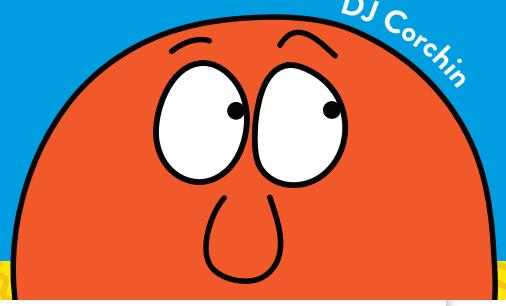


An Educator's Guide for the *I Feel...* Series



DJ Corchin

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By DJ Corchin

A Common Core State Standards Aligned Activity Guide for Grades Kindergarten, 1, 2 and 3

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades Kindergarten, 1, 2 and 3, but standards for other grades may also apply.

Prepared by We Love Children's Books

About the Series

The *I Feel...* series helps children recognize, express, and deal with the roller coaster of emotions they feel every day. It has been celebrated by therapists, psychologists, teachers, and parents as a wonderful tool to help children develop self-awareness about their feelings and those of their friends.

With fun, witty illustrations and simple, straightforward text, the *I Feel...* series helps kids understand that we all have feelings—and that is okay! These books make it easy for kids to identify their own emotions—and have fun while they do it. Explore the complex world of feelings with the *I Feel...* series!

The questions and exercises in this guide have been crafted to apply to more than one book in this series—but they will also let you focus on a single volume, or compare and contrast multiple titles.



Special Note:

DJ Corchin has included exceptional discussion questions, exercises, and projects at the end of each of his books. They help readers deal with the emotions studied in each book, and provide valuable content for students, teachers and parents. The questions and activities in this guide complement his content. Please be sure to review all of these resources and employ them in your classrooms!



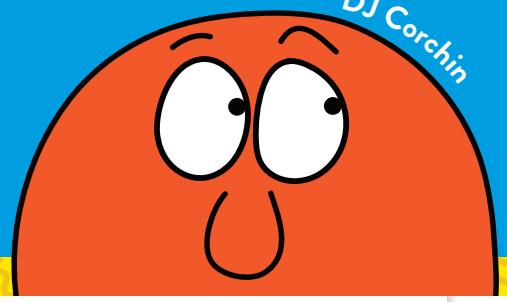
About the Author

DJ Corchin is an award-winning children's book author and illustrator. He uses his unique humor and wit to focus on socially conscious messages involving kindness, communication, and emotional awareness. He currently lives and works in Chicago, IL.

Look for more information at djcorchin.com/books

An Educator's Guide for the *I Feel...* Series

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Pre-Reading Questions and Activities

Ask students what they think it means to be allergic, angry, awesome...whatever feeling the book you are reading addresses. Have students felt this way in their own lives? How did they act when they felt this way?

Before reading each book, perform a “picture walk” through the book. Have students identify illustration details and explain what the details tell them about the book and the emotion it will focus on.

As a class, look at the “faces” in these books. Could they be replaced with photographs? How do the illustrations help students connect with the message?

Vocabulary

There are terms used in these books that describe specific emotions and how to deal with them. As you read the book, have students raise their hands when they hear an unfamiliar word or phrase. Help students derive the meaning from context and the accompanying illustration, and then look up the words in the dictionary. Are there other words with similar meanings the author could have used instead? Have students practice using these words in a sentence to help them make real-life connections.

RI K.4, 1.4, 2.4, 3.4

LK.4, K.5, 1.4, 1.5, 2.4, 2.5, 3.4, 3.5

Post-Reading Questions

About Feelings

The books in the *I Feel...* series are told from the point of view of an individual who is experiencing the feeling—whether that is allergic, angry, awesome! Come together as a class and review the text. How might this individual seem to someone else—a friend, a parent, or a stranger? What can we learn about this feeling from what they do and what they do not want to do? What challenges do they encounter and how do they respond? What do the other individuals in the book do to try to help them? If students felt the same emotion, what would make their experience be different from the book? How would it be the same?

