

Planning for a RIGOROUS Reading Lesson...

Grade: 3

Week of: _____

Selection Title and/or Content Link: *14 Cows for America*

Literary (Fiction/Nonfiction)/Poem OR Informational (CIRCLE ONE)

Identify Core Understanding & Key Idea of Text (Purpose/s for Rereading)	<p>Literal: <i>Kimeli leaves New York and returns to the Maasai tribe in Kenya with a story to tell.</i></p> <p>Inferential: <i>The Maasai are a very kind & compassionate people.</i></p> <p>Analytical: <i>Any country, no matter its size, can be devastated; even one person can make a difference.</i></p>				
Common Core State Standards & Next Generation Sunshine State Standards					Instructional Resources
Primary Standard	<ul style="list-style-type: none"> • <i>Recount stories, including fables, folktales, and myths from diverse cultures; determine the <u>central message</u>, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS-RL.3.2)</i> • <i>Identify the author's purpose in text and how an <u>author's perspective</u> influences text. (NGSSS - LA.3.1.7.2)</i> • <i>Identify <u>themes</u> or topics across a variety of fiction and non-fiction selections. (NGSSS -LA.3.1.7.6)</i> 				<p>T Chart</p> <p>Task Cards</p>
Secondary Standard	<ul style="list-style-type: none"> • <i>Use information gained from illustrations and words to demonstrate understanding of the text. (CCSS-RI.3.7) (NGSSS-3.2.2.1)</i> 				Page-by-Page
Performance Task (Culminating Independent Written Assessment)	<p><i>How does the story support the author's main message/theme in the statement "There is no nation so powerful it cannot be wounded nor a people so small they cannot offer mighty comfort." (Author's Perspective- What does the author mean...?)</i></p>				
Ongoing Standards (includes Vocabulary on back of planner)					
Text Structure	<i>Chronological Order</i>	Text Structure Chart/ One Sentence Summary Frames	Author's Purpose (AP)	<i>Intent: to show/to tell the <u>author's main message...</u> + Main Idea</i>	Author's Purpose Chart: Intent + Main Idea = AP
Topic	<i>Kimeli, Helping 9/11 victims, the Maasai tribe</i>	What is the subject?	Author's Perspective	<i>See above- Primary Standard</i>	What would the author probably read? Think? Agree with?
Theme	<i>See above- Primary Standard</i>	What's the message, generalization about life or lesson learned?			
Main Idea & Supporting Details	<i>A man and his tribe want to help the American people after 9/11 by giving a special gift to them.</i>	M. I Table/Two Column Chart (MI/D)	Text Features (TF)	<i>See above - Secondary Standard</i>	Text Feature Chart TF Analysis Chart Page-by-Page Chart

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Language Standards

Complexity of Questions:
Low
Moderate
High

QUESTION
Task Cards

Text Dependent Sequential Questions

for a Close Analytical Read

(literal, inferential, & analytical)

QAR's
Right There
Think & Search
Author & You
On My Own

Context Clues: *lows, diplomat, full tribal splendor, village*

Synonyms: *marvel, tale, offers*

Antonyms: *sweeter, sadder*

Prefixes: *disbelief, injustice*

Suffixes: *kindness, mournful, powerful, herder*

Base Words: *mourn (sad), herd*

Root Words (Latin /Greek): *spectacular (spec-see)*

Multiple Meaning: *cries, blessing, growing, falls, remote*

Academic Words: *grassland, tribe, warrior, nomadic, herder (cattle), elders, tradition, fierce, provoked, herd, embassy, diplomat, sacred, ritual, knoll*

Use Sentence Structure to Clarify Meaning:

- *There is a terrible stillness in the air.*
- *Buildings so tall they can touch the sky? Fires so hot they can melt iron? Smoke and dust so thick they can block out the sun?*
- *They are fierce when provoked, but easily moved to kindness when they hear of suffering or injustice.*
- *The tribe sends word to the United States Embassy in Nairobi.*
- *This is sweeter and sadder because he cannot stay.*

Analyze the use of Literal and Nonliteral Language:

- *The children run with the speed and grace of cheetahs.*
- *They treat their cows as they do their children.*
- *It has burned a hole in his heart.*
- *More than three thousand souls were lost.*
- *The cow is life.*

1. *Who is the main character introduced in the story?*

2. *Where is Kimeli going? What is his reason for wanting to go home?*

3. *How do you know the Maasai think their cows are special?*

4. *Find the italicized words. Why does the author italicize those words?*

5. *What does the author mean when he says that Kimeli's "visit" can be sweet and sad at the same time?*

6. *What does the author mean by writing "It has burned a hole in his heart"?*

7. *How do you know how the Maasai felt after hearing Kimeli's story?*

8. *Read the sentence. "They are fierce when provoked, but easily moved to kindness when they hear of suffering or injustice"? Why is the sentence important? (Turn and talk to your buddy)*

9. *Why does Kimeli decide to give a cow to the United States?*

10. *If the gift of one cow was so important to the Maasai, why then did they decide to give 14 cows? What does this tell the reader about the Maasai people?*

11. *What was Kimeli's reason for wanting to go home?*

12. *Explain how the illustrations and text in 14 Cows for America show the friendship and kindness of the Maasai.*

13. *Explain how Kimeli's feelings, personality, and actions contribute to the outcome of the story.*

14. *"There is no nation so powerful it cannot be wounded nor a people so small they cannot offer mighty comfort." Explain.*

These questions are the stepping stones towards understanding the performance task.

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