a timeline with pictures from the text.</li> </ul> |   |  |



### Discuss to Understand

- **GIST:** GIST (Generating Interactions between Schemata and Text) is a strategy that asks readers to condense or summarize a text by generating a summary in their own words. For simple texts read aloud by the teacher, students can provide the GIST by identifying the some of the main events from the story. In longer read aloud texts, the teacher may stop every few pages and ask students to tell the GIST of what was read so far.
- **Think, Pair, Share:** Ask students to individually summarize the story. Then, the student meets with a peer to share their summaries. After the pairs share, a couple teams can share with the rest of the class.
- Students in a small group tell one sentence to the student next to them, and subsequent students continue the sequence.
- Students use sequence cards shown to the student to tell about a particular part of a story.
- After creating a story map students tell about the story.
- After creating a story map students point to the picture indicating the part of the story the teacher is discussing.

### Sort to Understand

- **Story Sorting:** Visually represent the events of the story by making picture cards of each event. Then, individually, in small groups, or with the whole class sort the events in order. As students sort, verbally summarize the various events.

### Model to Understand

- **Think Aloud:** To model summarization a teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop and summarize what was just read. At the end of the story, the teacher can provide another summary of the entire text to students.
- Teacher creates a timeline while reading text, pausing to identify the sequence as it progresses.
- Teacher reads text while engaging in think aloud at the end of each paragraph using one sentence (i.e. that paragraph was mostly about \_\_\_\_\_).

### Suggested Supports and Scaffolds:

- Story map graphic organizer
- Blank storyboards
- Pre-drawn storyboard to use for sorting
- Picture representations describing the possible details of the specific story
- Cloze notes with picture supports for text and students input
- Highlighted text
- Simplified text options
- Errorless learning techniques



- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



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| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> </ul> | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> </ul> |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.2a</b> Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</li> <li>• <b>LC.RI.3.2b</b> Use details to recount stories, including fables and folktales from diverse cultures.</li> <li>• <b>LC.RL.3.2c</b> Use information in the text to determine and explain a lesson learned by a character or theme within the story.</li> </ul>  | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.4.2b</b> Determine the theme of a story, drama, or poem; refer to text to support answer.</li> </ul>      | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.5.2c</b> Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</li> </ul>  |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Sketch-to-Stretch:</b> Sketch-to-stretch is a way for students to capture the central message through drawing. After the students have completed reading a story, they can draw or create (e.g., by pasting illustrations) a visual representation about the central message the author is trying to convey. They can use examples and details from the text to inform their drawings.</li> </ul> <p><b>Discuss to Understand</b></p> |   |  |



- **Determining the Central Message:** As students are reading particular sections of text—or, after reading a text—ask a series of questions to help students determine the central message. The teacher can help facilitate this by asking questions such as:
  - What is this story really about?
  - What do you think the author wants you to learn from this story?
  - What lessons do you think the characters learned?

**Model to Understand**

- **Think Aloud:** To model determining a central message, a teacher should read aloud a book in front of the class. Then, at the end of the story, the teacher should demonstrate what he/she believes the central message to be. This could be demonstrated through the use of a graphic organizer.

**Suggested Supports and Scaffolds:**

- Paper and crayons
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text (e.g., words that support the topic)
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding grouping



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| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.3</b> 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).</li> </ul>                    | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ul>  |       |            |         |      |       |       |       |       |       |       |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.1a</b> Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</li> <li>•</li> </ul>   | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.4.3a</b> Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.5.3a</b> Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</li> <li>• <b>LC.RL.5.3b</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ul> |       |            |         |      |       |       |       |       |       |       |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Story Elements Chart:</b> During and after reading a text, create a story elements chart with the class to answer questions about and make relationships between key details in the text.</li> </ul> <table border="1" data-bbox="207 1478 787 1608"> <thead> <tr> <th>Title</th> <th>Characters</th> <th>Setting</th> <th>Plot</th> <th>Theme</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>5W Questions:</b> Before, during, and after reading the text, ask students 5 W Questions (examples are listed below):</li> </ul> |  |  | Title | Characters | Setting | Plot | Theme | _____ | _____ | _____ | _____ | _____ |
| Title   | Characters   | Setting  | Plot  | Theme      |         |      |       |       |       |       |       |       |
| _____   | _____  | _____  | _____ | _____      |         |      |       |       |       |       |       |       |





