### Standard 3:
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Literature

**K** With prompting and support, students identify characters, settings, and major events in a story.

1. Students describe characters, settings, and major events in a story, using key details.

2. Students describe how characters in a story respond to major events and challenges.

#### Informational Text

**K** With prompting and support, students describe the connection between two individuals, events, ideas, or pieces of information in a text.

1. Students describe the connection between two individuals, events, ideas, or pieces of information in a text.

2. Students describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Grades K–2 Common Core Reading Standard 3

What the Student Does

**Literature**

**K Gist:** Students identify the characters, setting, and major events in a story.

They consider:

- Who is the main character and what is he or she like?
- Who are the other characters and how does the main character get along with them?
- How does the main character react to major events that occur?
- Would the story have been the same if it had taken place at a different location?

**1 Gist:** Students describe the characters, setting, and major events in a story, using key details.

They consider:

- How does the main character behave at the beginning of the story? Why? What problem is causing him or her to act that way?
- How do other characters make things better or worse for the main character?
- What, if anything, has the main character learned by the end of the story? Or has what was once a problem been resolved? What events caused this to happen?
- Would the story be the same if it had taken place at a different location or at a different time?

**2 Gist:** Students describe how characters respond to major events and challenges.

They consider:

- How does the main character behave at the beginning, middle, and end of the story?
- Why does the main character’s behavior change from the beginning of the story to the end?
- What event is the turning point of the story, when the main character does something or understands something that helps solve the problem?

**Informational Text**

**K Gist:** Students describe how two individuals, events, ideas, or pieces of information relate to one another.

They consider:

- How does the title help me understand what the text is about?
- Which pieces of information explain the title?
- How is the text organized? Do the sections or chapters follow in a helpful order?
- How do the illustrations and the words work together to help me understand the main topic?

**1 Gist:** Students describe how two individuals, events, ideas, or pieces of information relate to one another.

They consider:

- What does the title tell me about the topic? How about the headings?
- How is the text organized? Do the sections or chapters follow in a logical order?
- How does the information in each section relate to the section title and the main topic as a whole?
- How do the illustrations, the text features, and the words work together to help me understand the main topic?

**2 Gist:** Students describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures.

They consider:

- Is the author’s purpose to describe people, events, and concepts; to give steps in a process; or to describe how to do something?
- How do the illustrations, the text features, and the words work together to help me understand the main topic?
- When I “add up” the section headings, what do I learn? How do they build on one another to give information about the main topic?
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To help students identify the characters, setting, and major events in a story:

- Read aloud and share texts whose story elements and/or organization are straightforward and a good fit with the story elements you’re highlighting. Look for traditionally organized stories, such as “The Three Billy Goats Gruff” and Rosemary Wells’s *Timothy Goes to School*, and use story map graphic organizers to chart the stories’ development (www.corwin.com/thecommoncore-companion).

- Make a list of all the characters in a story and determine which is the main character and which ones play more of a supporting role. Elicit from students why they categorize the characters as they do, and direct them back to the text for evidence.

- Create character webs to help students identify what the main and supporting characters are like, how they feel, and what motivates them to behave in certain ways. As students read the text, help them draw connections between the characters, for example, between the hardworking Little Red Hen and the lazy Dog, Duck, and Pig. Help students identify how the Little Red Hen’s request for help and Dog’s, Duck’s, and Pig’s refusal to help lead her to act as she does at the end.

- Help students understand that setting refers to both where (city, country, in school, at home, and so on) and when (time of day or season) a story takes place. This also includes the geographic and/or historical location of the story. Help students keep track of any changes in the setting of the story and help them identify the words the author uses to alert them to such changes.

To help students describe how individuals, events, ideas, and pieces of information relate to one another:

- Select a portion of a text and model how you absorb each sentence, noticing when two things connect in a particularly striking, important way. (For example, in a book about rain-forest animals, you might note the connection between a parrot’s brightly colored feathers, camouflage, and the concept of predator/prey. In a biography of Jackie Robinson, Robinson and the owner of the Brooklyn Dodgers, Branch Rickey, have a significant connection because Rickey dared to break the Major League Baseball color barrier by allowing Robinson to play.)

- Help students identify language that lets them know two pieces of information, ideas, concepts, or events are being compared (*but, however, in contrast, versus*). Likewise, help them identify words that signal the information is organized in a sequence (*first, next, and then*).