RI K.1, K.3, K.7, 1.1, 1.3, 1.6, 1.7, 2.1, 2.3, 2.7, 3.1, 3.3, 3.6, 3.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Before and After

Break students into pairs to discuss what happens to the main “character” in the book. How does this individual feel and act at the beginning of the book? How about by the end? What happens to cause these changes? What is the main topic or “big idea” of this book? How can students apply this to their own lives? Come together as a class and have pairs share their insights.

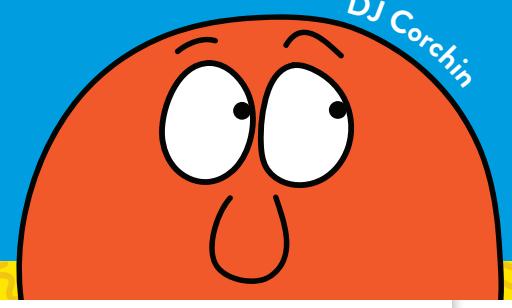
RI K.1, K.2, K.3, K.7, 1.1, 1.2, 1.3, 1.6, 1.7, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.6, 3.7

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

What's the Big Idea?

Each volume of the *I Feel...* series discusses an emotion (like allergic, angry, awesome) or a condition (like having allergies) and suggests ways to handle the feelings that come with experiencing it. As a class, make a list of the “big idea” in each

An Educator's Guide for the *I Feel...* Series



book—the specific feeling and how to cope with it. How does the book recommend the reader respond to feeling this way? Which books deal with fun feelings? Which deal with sad feelings? How are the big ideas in each book similar? How are they different?

RI K.1, K.2, K.7, 1.1, 1.2, 1.7, 1.9, 2.1, 2.2, 2.7, 2.9, 3.1, 3.2, 3.7, 3.9

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Pictures and Words

Normally teachers present the lessons—but here is a chance for students to take charge! Break the class into small groups and assign each group a book from the *I Feel...* series that they will study and explain to the class. The text is all written in rhyme, and the characters in the book are all shapes. What information do students get from the illustrations? What information comes from the text? How do the elements work together? How do these decisions help communicate the message of the book? Working with a teacher or other adult, have each group create a presentation and lead a class discussion about their book, the feeling it addresses, and how it suggests that readers react to this feeling. (Alternately, assign each group a set of pages from the same *I Feel...* book for study and presentation.)

RI K.1, K.7, K.8, 1.1, 1.6, 1.7, 1.8, 2.1, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.6, 3.7

SL 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5

The Shape of Things to Come

The shapes and colors of the individuals in the *I Feel...* books help communicate the author's message. For example, the "faces" in *I Feel Lonely* are shaped like hearts. The characters in *I Feel Angry* have hair that looks like flames. Describe the shapes and colors of the figures used in the books the class has read. How does their shape and color help convey the message of the story in which they are featured?

RI K.1, K.7, 1.1, 1.6, 1.7, 2.1, 2.7, 3.1, 3.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

The Same but Different

Select two or more books from the *I Feel...* series to read aloud and compare. How do these different books communicate ideas to the reader? Are there any common ideas or messages? Following the discussion, have students dictate or write a brief opinion piece explaining which book they liked best and why.

RI K.1, K.2, K.3, K.7, K.9, 1.1, 1.2, 1.3, 1.7, 1.9, 2.1, 2.2, 2.3, 2.7, 2.9, 3.1, 3.2, 3.3, 3.7, 3.9

W K.1, K.7, 1.1, 1.7, 2.1, 2.7, 3.1, 3.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

Rhythm and Meaning

The books in the *I Feel...* series are written in verse. They have a distinct rhythm and the words rhyme. Some of the words in the text are bold. Have volunteers read sections of the book out loud, or read them aloud together as a class, putting special emphasis on the words in bold. Why do students think the author did that? Now try reading the book again, emphasizing the rhyming words instead. Does reading the book emphasizing the rhymes make the poetry of the text more obvious? Does emphasizing the bolded words make the meaning of the text more obvious? How does the bolded text work with the rhyming scheme to give the text more meaning?

