

Unit #1A: Getting Ready: Launching the Reading Workshop

Unit Focus

Following the balanced literacy model of instruction defined in the PWCS Instructional Framework, students will learn that reading is a cognitive process that involves comprehension of ideas. Students will be introduced to the problem-solving nature of reading which will be taught across the year as they move along the reading continuum and to set goals as readers. Students will question before, during, and after reading and engage in collaborative discussions in order to predict, clarify, and confirm using the text. Teachers will introduce foundational structures, routines, and thinking associated with the third-grade reader as well as the establishment of the reading workshop. These routines may include but are not limited to: using the reader's notebook in response to reading, collaborating with peers, structures to build stamina, using a poetry notebook, book selection strategies, behavioral expectations specific to the reading workshop, and use of the classroom library. Teachers also want to begin assessments right away, both through formal assessments and informal conversations, to determine reading behaviors and to put appropriate books into the hands of students. Comprehension strategies will be taught in the context of standards and in relation to student need, as evidenced by assessment. Many of the skills addressed in this unit will be revisited in subsequent units.

Metacognitive Strategies: Teaching of all metacognitive strategies occurs across the year. However, instruction in this unit provides an emphasis on: Monitor/Fix Up, Visualize, and Make Connections.

Suggested Duration: 4 to 6 Weeks

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

Communication and Multimodal Literacies

3.1 The student will use effective communication skills in a variety of settings.

- a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions and summarizing.
- c) Ask and respond to questions from teachers and other group members.
- d) Orally summarize information expressing ideas clearly.
- e) Use language appropriate for context and audience.
- f) Increase listening and speaking vocabularies.
- g) Participate in collaborative discussions.
- h) Work respectfully with others in pairs, diverse groups, and whole class settings.

Reading

3.3 The student will apply word-analysis skills when reading.

- a) Use knowledge of regular and irregular vowel patterns.
- b) Decode regular multisyllabic words.

3.4 The student will expand vocabulary when reading.

- c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
- d) Use context to clarify meaning of unfamiliar words.

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Set a purpose for reading.
- b) Make connections between reading selections.
- c) Make, confirm, and revise predictions.
- e) Summarize plot events.
- g) Ask and answer questions about what is read.
- j) Identify theme.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency, accuracy and meaningful expression.

3.6 The student will read and demonstrate comprehension of nonfiction texts.

- c) Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read, using the text for support.
- e) Draw conclusions, using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting

English Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <p>U1 Readers read a variety of texts independently for a sustained period to develop stamina and better comprehend text.</p> <p>U2 Readers discuss and share thoughts on text with others to further understanding.</p> <p>U3 Readers use a reader’s notebook as a device to help when responding to and about text.</p> <p>U4 Readers use sentences, paragraphs, and reading selections to help them determine the meaning of unfamiliar and unknown words.</p> <p>U5 Readers use appropriate strategies (as needed) to construct and monitor meaning of text and to clarify understanding when it breaks down.</p> <p>U6 Readers make connections between what they read in the selection and their prior knowledge or other texts.</p> <p>U7 Readers form pictures in their minds to “see” what the author has written.</p> <p>U8 Readers will read various types of fictional text (e.g., children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths) and poetry.</p> <p>U9 Readers collaborate with peers to gain a deeper understanding of text.</p> <p>U10 Fluent readers re-read (monitor) and self-correct as needed.</p> <p>U11 Readers follow routines to support thinking and learning.</p>	<p><i>Students will keep considering:</i></p> <p>Q1 Why should I read a variety of texts for increasing periods of time?</p> <p>Q2 Why do readers discuss and share thoughts on text with other readers?</p> <p>Q3 How can I use a reader’s notebook to help support my comprehension of text?</p> <p>Q4 What can I use in text to help figure out unfamiliar and unknown words?</p> <p>Q5 How do I construct and monitor meaning of text and support myself when understanding breaks down?</p> <p>Q6 How can I use my experiences and other texts to help make connections to what I am reading?</p> <p>Q7 Why should I make pictures in my mind while I am reading?</p> <p>Q8 How can I form new ideas or perspectives using the information from what I’ve read?</p> <p>Q9 What is my role in reading workshop?</p> <p>Q10 How do I work collaboratively with peers?</p>