To help students describe and explain how characters respond to major events and challenges:

- Help students determine why something happened as it did. This will help them begin to identify cause/effect relationships between concepts, people, and events.

- On a second reading, build a major events (plot) map with students to record the most important happenings. Illustrate how a plot builds. Have students identify the turning point in the story. Lead them in a discussion of what came before and after (www.corwin.com/thecommoncore-companion).

- As you read a picture book a second time, invite students to hold up yellow sticky notes to signal major moments in the story. Pause to have them examine the illustration that depicts the scene and describe how the character is behaving, and why. Continue this activity until the story’s end. Help them notice whether or not characters typically act in certain ways.

- Create a three-column chart with students that you can add to over the year, listing the main character’s name, a personality trait, and whether or not the character changes by the end of story. Doing so helps children see that in some stories the main character does change, while in others the author has the character stay the same on purpose (e.g., Curious George, Amelia Bedelia, Judy Moody, Clifford, Spinky in *Spinky Sulks*).

To help students describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures:

- Gather a few texts that offer different and clear examples of signal words. Read the texts and chart the signal words, posting them on the wall for student reference. For example, some authors use timelines, dates, numbered steps, and words like *first, second, next, last, most important*, and years ago.
To help your English language learners, try this:

- Guide a small group of students through a basic story in which the story elements are obvious and unambiguous. If students don’t each have their own copy of the story, use an enlarged text. Wordless books offer students the opportunity to focus on the story elements shown in the illustrations.

- Provide students with a story structure graphic organizer and have them discuss the story elements and fill them in as you or they read. For nonfiction text, use a graphic organizer that matches the text structure and fill in the organizer as you read or discuss the text.

- Make certain students understand the academic vocabulary you’re using, such as main character, problem, and resolution, and for nonfiction text, main idea and details.

Developmental Debrief:

Nascent readers typically focus more on the plot than on the characters. The teacher, therefore, is instrumental in helping students make the move from focusing on the plot to attending to how and why the characters behave as they do. Select read-aloud and shared-reading texts with multidimensional characters and guide students to recognize how the characters’ personality traits and ways of thinking or acting ultimately affect how the story turns out.
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Academic Vocabulary: Key Words and Phrases

**Analyze:** This means to look closely at something for the key parts and how they work together.

**Characters:** Characters can be simple (flat, static) or complex (round, dynamic); only characters that change, that have rich inner lives and interact with people and their environments, can be considered “complex.”

**Cause/effect relationship:** This is the relationship between the reason (or “why”) something happens and the consequences of that action. The *cause* is why something happens. The *effect* is what happens as a result of the cause.

**Compare/contrast:** This requires students to identify and analyze what is similar (compare) and what is different (contrast) about two things.

**Connections:** This refers to how one idea, event, piece of information, or character interacts with or relates to another idea, event, piece of information, or character. When connecting one idea to another idea or one event to another event, students often have to consider cause and effect, or why things turned out as they did. When connecting characters, they might need to consider how the changes in characters from the beginning of a story to the end relate to how the main character interacts with or relates to other characters or events in the story.

**Develop and interact:** As stories unfold, events and characters change; these changes are the consequences of interactions that take place between people, events, and ideas within a story or an actual social event. In addition, as individuals, events, and ideas change or develop they often grow more complex or evolve into something altogether different.

**Key details:** In the context of literature, key details relate to story grammar elements—that is, character, setting, problem, major events, and resolution—and how they interact.

**Major events:** These are the most important events in a story, typically related to how the main character resolves a problem or handles a challenge.

**Sequence of events:** This is the order in which the events in a story or text occur, or the order in which specific tasks are performed.

**Setting:** This is the place and time in which a story, novel, or drama takes place. To determine the setting, students describe *where* it takes place (there may be more than one setting in a text) and *when* it takes place, which may refer to a specific time period or can be the *past, present, or future.*

**Steps in technical procedures:** Whether in social studies or science, the idea here is that in any series of steps or stages, some steps or stages are more crucial than others. Students must be able to discern this so they can understand why the steps or stages are so important and how they affect other people or events.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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The standards guide instruction, not dictate it. So as you plan lessons remember you aren’t teaching the standards, but instead are teaching students how to read, write, talk, and think through well-crafted lessons that draw from the pedagogy embedded within the CCSS document. Engaging lessons often have several ELA standards within them, and integrate reading, writing, speaking and listening, and language.