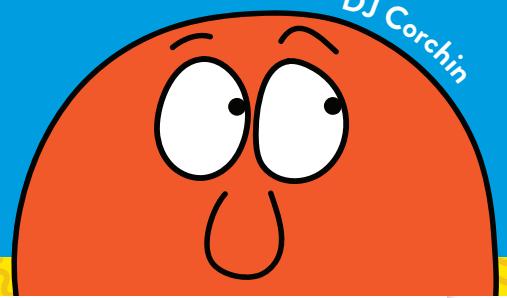
RL 2.4

RF 1.4, 2.4, 3.4

SL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

An Educator's Guide for the *I Feel...* Series

DJ Corchin



Clap Along Syllables

Have students practice recognizing syllables using the words in one of the *I Feel...* books. Since these books are written in verse, the number of syllables and the accents on those syllables are important parts of the text. After you have read one of these books aloud, go back and either have students read pages aloud or read them aloud yourself. While the text is being read, have students clap their hands to indicate each syllable. How many syllables are in each word? How many are in each individual line of poetry?

RF K.2, 1.2, 1.3, 2.2, 2.3, 3.3

I Feel... Series Word Wall

One of the great things about this series is how it helps students deal with a range of emotions, not just one. After you finish a book, have students suggest words about the feeling this book discusses. Have each student write one of the words in a creative fashion that might even reflect the word's meaning. Post these words on the wall to create an *I Feel...* Word Wall. As you read each book, add new words to your wall. After you have read several books, review the word wall, matching words to the book that inspired them. Could any words fit in more than one book?

LK.4, K.5, 1.4, 1.5, 2.4, 2.5, 3.4, 3.5

Reader's Theater

Break students into groups of two or more and have them act out scenes from the book in the *I Feel...* series that you have just read. One student should read the page aloud, delivering the character's lines with personality and proper inflection, while their partner(s) act out the illustration. You can make this project more elaborate if you wish, giving students time to make masks, get props and rehearse. Capture the performances on video and make a movie version of the book to share with the class, their families, and the whole school!

RF K.3, 1.3, 2.3, 3.3

How Would I Feel?

Have students choose one of the emotions from the books they have read. Using a combination of drawing, writing and dictating, have students describe this emotion, the steps they learned from the book to deal with this feeling, and how they might feel after using the techniques from this book. Come together as a class and have volunteers share their work. Help students type and scan their work into the computer and digitally publish the final versions.

W K.2, K.5, K.6, 1.2, 1.5, 1.6, 2.2, 2.5, 2.6, 3.2, 3.5, 3.6

Project: Resource

Several of the books in the *I Feel...* series suggest making a box, book, or other resource to help when students feel a certain way. For example, the Awesome Box in *I Feel... Awesome*, or the Caring Tree from *I Feel... Lonely*, or the Book of Different from *I Feel... Different*. After you have read books in the series, have students review the projects and pick one that they think would help them. Have students bring materials from home to create this useful resource. Work with an art teacher, if possible, to help take these projects to a new level!

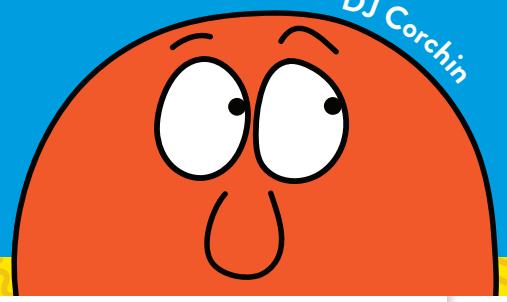
SL K.5, 1.5, 2.5, 3.5

Help, Please?

One of the messages every book in this series emphasizes is that it is always OK to ask for help. Have students think about a caring adult or two they could go to if they need help. Working with an adult if necessary, have each student

An Educator's Guide for the *I Feel...* Series

DJ Corchin



write to their chosen “helper” to tell them about the book they have just read, and ask if the student can reach out for help should they need to do so.