- Who are the characters in the story?
- Where does the story take place?
- When does this story take place?
- What happened in the story?
- Why do you think this happened?
- **Think, Pair, Share:** Ask students to think individually about a question then meet with a peer to discuss their answers. Then, after they have had time to discuss with a peer they can share their thoughts with the rest of the class.
- **Discussion Webs:** Write a question about the story in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "Who are the characters?" in the middle of the web. Then, on extended lines students can offer responses to the question. During the discussion, ask students to draw relationships between the various elements.

**Model to Understand**

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop and ask questions out loud. Then, as the teacher continues to read, the teacher should begin answering the questions him/herself.

**Suggested Supports and Scaffolds:**

- Graphic organizers (Web)
- Interactive whiteboard and/or chart paper
- Read aloud texts
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers  
Simpler or shorter text of the same story with the same key events or details



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|---|--|---|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.3</b> 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).</li> <li>•</li> </ul> | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.3b</b> Describe a character's traits in a story using details from the text and illustrations.</li> <li>• <b>LC.RL.3.3d</b> Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</li> </ul>  | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.4.3b</b> Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</li> </ul>                       | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Character Maps:</b> Characters in stories are developed in four different ways: 1) description of their physical appearance, 2) description of their actions, 3) dialogue, and 4) inner monologue. Using a graphic organizer, students can draw a picture of a character in the middle of a web. Then, extending from the character drawing, students can offer words that describe how the character looks, what the character does throughout the story, what the character says, and/or how the character feels. The teacher can chart this thinking by creating a class character map using the whiteboard, or students can create their own character maps in personal notebooks.</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Grand Conversations:</b> To delve deeper into various story characters, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the</li> </ul> |  |   |



teacher can pose questions about the character that the students would answer. Questions may include:

- Who was the main character in the story? (e.g. The big, bad wolf; the three little pigs)
- What did the main character look like?
- What did the characters do throughout the story? (e.g. wolf: blew down houses and ate the pigs; pigs: built houses made of straw, sticks, and bricks)
- What kinds of things did the character say to other characters in the story? (e.g. The little pigs would say, "Not by the hair of my chinny, chin, chin.")

**Sort to Understand**

- **Character Sorts:** Make a sort that lists character names and character traits. After students have cut out the sort, match the character trait for each character in the story.

**Suggested Supports and Scaffolds:**

- Character maps
- Interactive white board
- Character sorts
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Simpler or shorter text of the same story with the same key events or details



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| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.3c</b> Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</li> <li>•</li> </ul>         | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.4.3c</b> Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</li> </ul>   | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> |

**Suggested Instructional Strategies:**

**Write to Understand**

- **Character Maps:** Characters in stories are developed in four different ways: 1) description of their physical appearance, 2) description of their actions, 3) dialogue, and 4) inner monologue. Using a graphic organizer, students can draw a picture of a character in the middle of a web. Then, extending from the character drawing, students can offer words that describe how the character looks, what the character does throughout the story, what the character says, and/or how the character feels. Students should also graph character motives for certain decisions that they made in the story. The teacher can chart this thinking by creating a class character map using the whiteboard, or students can create their own character maps in personal notebooks. The teacher may model as needed.

**Discuss to Understand**

- **Grand Conversations:** To delve deeper into various story characters, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions about the character that the students would answer. Questions may include:
  - Describe the characters from the story.
  - Why do you think (character) wanted to (motivating factor) ?



**Suggested Supports and Scaffolds:**

- Character maps
- Interactive white board
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



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| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.3a</b> Explain how characters' actions contribute to the sequence of events/plot.</li> <li>• <b>LC.RL.3.3e</b> Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</li> </ul> | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> |

**Suggested Instructional Strategies:**

**Write to Understand**

- **Character Timelines:** Ask students to create a timeline of story characters by drawing a line down the middle of the paper. Then, students should plot out (through writing or drawing) different events that involved the character as it unfolded. For each drawing of the event, the student should note how the character changed (words, thoughts, feelings, actions) throughout the story.