Knowledge	Skills
<p>Students will know:</p> <p>K1 Reading a variety of text independently for increasingly longer periods of time helps to build stamina and comprehension.</p> <p>K2 Discussing and sharing thoughts on text with others will help with understanding.</p> <p>K3 A reader’s notebook is a tool to help support comprehension of text.</p> <p>K4 Using the content and structure of sentences, paragraphs, and reading selections helps readers to determine the meaning of unfamiliar or unknown words.</p> <p>K5 Word-analysis skills such as vowel patterns and tense changes help to decode words.</p> <p>K6 Making connections to experiences and other texts helps to increase understanding when reading.</p> <p>K7 Making pictures in your mind when reading helps you to better understand what is happening in the story.</p> <p>K8 New ideas or perspectives using the information in the text should be formed when reading.</p> <p>K9 There are various types of text that are under the genre of fiction.</p> <p>K10 They have a purpose for reading.</p> <p>K11 Reading is thinking.</p> <p>K12 Readers workshop has a routine and structure.</p> <p>K13 Literary nonfiction encompasses text that provides information and follows a narrative structure.</p> <p>Key vocabulary Communication skills (voice level, eye contact, facing speaker, asking questions, summarizing), ask/respond to questions, visualize, connections, meaning clues, language structure, phonetic strategies, fiction, poetry, author’s purpose, reading strategies, comprehension, fluency, accuracy</p>	<p>Students will be able to:</p> <p>3.1</p> <p>S1 Engage in taking turns in conversations by:</p> <ul style="list-style-type: none"> • making certain all group members have an opportunity to contribute (3.1a,g,h); • listening attentively by making eye contact while facing the speaker (3.1a,g,h); • supporting opinions with appropriate ideas, examples, and details (3.1a). <p>S2 Take initiative in moving a group discussion forward by:</p> <ul style="list-style-type: none"> • contributing information that is on topic (3.1a); • explaining what has been learned (3.1 a,e). <p>S3 Increase their listening and speaking vocabularies through group activities such as:</p> <ul style="list-style-type: none"> • engaging in activities that require following directions (3.1f,g,h). • attempting to use new words in meaningful sentences (3.1e,f,g). <p>3.3</p> <p>S4 Apply knowledge of regular and irregular vowel patterns to decode words (3.3a).</p> <p>S5 Begin to apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words (3.3a).</p> <p>S6 Begin to apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words(3.3b).</p> <p>S7 Decode regular multisyllabic words in order to read fluently (3.3b).</p> <p>3.4</p> <p>S8 Use word parts to derive the meaning of a word (3.4c).</p> <p>S9 Demonstrate competent, active word solving while reading at a good pace-less overt problem solving (3.4c,d).</p> <p>3.5</p> <p>S10 Read for a specific purpose by locating specific information in a reading selection (3.5a).</p> <p>S11 Make a variety of connections with the text, such as:</p>

	<ul style="list-style-type: none"> • connections between the text they are reading and other texts they have read (3.5b). • connections between what they already know about the topic and what they find in the reading that is new to them (3.5b). <p>S12 Use specific details to make, confirm, and revise predictions by identifying information from the text that supports or contradicts a prediction (3.5c).</p> <p>S13 Begin to use important plot events to summarize fictional text, literary nonfiction, and poetry (3.5e).</p> <p>S14 Learn to gain meaning before, during, and after reading by:</p> <ul style="list-style-type: none"> • asking and answering questions about what is read to clarify meaning or predict what will happen next (3.5g); • understanding that sometimes two or more pieces of information need to be put together to answer a question (3.5g); • understanding that some questions are answered directly in the text (3.5g). <p>S15 Recognize and identify a theme or lesson of fictional text (e.g., friendship, survival, determination) (3.5j).</p> <p>S16 Begin to use key supporting details to support thematic topic, lesson learned (3.5j).</p> <p>S17 Use reading strategies to monitor comprehension throughout the reading process by:</p> <ul style="list-style-type: none"> • previewing and making predictions before reading (3.5a,c,k); • asking questions to confirm or refute predictions during reading (3.5g,k); • using context to confirm or self-correct word recognition and understandings, rereading as necessary (3.5k); • becoming aware of when they do not understand, e.g., by reflecting upon and articulating what exactly is causing difficulty (3.5k); • listening to and discussing the story or poem and/or writing a summary after reading (3.5k). <p>S18 Build stamina to increase time spent in text (3.5m).</p>
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S19 Sustain reading over texts with many pages, which requires reading over several days (3.5k)

3.6

S20 Begin to use text features, including table of contents, headings, pictures, captions, maps, indices, and charts (3.6c).

S21 Begin to ask and answer questions using text as support (3.6d).

S22 Begin to use text evidence to draw conclusions (3.6e).

S23 Begin to summarize information found in nonfiction texts (3.6f).

S24 Begin to state the main idea in their own words (3.6g).

S25 Identify details that support the main idea (3.6h).

S26 Learn to differentiate fiction from nonfiction (3.5l).

S27 Identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography (3.5l).

PWCS Reading Benchmark Guidelines

S28 Reads a variety of genres, such as poetry, biography, and autobiography, and text structures, including recipes, advertisements, flyers, directions and digital text.

S29 Reads for a minimum of 30-50 minutes in continuous text.

S30 Reads silently; reads fluently when reading aloud.

S31 Sustains reading over texts with many pages that require reading over several days.

S32 Selects texts for independent reading based upon interest and appropriate level.

