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## *Ben and Me*

### Common Core Connections—Third Grade Focus FOCUS ON THIRD GRADE CC STATE STANDARDS

Every book can meet most if not all CC State Standards. However, we have found that some books speak directly to a few Standards with strength. These applications seek to make the connections between a particular text and the Common Core Standards as written for fourth graders—leaning on this text’s literary strengths.

#### **3.RL.2**

The second reading literature standard for third grade asks students to recount stories, determining the central idea, summarizing the event, and providing supporting details. Readers could choose an event from the full story (such as the introduction of the two main characters, the kite flying experience, or the journey to France). Connecting this work to 3.RL.5, readers are invited to use terms like chapter, scene, paragraph, and stanza in their references to the chosen supporting details.

#### **3.RL.3**

This text has two main characters, Ben and Amos (the mouse), who are well described throughout the story. This standard encourages students to provide examples from the text (using 3.RL.5 also) about traits, motivations, and feelings of a character. To deepen this work, students can note changes and/or developments regarding the character across the book. Of course, an art connection may involve a portrait creation.

3.RL.10 speaks to the year-long progression through multiple genres. This book gives experience with historical fiction.

#### **What’s the fact in the historical fiction?**

This query takes readers into the reading information standards, as readers research areas of interest to find the answers.

3.RI.1 encourages students to ask and answer questions about a topic.

3.RI.5 challenges students to use text features to search a text for vital information.

Speaking and Writing standards connect to this work too.

3.SL.2 and 3.SL.6 refer to finding main ideas and speaking in full sentences...carry this research from verbal to the written form (utilizing brainstorming to get the ideas straight before writing).

#### **3.W.2**

This writing standard asks students to write informative text based on research of a factual topic. This book inspires many questions about what really happened in the life of Ben Franklin. Students could choose an aspect of his life (or from the times described in the text) to research and report out to the whole class. Some learners may want to focus in on a small event (the Franklin stove



invention, the lightning rod, Franklin’s trip to France), may want to focus on his whole life (as outline is available in the backmatter), or may want to learn more about the time period in which Franklin lived (and the Revolutionary War). [This work could be connected to standards 3.W.7 that encourages short research projects.]

### 3.W.1

Exploring point of View: this story is told from the mouse’s perspective as he experiences working with a human. Write an opinion piece using text references, building on growing understanding of how to refer to the text pieces, as well as growing on the speaking and listening ideas of main ideas and full sentences.

Because this text is told strongly from the mouse’s vantage point, readers may develop their own opinions on the events to which Amos responds in the text. (It might be wise to give the students a chance to express their opinions—whether supporting Amos or disagreeing with his point of view.) Connects to 3.RL.6, making clear one’s own point of view.

3.RL.4 Drawing technological, connotative, and figurative meanings from the words and phrases in the text; Lawson plays with language! By studying his usage more closely students may come to appreciate more sophisticated word play.

One example, maxims. The backmatter has a glossary and a list of some of B. Franklin’s famous maxims—some that appear in the book and a few more.

### 3.RFS.4 Reading with fluency-

Page Number	Start	Purpose
5	<b>“In a large chair...”</b> First full paragraph	Scooping and reading smoothly descriptive text
28	<b>“The Governor approached offering his hat,...”</b> Mid-page	Dialogue with consideration to voice
39	<b>“‘Be,’ said I, this has gone far enough,...”</b> Toward bottom of page	Dialogue and using the rules of dialogue
80	<b>“Not only was I touched...”</b> Mid-page	Practice with longer words, deeper sentiment
83	<b>“Of course I was all eagerness...”</b> Mid-page toward top	Punctuation and scooping

### Some fluency practices to consider:

- sentence read with a partner (switching turns)
- pick a passage to prepare to read to a buddy or even the class (or at home to a family member as a means of discussing the book at home)
- repeat readings, as you find the expression and cadence