**Discuss to Understand**

- **Grand Conversations:** To delve deeper into various story characters, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions about the character that the students would answer. Questions may include:
  - What did the characters do throughout the story? (e.g. wolf: blew down houses and ate the pigs; pigs: built houses made of straw, sticks, and bricks)
  - What kinds of things did the character say to other characters in the story? (e.g., The little pigs would say, "Not by the hair of my chinny, chin, chin.")
  - How did the character change throughout the story (thoughts, feelings, actions)?



**Model to Understand**

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of analyzing stories as they read by themselves. To model this, a teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop and talk about the character from the story. The teacher should explain how the character is contributing to the sequence of events and how the character changes throughout the story.

**Suggested Supports and Scaffolds:**

- Character timelines
- Interactive white board
- Paper/crayons
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
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| Grade 3  | Grade 4   | Grade 5   |
|--|---|---|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.5</b> 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.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.5</b> 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.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.5a</b> Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</li> <li>• <b>LC.RL.3.5b</b> Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</li> </ul> | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.4.5a</b> Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).</li> <li>• <b>LC.RL.4.5b</b> Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Genre Study:</b> To create a deeper understanding of the difference among the structures used in a story, the structures used in a poem, and the structures used in a play, conduct a genre study with the children noticing the various differences between the two text types. As you read books</li> </ul>    |   |   |





from each genre, note what students' notice on a chart. Keep adding to the chart as students continue to notice new things.

**Stories Poetry Plays**

Contain characters Has people talking to one another Have a setting Some have animals talking Have a beginning/middle/end Not real Sometimes contains rhymes Stanzas Contains syllable and word counts Contains scenes Contains acts Has people speaking to one another

- **Grand Conversations:** To delve deeper into the "what" authors do when they write stories, poems, and plays, have a conversation with a small group or whole class of students. Questions may include:
  - What makes stories poems, and plays different?
  - How are stories, poems, and plays similar?

**Sort to Understand**

- **Genre Sort:** After reading several stories, poems, and plays, create a genre sort for the students that has multiple elements (e.g. characters, setting, plot, scenes, acts, rhymes, stanzas) written on sort cards. Next, create three categories: **Stories, Poems, and Plays**. Ask students to sort the cards into the three categories to show their understanding of the differences among the genres.

**Model to Understand**

- **Think Aloud:** To model your knowledge about genres, talk aloud as you read various stories, poems, and plays. As you read a story, you may say, "Oh, this man is a character. That's how I know this is a story because stories have characters." Or, you may say, "Oh, these have rhyming phrases and stanzas. That's how I know this is a poem." Or, you may say, "This has acts and scenes. That's how I know this is a play." Continue to talk aloud as you read.

**Suggested Supports and Scaffolds:**

- Chart paper or interactive white board
- Various stories, poems, and plays to use for comparisons.
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports



- Picture icons on graphic organizers to support non-readers and visual learners
  - Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



| Grade 3  | Grade 4   | Grade 5  |
|--|---|--|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> <li>• <b>RL.3.6</b> Distinguish the student’s point of view from that of the narrator or those of the characters.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and thirdperson narrations.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</li> </ul>   |
| <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.3.3f</b> Analyze how a character's point of view influences a conflict within a text.</li> <li>▪ <b>LC.RL.3.6a</b> Identify narrator or character's point of view.</li> <li>▪ <b>LC.RL.3.6b</b> Identify own point of view.</li> <li>• <b>LC.RL.3.6c</b> Distinguish their own point of view from that of the narrator or those of the characters.</li> </ul> | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.4.6a</b> Determine the author's point of view (first- or third- person).</li> <li>▪ <b>LC.RL.4.6b</b> Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.5.6a</b> Describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• <b>LC.RL.5.6b</b> Explain how the description of characters, setting, or events might change if the person telling the story changed.</li> </ul> |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Grand Conversations:</b> To delve deeper into various points of view, the teacher can conduct a grand conversation with the class. Sitting in a circle, or sitting within a small group, the teacher can pose questions about various points of view for students to answer. Questions may include:</li> </ul>   |   |  |



- How do you think (character) feels about (event) ?
- How do you feel about \_\_\_\_\_?
- How do you think other characters feel about \_\_\_\_\_?
- What do you think a character is thinking in this story?
- How does the character's thinking influence the problem in the story?
- What does the character do that creates conflict?
- How does the character respond to the conflict?
- Identify the main character by providing choices of characters (2 from the text and 1 not from the text). Use the prompt "We know a lot about\_\_\_\_, We know a little about\_\_\_\_, we don't know anything about\_\_\_\_. You may also create a graphic organizer with this information. The information can be added in the form of sentences, symbols, or illustrations.

