

## Envisioning ~ Mental Movie

I picture Rob looking down at his shoes as he focuses on not-crying. He has had a lot of practice doing that in his life. Norton & Billy close around him like sharks. I see Rob shrink down in his seat as he realizes there's no escape. I hear the roar of the bus engine and smell the gas fumes as they move bumpily down the road. I hear the Threemongers' evil chuckles about what they are planning for Rob.

## Prediction ~ <sup>What I think will happen</sup> based on TE.

I think Sistine is going to take action to set the tiger free because she said it is selfish to keep him locked up. She told Rob that it is not right and that they have to "set him free." I know Sistine is fierce and passionate. She takes action, unlike Rob. For example, she did not run away from the bullies at school. She walked back into the crowd & fought them.

### 2nd Grade

#### Envisioning/ Predicting

As I read, I make a movie in my mind, picturing what's happening. Sometimes the mental movie comes mostly from the words, and then I add in details that are from the pictures. Sometimes I start with the pictures and add in what I learn from the words.

I predict what will happen next, drawing on earlier parts of the text.



### 3rd Grade

I make a mental movie as I read. I imagine the setting, the characters, the events, and characters' reactions to them.

I predict what the main character will do, say, and think (and how the character will react to things) based on earlier parts of the text.

I can explain the reasons for my predictions.



### 4th Grade

I make a mental movie as I read, trying to experience the story as if it is real life.

I draw on earlier parts of the text to add to the details in my mental movie. That is, I draw on what I know about characters' traits and motivations, the setting, and the events to envision and predict. I also use what I know from real life about what these places tend to look and feel like.

I also base my predictions on my sense of how stories tend to go and can explain my reason for my predictions.

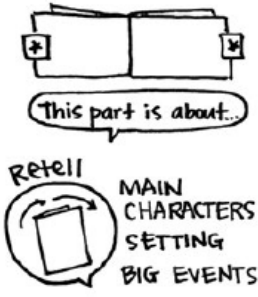

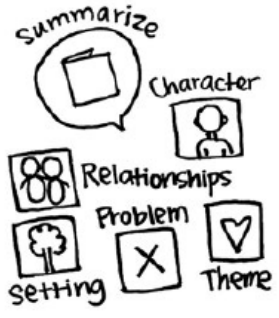


# Retell/Summary & Character Traits




## 2nd Grade

## 3rd Grade

## 4th Grade

<p>Retelling/ Summary/ Synthesis <i>Within Text</i></p>	<p>As I read, I see that a story has parts and I can talk briefly about a part that I just read. After I read another part, I can put the parts together and talk about them.</p> <p>At the end of a story, I can retell it by saying something about the main character(s) and the big events, in order.</p> 	<p>As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading.</p> <p>When I finish a book, I can briefly summarize it in a way that shows what I know about the story and its story elements. I talk about the characters—their traits and wants—and recap especially important events using sequence words. Alternatively, I may talk about the problem and solution.</p> <p>If the character learned a life lesson, I mention that, most likely at the end of my summary.</p> 	<p>As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading.</p> <p>When I finish a book, I can briefly summarize it in a way that shows knowledge of the important aspects of the story, including the story elements. I talk about the characters—their traits and wants—and recap important events using sequence and cause-effect words or using a problem-solution structure.</p> <p>I talk about the big ideas/themes that the story teaches.</p> 
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## INTERPRETIVE READING

<p>Inferring about Characters and Other Story Elements <i>Character Traits</i></p>	<p>I notice big things that a character says, does, and thinks, and I think about what this might show about a character's feelings.</p> <p>I think about whether the main character meets with a problem, and if so, how the character solves it.</p> 	<p>I can develop ideas (theories) about the kind of person a character is. I know this means talking about a character's traits (personality), and I'm careful not to confuse the way a character feels for a trait.</p> <p>When a character makes a decision and does something, I can usually figure out why, based on what I know of the character and what happened earlier.</p> 	<p>I keep in mind that characters are complicated. For example, I might think about how the character is different on the outside than the inside or in one part of the story or in one relationship than another.</p> <p>I'm interested in what <i>really</i> drives a character to make the decisions or take the actions he or she takes. What does the character <i>really</i> want?</p> <p>I know that a character's action will sometimes seem small (closing a door) but will actually signal a deeper meaning.</p> 
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## Questioning~ ?

I wonder why Beauchamp has a tiger in a cage in the woods. Rob thinks it is because he is rich, but dad says Beauchamp is not rich, he just owns the motel and the woods. Then Rob says maybe Beauchamp likes to look at the tiger like he does. What is the real reason he has a caged tiger?

## Connection ~ <sup>Text-to</sup>Text

Rob in The Tiger Rising reminds me of Opal in Because of Winn Dixie. They both are motherless - Rob's mother died and Opal's mother left her and her father before the book begins. Both characters are lonely and feel unloved. Both characters seem to have a difficult relationship with their fathers.

### 2nd Grade

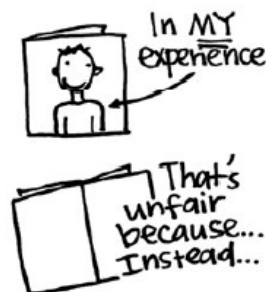
#### Questioning the Text

I have opinions about the story.  
I notice when someone does something mean or unfair in a story.



### 3rd Grade

I notice when characters' experiences don't match my own, and I think about how they are different.  
I notice when something happens in a text that is not fair, and I think about why it is not fair and what could have happened instead.



### 4th Grade

As characters come to terms with issues, I know that the author is helping the reader to come to terms with these issues also. I read what an author writes, asking, "What is it you want me to think/feel?"  
I also think about what an author wants me to think or feel, and I am willing to be critical. I ask myself, "Do I agree?"



# Label sticky notes and include Text Evidence (TE) to support your thinking!

## Coding Your Sticky Notes

C = Connections

E = Envisioning

P = Predicting

? = Questioning

R = Retell/Summary

Character Traits

	2nd Grade	3rd Grade	4th Grade
<i>Supporting Thinking with Text Evidence</i>	When asked, I can point to the part of the text that gave me my ideas.	I support my ideas with details from the text.	I support my ideas with details from several parts of the text. I discuss how those details actually do support my ideas.

