

Analyzing Plot, Character, Action, Motive, Effect

CCSSRL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Common Core 3rd grade literature standard 3)

CCSSRL3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Outcome: *I can infer character traits and relate them to actions.*

Formative Assessment: Students will independently analyze the characters in a story, charting character, action, motive, and effect (of action).

Summative Students will write a letter from one of the characters in a story, explaining motive for an action and what it led to (effect).

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well										
<p>T: Read part of story aloud. Think out loud: how do the actions art part of plot.</p> <p>We Do: Start a story “timeline”—major events in the story.</p> <p>You Do: Draw 1 character, give picture to another student.</p> <p>S: Infer who is pictured and tell a trait the picture shows.</p> <p>Assessment: Write directions—how to figure out a character’s traits.</p>	<p>T: Make chart: character and actions—based on story.</p> <p>We do: Continue the story timeline with input from students.</p> <p>You Do: Read more of story, choose character, chart actions.</p> <table border="1" data-bbox="386 1472 594 1570"> <tr> <td>chara cter</td> <td>Action</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Assessment: Write a sentence that explains your chart.</p>	chara cter	Action			<p>T: Explain that motive is a reason for an action.</p> <p>We do: Complete story timeline. Identify effects of the action.</p> <p>S: You Do make chart for a character’s action and motive.</p> <table border="1" data-bbox="610 1320 906 1381"> <tr> <td>Action</td> <td>motive</td> <td>Effect</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Assessment: Write about the action—why is it important, what did it lead to (effect).</p>	Action	motive	Effect				<p>S: Read new part of passage or another passage.</p> <p>S: You do Make chart: Person Action Motive Effect.</p> <p>T: Check and clarify, extend</p>	<p>T: <i>Students needing support--:analyze an actual event; use graphic organizer to show what person did, infer motive, infer what traits that showed. Then revisit the story and complete chart for a different character in that story.</i></p> <p>Advanced: Write a letter from one of the characters in the story completed on Thursday. Tell your motive for an action you took.</p> <p><i>Whole class: What did we learn this week about reading?</i></p> <p><i>(Should include responses they share about plot, character, action, motive, effect of action)</i></p>
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