#### Model to Understand

- **Think Aloud:** The purpose for asking students questions about texts is to get them into the habit of self-questioning as they read by themselves. To model this, a teacher should read aloud a book in front of the class. As the teacher reads the story, the teacher should identify who is telling the story, identify the points of views of different characters in the story, and identify his /her point of view, and make distinctions between all the various points of view.

#### Suggested Supports and Scaffolds:

- Read aloud texts
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



| Grade 3  | Grade 4   | Grade 5   |
|--|---|---|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.7</b> 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).</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.7a</b> Support inferences, opinions, and conclusions using evidence from the text including illustrations.</li> </ul>  | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.4.7a</b> Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Story Coding:</b> Provide the students with a copy of the text the students for students to mark. Give students an example of an inference, opinion, or conclusion. Next, provide students with a highlighter. Ask students to find evidence in the text to support the inference, opinion, or conclusion by highlighting supporting words, phrases, or sentences.</li> </ul> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Think, Pair, Share:</b> Provide students with an inference, opinion, or conclusion. Ask students to individually find evidence from the text to support the inference, opinion, or conclusion. Then, the student meets with a peer to share their findings. After the pairs share, a couple teams can share with the rest of the class.</li> </ul> <p><b>Sort to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Evidence Sorting:</b> Make a set of sorting cards with various sentences/paragraphs from the story. Provide students with the inference, opinion, or conclusion. Then, individually, in small groups, or with the whole class sort the evidence into two categories: evidence that supports the</li> </ul> |   |   |



inference/opinion/conclusion and evidence that does not support the inference/opinion/conclusion.

**Model to Understand**

- **Think Aloud:** To model how to support inferences/opinions/conclusions using evidence from a text, the teacher should read aloud a book in front of the class. Then, periodically, the teacher should stop explain how pieces of evidence support the inferences/opinions/conclusions.

**Suggested Supports and Scaffolds:**

- Highlighters
- Read aloud texts
- Sorting cards
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



| Grade 3   | Grade 4  | Grade 5   |
|---|--|---|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.7</b> 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).</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.7b</b> Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.</li> </ul>   | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Grand Conversations:</b> Gather students to engage in a conversation about the story. Look at the pictures/visuals. Ask a series of questions to the group of students that requires them to explain the mood of the story using the descriptive words and illustrations/visuals from the story. Questions may include: <ul style="list-style-type: none"> <li>▪ What do you see in this picture/visual?</li> <li>▪ How is this picture/visual making you feel?</li> <li>▪ What kind of mood is the author setting for the story?</li> <li>▪ How is the author using words, pictures, or visuals to foster this mood?</li> </ul> </li> </ul> <p><b>Model to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Think Aloud:</b> Read aloud a story to students. As you read the story aloud, explain how the author/illustrator uses words, illustrations, and visuals to set the mood of the story.</li> </ul> |  |   |



**Suggested Supports and Scaffolds:**

- Read aloud texts supported by illustrations
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
- Dichotomous questions that allow for making a choice of correct versus incorrect answers
- Black and white illustrations of key elements in the story
- Clearly differentiated multiple-choice answers
- Word bank from which students may select answers to questions or select descriptive words
- Videos or story boards/cards of the story for visual supports
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)





| Grade 3   | Grade 4  | Grade 5   |
|---|--|---|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.7</b> 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).</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text.</li> </ul>  | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> </ul> |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.7b</b> Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.</li> </ul>   | <p><b>Louisiana Connectors</b></p> <ul style="list-style-type: none"> <li>▪ <b>LC.RL.4.7b</b> Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.</li> <li>▪ <b>LC.RL.4.7c</b> Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</li> </ul> | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.5.7</b> Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> </ul>         |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Discuss to Understand</b></p> <ul style="list-style-type: none"> <li>▪ <b>Grand Conversations:</b> To delve deeper into the relationship between an illustration and the words in the story, conduct a grand conversation with a small group or whole class. Questions might include: <ul style="list-style-type: none"> <li>▪ What do you see in this illustration?</li> <li>▪ Look at the illustration of the character. What does it show? Let's listen to the words. How does the author describe the character?</li> <li>▪ What does this illustration show us about the setting?</li> <li>▪ By looking at the illustration, how do you think the character is feeling?</li> </ul> </li> </ul> |  |   |