W K.2, 1.2, 2.3, 3.2

I Feel... Quiz Contest

Composing questions about a book is a great way to learn more about it and to demonstrate comprehension. Break the class into small groups and have them practice making up questions about one of the books. After their brainstorming session, have each group select their five favorite questions and—with the help of an adult if necessary—write them down on separate index cards. Questions can be about the story or about the illustrations. Break students into teams and hold an *I Feel...* Quiz Contest. Which team answered the most questions correctly? What were students’ favorite questions?

RI 1.1, 1.7, 2.1, 2.7, 3.1, 3.7

SL K.1, 1.1, 2.1, 3.1

Visit the Common Core State Standards website to read about the individual standards listed in this guide:
<http://www.corestandards.org/ELA-Literacy/>

For Reference:

KINDERGARTEN

Standards for Informational Text Kindergarten (RI)

Key Ideas and Details

K.1. With prompting and support, ask and answer questions about key details in a text.

K.2. With prompting and support, identify the main topic and retell key details of a text.

K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

K.4. With prompting and support, ask and answer questions about unknown words in a text.

K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

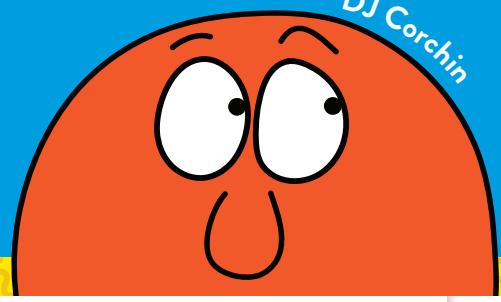
Integration of Knowledge and Ideas

K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

K.8. With prompting and support, identify the reasons an author gives to support points in a text.

An Educator's Guide for the *I Feel...* Series

DJ Corchin



K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards: Foundational Skills KINDERGARTEN (RF)

Phonological Awareness

K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rhymes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/ or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Writing Standards KINDERGARTEN (W)

Text Types and Purposes

K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (e.g., My favorite book is . . .)

K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

An Educator's Guide for the *I Feel...* Series

DJ Corchin



Speaking and Listening Standards KINDERGARTEN (SL)

Comprehension and Collaboration

- K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges
- K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Presentation of Knowledge and Ideas

- K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language Standards KINDERGARTEN (L)

Vocabulary Acquisition and Use

- K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

GRADE 1

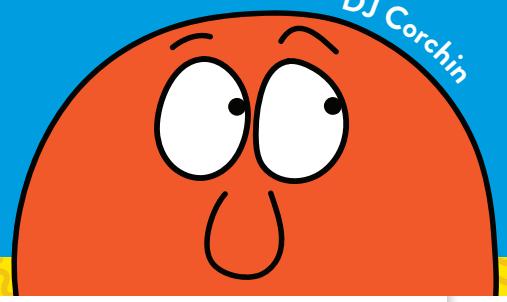
Reading: Informational Text GRADE 1 (RI)

Key Ideas and Details

- 1.1. Ask and answer questions about key details in a text.
- 1.2. Identify the main topic and retell key details of a text.
- 1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

An Educator's Guide for the *I Feel...* Series

DJ Corchin



Craft and Structure

- 1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

- 1.7. Use the illustrations and details in a text to describe its key ideas.
- 1.8. Identify the reasons an author gives to support points in a text.
- 1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards: Foundational Skills Grade 1 (RF)

Phonological Awareness

- 1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

- 1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

- 1.4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

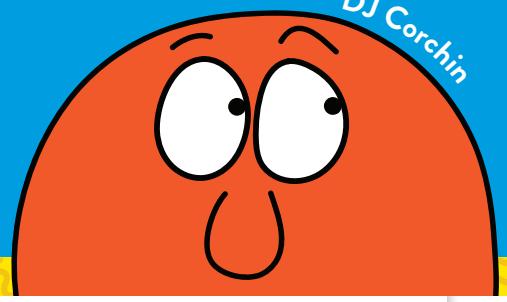
Writing Standards Grade 1 (W)

Text Types and Purposes

- 1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

An Educator's Guide for the *I Feel...* Series

DJ Corchin



- 1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production and Distribution of Writing

- 1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- 1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Speaking and Listening Standards Grade 1 (SL)

