



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<p>College and Career Readiness (CCR) Anchor Standard</p>	<p>Standard: RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>How does a character's traits and motivations contribute to the plot of a story? How can understanding a character's personality help me to better understand literary text?</p> <p>Characters play a pivotal role in the plot of a story as they manipulate the events with their choices. Understanding a character's traits, motivations, and feelings helps the reader to make connections between the literary elements within a text, and those connections help aid comprehension.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I can identify character actions in a story. I know the sequence of events is the order of the things that happen in the story. I can identify the sequence of events in a story. I know characters can be described based on their traits, motivations, feelings, thoughts, or interactions.. I know a character's actions can contribute to the sequence of events in a story.</p> <p><i>Reasoning Targets</i></p> <p>I can describe characters based on their traits, motivations, feelings, thoughts, or interactions. I can explain how a character's actions contribute to or change the sequence of events in a story.</p> <p><u>Vocabulary</u></p> <p>interaction motivation sequence of events trait</p>

Teacher Tips

[Character Cards](#) - In this lesson, students work collaboratively to create a trading card—a popular culture text--based on a character from a familiar text. They create their own cards to be placed in the classroom library and used by other students when making book selections. Students must think about using descriptive words about the character and about the book so it might appeal to other students. Lesson includes access to interactive online character trading card tool and assessment ideas. (Source: Read Write Think, International Reading Association, NCTE)

[Character strengths and Weaknesses](#) In this video lesson, students will learn to determine a characters strengths and weaknesses based on the proving character traits within a text. (Source: Learnzillion.com)

[Character Study](#) - This is a lesson outline for 20 days of reader's workshop focused on character study, utilizing *Horrible Harry*, *Frog and Toad*, or *Mr. Putter* series. Students learn to understand that good readers develop theories about characters based on character traits and learn how to collect evidence from text to support their theories. Students learn what character traits are and how to record them on post-its and graphic organizers. There are also several suggested links to writing. (Source: Teachers Network)

[Develop Ideas About a Character](#) - On this website you can choose to view a PowerPoint or video lesson that describes how to analyze a characters traits based on feelings actions and thoughts. This video will take students through the process of how to determine traits based on a text. (Source: Learnzillion.com)

[Exploring Characters](#) -- In this mini-lesson, students read *Sing Down the Moon* by Scott O'Dell, or another book from the provided book list, and brainstorm and narrow down a list of words to describe the main character, Bright Morning. Students then work in small groups and finally independently, to find textual support demonstrating that the main character fits a descriptor from their list of traits. Students interact with the text, marking it with sticky notes, and use writing to explain their selections. An online character map tool can be utilized as an assessment for the lesson. (Source: Read Write Think, International Reading Association, NCTE)

[Five Types of Character Traits](#) -- This article suggests talking about five different types of character traits with students to improve their understanding of the story and their ability to analyze characters.

[Narrative Text Structure](#) -- Classroom materials that may be used for independent student center activities to support narrative text structures and elements. (Source: Florida Center for Reading Research)

[Plot Diagram](#) -- The first focus of these lessons is creating a plot diagram as a comprehension tool for a book read as a class. Students learn to use symbols and positive and negative ratings to represent major events in order. The teacher then presents the idea of a graphic map (using the book, *The Watsons Go To Birmingham—1963*), which still reports plot elements sequentially, but does so from a character's point of view and allows students to record emotions and judgments related to the sequence of events. Students then work in small groups, using an online tool to create a graphic map following another character in the book and a rubric. They have more independent practice applying this skill to another book they have read. Although this series of lessons focuses primarily on plot, it scaffolds students to exploring and understanding how the character's actions and emotions are interconnected to the plot sequence. (Source: Read Write Think, International Reading Association, NCTE)

[Strategies for Comprehension](#) -- This Reading Rockets page lists several strategies for school and home to target comprehension problems, such as not being able to explain a character's thoughts or feelings, or not understanding why a character chose the action they did. Teacher strategies include asking open-ended questions, teaching narrative structures, and providing practice with graphic organizers, such as story maps, to break down information.

Vertical Progression

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.1.3 - Describe characters, settings, and major events in a story, using key details.

RL.2.3 - Describe how characters in a story respond to major events and challenges.

RL.4.3 - 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).

RL.5.3 - 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).

RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.3.3](#)