**Model to Understand**

- **Think Aloud:** As you read texts aloud, model your comparisons of the illustrations of the text with the words from the story. Talk aloud about what you see in each illustration and how each illustration gives you additional insight into the characters in the story. Talk about how in picture books, the author/illustrator will sometimes use illustrations, rather than words, to show problems/solutions, settings, and characters.

**Suggested Supports and Scaffolds:**

- Read aloud texts that contain supportive illustrations
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlighted text
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



| Grade 3   | Grade 4  | Grade 5  |
|---|--|--|
| <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.3.10</b> 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.</li> </ul>   | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.4.10</b> 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.</li> </ul> | <p><b>Louisiana Standard</b></p> <ul style="list-style-type: none"> <li>• <b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> </ul>  |
| <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.3.10</b> Read or be read to and recount self-selected literary texts, such stories, fables, folktales, myths, or adapted texts.</li> </ul>  | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.4.10</b> Read or be read to and recount self-selected literary texts, such stories, fables, folktales, myths, or adapted texts.</li> </ul>   | <p><b>Louisiana Connector</b></p> <ul style="list-style-type: none"> <li>• <b>LC.RL.5.10a</b> Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction.</li> <li>• <b>LC.RL.5.10b</b> Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.</li> </ul> |
| <p><b>Suggested Instructional Strategies:</b></p> <p><b>Write to Understand</b></p> <ul style="list-style-type: none"> <li>▪ 'Story Coding:' Provide the students with a copy of the text the students for students to mark. Students should then create a coding system to help them mark and understand the text. The coding system might look something like this:</li> </ul> <p><i>Code Meaning (-/I have a connection ??? This part does not make sense !!! Wow! This was interesting. I want to share \#\#\# This is an important part</i></p> <ul style="list-style-type: none"> <li>▪ <b>Reflective Monitoring:</b> As students read a text, they can record thoughts/questions/wonderings about the text in a reflective journal. After each day of reading the text, they should spend the last 5 minutes to do a quick write reflection about what they just read. This is a way for them to keep track of their thinking as they continue to read.</li> </ul> |  |  |



### **Discuss to Understand**

- **Book Clubs:** Gather students in a small group to have a conversation about a common text. The group should determine what chapters will be read and when. Then, they gather periodically to share their thoughts about the book.
- Use the Internet to find and enlarge images to help make character, setting, and concept connections.
- **Small Group Instructional Discussion:** Students can participate in a teacher lead discussion about the story, more closely examining the themes presented in the story. Students could discuss how the characters feel about specific situations, citing examples from the text to support their thoughts. Teachers can ask higher level questions (whys and hows) to facilitate discussion. Students can ask each other questions about the story.

### **Model to Understand**

- Teacher can model using "key words" in a text to locate the information in the text. Example: given a "Where did the boy go after school?" Teacher could highlight that it's a "where" question, meaning students should look for a location in the text. Teacher references the text and looks for the part that talks about where the boy goes. Highlights key information in text, writes answer. Students could practice on their own papers and then complete on their own.

### **Suggested Supports and Scaffolds:**

- Reflective journals
- Coding sheets
- Pencils/notebooks
- Chapter books
- Read aloud texts
- Interactive white board
- Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)
- Graphic organizers
- Highlight and review unfamiliar words in the text.
- Preview of the text, illustrations, and details, frontloading
- Pictures, objects, or tactile representations to illustrate the key details
- Sentence strips that reflect text from the story that supports the key details
- Videos or story boards/cards of the story for visual supports
- Picture icons on graphic organizers to support non-readers and visual learners
- Peer support, collaborative grouping
- Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding



- Pre-program responses into assistive technology devices to facilitate student participation in discussions.