

Here's What You'll Get in the The Name Jar Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

Summary
Unhei moved from Korea to America and is starting at a new school. While on the bus, the other children have a hard time saying her Korean name. When she finds her classroom, the teacher introduces her to the class, but she does not want to share her name. So Unhei decides that she will pick a new American name. With the help of her fellow classmates, Unhei chooses a name that she can feel good about.

Link to What You Know
When you read the title, "The Name Jar", what do you think the story will be about?
Do you know anyone who was born in a different country? What are some of the challenges they face?

Important Words to Know and Understand
Grooves - A long, narrow cut or low area in a surface
Ridges - A raised part or area on the surface of something

Why Readers Make Predictions While Reading
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions.

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

Making Predictions Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions
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3
Make Predictions While Reading
Look for clues that tell you what a character might do next
Look for clues that tell you about big events that might

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - Unhei is looking out the bus windows at the new buildings. Where do you think she is? What makes you think so?

Page 5 - The students on the bus cannot pronounce Unhei's name. What do you think will happen next? Does your prediction make sense? Why or why not?

Page 13 - Do you think the American kids are going to like Unhei? Why or why not?

Page 19 - Make a prediction. Do you think she will pick a new name from the jar or keep her Korean name? Why or why not?

Page 28 - Unhei looked for Joey when the class was dismissed, but he was already gone. Where do you think he went? Why?

4
Notice the Work You Did While Reading
Think
Reflect
Write

Time to Reflect
Think - What types of predictions did you make while reading The Name Jar? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?
Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the reasons why some of the predictions you made while reading The Name Jar were correct and why some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading The Name Jar. (Remember to include examples from the book!)

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Retelling and Summarizing
The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

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Learn About Comprehension Strategies
Think about the text you read
Know what to do

3
Retell and Summarize While Reading
Think about the text you read
Know what to do

4
Notice the Work You Did While Reading
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Making Connections
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Asking Questions
The Name Jar
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Synthesizing
The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

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Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

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Synthesize While Reading
Look for clues that tell you what a character might do next
Look for clues that tell you about big events that might

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Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
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Answer Key for Retelling and Summarizing with The Name Jar

Your Turn to Practice Retelling and Summarizing with The Name Jar

Answer Key for Making Connections with The Name Jar

Your Turn to Practice Making Connections with The Name Jar

Answer Key for Making Predictions with The Name Jar

Your Turn to Practice Making Predictions with The Name Jar

Answer Key for Asking Questions with The Name Jar

Your Turn to Practice Asking Questions with The Name Jar

Answer Key for Synthesizing with The Name Jar

Your Turn to Practice Synthesizing with The Name Jar

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The Name Jar: Retelling and Summarizing

Why did Unhei decide to keep her Korean name after all? Who helped her realize that it is a special name?

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

The Name Jar: Retelling and Summarizing

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The Name Jar: Retelling and Summarizing

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I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below:

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
If you were to predict before you read, what would you expect to happen? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	If you were to predict while you read, what would you expect to happen? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	If you were to check your predictions after you read, how did you do? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

Asking Questions

Title: _____

Question Sentence Starters

I wonder...	Why didn't...?	How does...?
Let me compare...	Let me contrast...	Let me see what...

Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think... but now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections

The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in "The Name Jar"

- Grace**
To be smooth with your movement
- Grooves**
A long, narrow cut or low area in a surface
- Identity**
The name of someone or who they are
- Kimchi**
Korean spicy pickled cabbage
- Korea**
An island divided into two countries in Eastern Asia
- Nervous**
Feeling afraid or uneasy about something happening
- Pronounce**
To say a word correctly
- Ridges**
A raised part or area on the surface of something
- Souvenir**
Something that is kept as a reminder of a place you have visited, an event you have been to, etc.
- Wrinkled**
Small folds in the surface of clothing, paper, etc.

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in The Name Jar Word List

Vocabulary Connections

The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

Grace	Grooves	Identity
Kimchi	Korea	Nervous

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

Grace	Grooves	Identity
The name of someone or who they are	To be smooth with your movement	A long, narrow cut or low area in a surface
Kimchi	Korea	Nervous
Korean spicy pickled cabbage	An island divided into two countries in Eastern Asia	Feeling afraid or uneasy about something happening

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

<p>Kimchi is a/an noun verb adverb adjective</p> <p>Definition of Kimchi:</p> <p>_____</p> <p>_____</p>	<p>Korea is a/an noun verb adverb adjective</p> <p>Definition of Korea:</p> <p>_____</p> <p>_____</p>	<p>Nervous is a/an noun verb adverb adjective</p> <p>Definition of Nervous:</p> <p>_____</p> <p>_____</p>
Kimchi looks like this:	Korea looks like this:	Nervous looks like this:
Kimchi reminds me of:	Korea reminds me of:	Nervous reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections

The Name Jar
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Grade Level: 3 / Guided Reading Level: N

The Name Jar
By Yangsook Choi

A new word that I learned in this book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Word Games with Words from The Name Jar

Directions: Color the nouns in the jar yellow. Then write each of the words in alphabetical order on the lines provided.