Comprehension and Collaboration

- 1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

- 1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

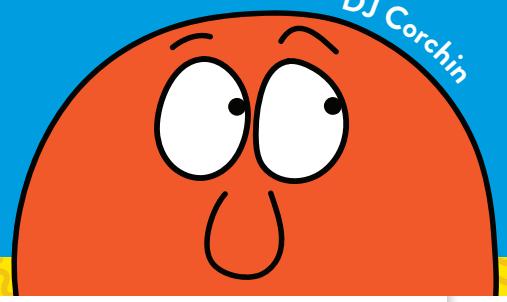
Language Standards Grade 1 (L)

Vocabulary Acquisition and Use

- 1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).

An Educator's Guide for the *I Feel...* Series

DJ Corchin



- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

GRADE 2

Reading Standards for Literature Grade 2 (RL)

Craft and Structure

- 2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading: Informational Text Grade 2

Key Ideas and Details

- 2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- 2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- 2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.8. Describe how reasons support specific points the author makes in a text.
- 2.9. Compare and contrast the most important points presented by two texts on the same topic.

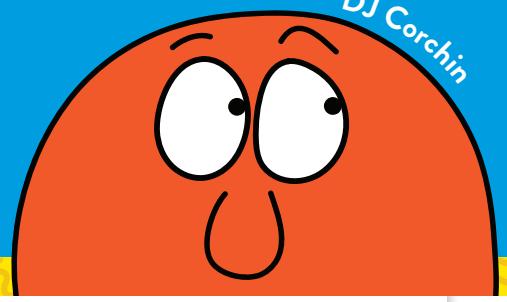
Reading Standards: Foundational Skills Grade 2 (RF)

Phonics and Word Recognition

- 2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

An Educator's Guide for the *I Feel...* Series

DJ Corchin



Fluency

- 2.4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards Grade 2 (W)

Text Types and Purposes

- 2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.
- 2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

Production and Distribution of Writing

- 2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- 2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Speaking and Listening Standards Grade 2 (SL)

Comprehension and Collaboration

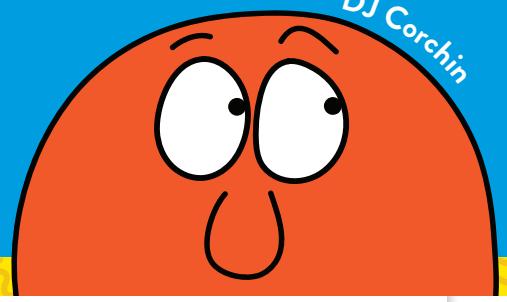
- 2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

Presentation of Knowledge and Ideas

- 2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

An Educator's Guide for the *I Feel...* Series

DJ Corchin



Language Standards Grade 2 (L)

Vocabulary Acquisition and Use

- 2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

GRADE 3

Reading: Informational Text Grade 3 (RI)

Key Ideas and Details:

- 3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.

Craft and Structure

- 3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas:

- 3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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DJ Corchin

- 3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Standards: Foundational Skills GRADE 3 (RF)

Phonics and Word Recognition

- 3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

Fluency

- 3.4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards GRADE 3 (W)

Text Types and Purposes

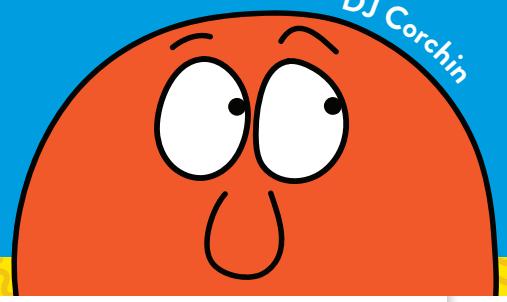
- 3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.
- 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.

Production and Distribution of Writing

- 3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- 3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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DJ Corchin



Research to Build and Present Knowledge

- 3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening Standards GRADE 3 (SL)

Comprehension and Collaboration

- 3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- 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.

Presentation of Knowledge and Ideas

- 3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language Standards GRADE 3 (L)

Vocabulary Acquisition and Use

- 3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.5. Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).