**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.**

**Essential Skills and Concepts:**

* **Understand the sequence of events in a story**
* **Identify major/minor characters**
* **Describe characters by citing their traits, motivations, and emotions**
* **Understand and explain how the characters’ actions contribute to major and minor events of the story**

**Question Stems and Prompts:**

* **Distinguish between major/minor characters in the story.**
* **Describe the major/minor characters.**
* **The author would like us to know \_\_\_\_\_\_\_\_\_ about the character \_\_\_\_\_. Where in the text do you find evidence to support that idea**
* **How do the character’s traits contribute to the story?**
* **What were the characters’ motivations in finding a resolution to the problem?**
* **How did the actions of \_\_\_\_\_\_\_\_\_\_\_ help to resolve the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the story?**
* **How do the characters’ actions help move the plot along?**
* **What words/phrases in the text help you understand how the characters were feeling?**

**Academic Vocabulary Spanish Cognates**

* **describe describir**
* **interpretation of characters**
* **character/character traits**
* **motivation motivación**
* **emotion (feelings) emoción**
* **contribute contribuir**
* **sequence events**
* **problem problema**
* **resolution resolución**

**RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**

**Essential Skills and Concepts:**

* **Be able to describe relationships**
* **Identify historical events and scientific ideas**
* **Be able to sequence steps in a procedure**
* **Use the language of time, such as: long ago, in this decade, century, in the future**
* **Use language of cause and effect**
* **Understand a “series of events” and “steps in a procedure”**
* **Describe the impact an early event had on something that happened later in the text**

**Question Stems and Prompts:**

* **What was the result of \_\_\_\_\_\_\_\_\_\_\_?**
* **How are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ related?**
* **What was the result of \_\_\_\_\_\_\_\_\_\_\_\_’s idea?**
* **What is the first thing that you would do to complete this procedure?**
* **What would you expect the result to be at the end?**
* **Tell your partner when this happened.**
* **Work with your group to create a timeline of these events.**
* **Create a flow map that shows the sequence of events.**

**Academic Vocabulary Spanish Cognates**

* **relationship relación**
* **events**
* **concepts conceptos**
* **technical técnico**
* **procedure procedimiento**
* **scientific científico**
* **historical histórico**
* **sequence secuencia**
* **cause/effect causa/efecto**