GRACE
GROOVES
IDENTITY
KIMCHI
KOREA
NERVOUS
PRONOUNCE
SOUVENIR
WRINKLED
RIDGES

Directions: Read each of the definitions below. Then write the matching vocabulary on the line next to each of the definitions.

Korean spicy pickled cabbage _____

To say a word correctly _____

An island divided into two countries in Eastern Asia _____

Name: _____

©BookPages.com

Word Games The Name Jar

yellow. Then write each of the lines provided.

Grace _____

Grooves _____

Identity _____

Kimchi _____

Korea _____

Nervous _____

Pronounce _____

Ridges _____

Souvenir _____

Wrinkled _____

Directions: Read the sentences below. Then write the word that fits to each of the definitions.

_____ **Kimchi** _____

_____ **Pronounce** _____

_____ **Korea** _____

Name or Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Word Extension Activities

Vocabulary Connections

Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word _____

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exposition | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

Word Work

Instructional Focus:
Identify the root word

Background:
Root words are the basic word that can have suffixes or affixes added to change their meaning.

The Name Jar
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Word Work

Step 1: Introduce the Focus of Word Work

Introduce Root Words

- Gather the students.
- Write some examples of words with -ing endings on chart paper (thinking, leaving, shopping).
- Ask students to tell you what the words have in common.
- Discuss -ing endings. Explain that -ing is a suffix that can be added to a root word.
- Define root words as being a basic word that can stand alone, but can also have suffixes or affixes added to change its meaning. Example: "think" is the root word of "thinking."
- Then, ask the students to identify the root word for leaving and shopping.
- Ask the students what they notice about the root word once the suffix is dropped. ("e" is added onto "leave" and the second "p" is dropped from "shopping").
- Explain that when you are looking for the root word inside of words that have an -ed suffix, the root word may change, too. Use "remembered", "noddled" and "hurried" as examples.

Sample Anchor Chart

Verbs	Root words
Thinking	Think
Leaving	Leave
Shopping	Shop
Remembered	Remember
Noddled	Nod
Hurried	Hurry

Materials and Preparation:

- A Copy of The Name Jar
- Chart Paper
- Pocket chart (No Chart)
- Sorting cards (1 set)
- Sticky notes
- What's the Root Word?
- Optional- Word Detective

Step 2: Connect Word Work to Reading

Root Words in the Text

- Tell the students there are many roots words with -ing and -ed suffixes in the book you will be reading today.
- Show them page 4 of *The Name Jar* and ask them to listen for words with these suffixes so they can identify the root word.
- Ask the students to identify the words they heard that follow the pattern on page 4. Add these words to the chart paper.
- Read *The Name Jar*.

Examples of Root Words Found in the Text:

-ing	-ed
thinking	remembered
building	smiled
eating	pictured
putting	helped
sprinkling	pronounced
learning	noddled
leaving	winkled
shopping	hurried
hurry	picked
helping	sounded

Extend Engagement

Play Have...Who Has...

- Create an index card for each child in your class.
- Write a root word on each index card using a one color marker.
- Flip the index card over and write the root word plus its ed or ing ending using a different colored marker.
- Distribute cards to students.
- Play Have...Who Has... (I have think who has the root word for building.)

think → building → build → eating

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

The Name Jar
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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Prepare a pocket chart with the headings "Change" and "No Change".
- Prepare the root word question cards and sorting cards to use with the pocket chart.
- Tell the students they will be sorting words based on whether or not the root word has to be changed after the suffix is removed.
- Model the sorting process by choosing a sorting card and identifying the root word. Underline the suffix.
- Ask the students once the suffix is removed, do you have to change the root word so that it is spelled correctly? Use the question cards to check if the root word needs any changes. Then, put the card in the correct pocket.
- Invite students to help underline the suffixes and sort root words.
- Continue sorting until all cards are sorted.
- When all cards have been sorted, highlight the root words that were unchanged.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *What's the Root Word? Practice Page*.
- Read the instructions to the students.
- Review the rules when extracting a root word.
- Assist students as they need help.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask for students to look for the root words in their reading. When they find a root word with a suffix, write it on a sticky note with the root word under it. Add them to the anchor chart. As a class, add them into "change" or "no change" groups.
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Question Cards Interactive Activity

Directions: Cut out the question cards below. Use them to help students sort the cards during the interactive exploration in Step 3.

Does the root word need an "e"?

Does the final consonant need to be dropped?

Does the "l" need to be a "y"?

Root Words Sorting Cards Interactive Activity

Use these cards in identifying the root words in this book.

Swaying

Married

Arrived

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Root Words Extension Activity

Directions: Be a word detective! Be on the lookout for root words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

What's the Root Word? Word Work Practice Page

Directions: Write the root word of the word in the parenthesis to fill in the blank.

- Unhei is going to _____ at her new school. (studied)
- Unhei didn't want to _____ her grandma. (leaving)
- She would think of a _____ of her grandma when she missed her. (pictured)
- The wooden block name stamp was a _____ from her grandma. (surprised)
- Unhei had to _____ in front of the class to introduce herself. (standing)
- She did not _____ a bank in Korea. (robbed)
- Unhei's mother wants her to _____ English. (learning)
- Mr. Kim's market has special Korean food where she likes to _____ with her mom. (shopping)
- To look at the names in the jar, she had to _____ the pieces of paper to read them. (unfolded)
- She wanted the rain to continue to _____ because it reminded her of Korea. (sprinkling)
- First, _____ the wooden block into the ink pad and then on paper to make a mark. (pressed)
- Joey helped Unhei to _____ that her name was special. (realized)

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: *The Name Jar* Guided Reading Text Level: N Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 80% - 89% Accuracy
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Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	Through the school bus window, Unhei looked out at the strange buildings and houses on the way to her new school. It was her first day, and she was both nervous and excited.				
3	She fingered the little block of wood in her pocket and remembered leaving her grandmother at the airport in Korea. Her grandmother had wiped away Unhei's tears and handed her an ink pad and a small red satin pouch.				

Tested By: _____ ©BookPagez.com

Running Record Assessment

The Name Jar
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *The Name Jar* to answer each of the following questions.

- What is the big decision that Unhei wants to make to help her fit in with her classmates?
 - A She wants to have an American name.
 - B She wants to only wear jeans and t-shirts.
 - C She wants to go back to Korea.
 - D She wants everyone to try eating kimchi.
- How is the theme supported when Joey takes the name jar and hides it from Unhei?
 - A He is trying to be mean to Unhei because she is new.
 - B He wants to choose her name.
 - C He is jealous of all the attention Unhei is getting.
 - D He was hoping she would keep her name.
- Which of these best describes Unhei, and how does she feel about it?
 - A She is ashamed of her name, so she is angry.
 - B She is thoughtful and careful, so she is nervous.
 - C She is angry about moving, so she is unfriendly, so she ignores all her classmates.
 - D She is unfriendly, so she ignores all her classmates.
- What does it mean when Unhei says she can't write her name?
 - A She could feel herself get nervous.
 - B She put on some make-up.
 - C It means she can feel her cheeks and her hands get cold.
 - D She could feel herself get angry.
- Besides Joey, who else hinted that Unhei should keep her name? (RL.3.5)
 - A The kids on the bus
 - B No one. Everyone else wanted her to change it.
 - C Grandma, her mother, and Mr. Kim
 - D Only her grandmother because she had gone to a name master.
- Put yourself in Unhei's place. Why does she want to fit in so badly? (RL.3.6)
 - A She never wanted to think of Korea again.
 - B Everything in America was different, she wanted to have a way to be like the others.
 - C She wanted to be class president.
 - D Her mother told her she had to be the same as everyone else.
- How does the illustration of Unhei's name stamp help us understand her decision? (RL.3.7)
 - A It explains why she would rather be called Amanda.
 - B It shows us how hard it would be to write her name.
 - C If she keeps her name, no one will know how to pronounce it.
 - D We can see how her name and culture are really beautiful.
- How are Unhei's classmates different by the end of the story? (RL.3.9)
 - A They are happy to try to say her name correctly and do not make fun of it anymore.
 - B They just pick a name for her so they won't have to learn her real name.
 - C They don't make fun of her. They just ignore her.
 - D They still tease her about her name.
- What kind of story is this (genre)? (RL.3.10)
 - A Non-fiction
 - B Realistic fiction
 - C Fairy Tale
 - D Poetry

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Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key

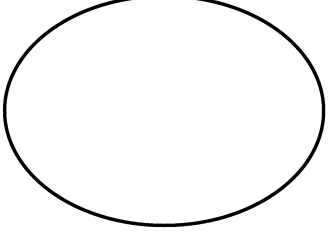
Extension Activity

Name: _____ Date: _____

Directions:
In the book **The Name Jar**, Unhei has a name stamp. In Korea, these stamps are often used as a signature. They are used to sign a name on important papers and artwork.

Use Translate.Google.com to translate your name into Korean. Copy your name stamp into the space below. Then practice writing your Korean name on the lines below.

My Name Stamp



Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Name Jar Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Name Jar" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events. RL.3.3 Refer to parts of stories, dramas, and poems when writing or speaking about a topic, such as a character, scene, or setting; describe how each successive part builds on previous sections. 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). RL.3.9 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 Recall information from experiences or gather information from print and digital sources; take notes and categorize information and save evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 Explain their own ideas and understanding in the light of the discussion. 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. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 Acquire and use accurately grade-appropriate conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, first, next, then, last, during, before, when, while, because, and since) (e.g., after dinner that night we went looking for them).</p> <p>The Name Jar CCSS Alignment ©BookPagez.com</p>	<p>The Name Jar Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Name Jar" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>The Name Jar Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Name Jar" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.3.4 Use sentence-level context as a clue to the meaning of a word or phrase. L.3.6 Identify specific connections between words and their usage; identify people who are friendly or helpful. L.3.8 Acquire and use accurately grade-appropriate conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, first, next, then, last, during, before, when, while, because, and since) (e.g., after dinner that night we went looking for them).</p> <p>The Name Jar CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>The Name Jar Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Name Jar" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>The Name Jar CCSS Alignment ©BookPagez.com</p>

Word Work
Common Core Alignment