S33 Monitors for comprehension throughout the reading process.

S34 Demonstrates new understandings through writing, discussion, and graphic representations.

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 Using text and your reader's notebook, record a prediction and questions (most likely two or three) you have before you read. While reading, record any new questions you have. Once you have finished reading, revisit your prediction and questions. In your reader's notebook, explain whether your prediction was correct and if your questions were answered. Additionally, explain your thoughts on what you read. Did you enjoy the text? Why or why not? Provide evidence to support your thinking by using details from the text. (3.5c,g,k; 3.6c,d)</p> <p>Teacher Note: Teachers may decide to provide a template for students to use while completing this task. Text can be articles, guided reading books, etc. At this point, students are not expected to show mastery of these skills. Students are learning that reading is a cognitive process that involves comprehension of ideas.</p> <p>Teachers should take into consideration the individual needs of all students, in particular EL, SPED, and advanced, when determining scaffolds for student success. For example, students with an English Language proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizers, and native language peers as supports; ELP level 3 & 4 in writing domain could use sentence frames, graphic organizers, and peers as supports.</p>	<p>O1 Benchmark Literacy Comprehension Strategy Assessment (CSA)</p> <ul style="list-style-type: none"> • To assess VDOE Grade 3 Standards of Learning (SOL), use Benchmark Literacy CSA Pretest • To monitor and assess 3.4: <i>The student will expand vocabulary when reading</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Word Solving Skills, #35, #36, #37, #38, #39 • To monitor and assess 3.5: <i>The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Comprehension Skills, #1, #2, #3, #4, #9, #11, #12, #16, #23, #25 • To monitor and assess 3.6: <i>The student will read and demonstrate comprehension of nonfiction text</i>, use Benchmark Literacy CSA: Ongoing Comprehension Strategy Assessments for Comprehension Skills, #5, #6, #8, #10, #13, #14, #15, #17, #18, #19, #20, #21, #22, #27, #28, #29, #30, #31, #32 <p>O2 Minilesson notes</p> <p>O3 Students use a recording sheet, post-it notes or journal to record questions they had during independent reading</p> <p>O4 Group/collaborative projects/presentations across content areas</p> <p>O5 Reader's notebooks</p> <p>O6 Provide a graphic organizer with question and answers headers that students can use to note their questions and show text evidence to support their answers.</p> <p>O7 Provide text dependent question for students to answer in their writing folders or journals.</p> <p>O8 Students will create flash card game of questions and answers that other students can use to match answers to the questions.</p> <p>O9 Post It notes of student created questions</p> <p>O10 Conferring notes</p> <p>O11 Recording of student conversations (IPAD or iMovie)</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match, differentiated based upon the unique needs of each classroom, within each school. The recommended experiences below provide opportunities and strategies for teachers to flexibly pace and plan for a variety of rich oral and written experiences driven by student achievement. Given the circular nature of language arts, daily plans are not provided.

When presenting lessons, all learning activities should make use of the Balanced Literacy Model:

Throughout the unit, spend time developing the structures and routines of the reading workshop.

- L1** Model, discuss, and build reading stamina for independent reading (30-50 minutes is the goal by the end of third grade).
- L2** Model basic management behaviors: how to listen carefully to each other, how to use an appropriate voice level, model expectations for best work in each independent task, how to problem-solve when the teacher is busy, taking care of classroom materials.
- L3** Expose students to various texts including fiction, literary nonfiction, nonfiction, and poetry.
- L4** Understand readers organize the library by sorting books and making labels for book baskets.
- L5** Introduce and model each of the simple systems for independent work time: read a book, work on words, work on writing, discuss books.
- L6** Model how to select a “just right” book by reading a few pages and noting the cover.
- L7** How to select and keep books and materials organized in a book box: 3-4 independent reading books (student-selected and small-group instruction books), reader’s notebook, poetry notebook.
- L8** Introduce the structure of the reader’s notebook: reading list with genre, response to reading section, minilesson notes section, “Books I Want to Read” list.
- L9** Model expectations for reading responses in the reader’s notebook.
- L10** Introduce the structure of the poetry notebook, sharing a high-interest poem, placing a copy in their poetry notebook and having students revisit during independent work time, expanding: vocabulary, comprehension and knowledge of literary elements.
- L11** Using a mentor text, model how and explain why readers mark places they want to discuss at a later time, such as opinions, interesting language, connections, etc.
- L12** Address what it means to abandon books and discuss strategies to avoid doing so, such as thoughtful book selection, why we stay with books, and thinking about topics of interest before selecting a title.
- L13** Establish turn and talk routines and other structures for working collaboratively to share thinking about text.
- L14** Identify and describe the elements of a story (plot, character, conflict and resolution, theme, and setting) with supporting details.
- L15** Model asking “thinking questions” (e.g., who, what, where, when, why, how) before, during and after reading a text. Provide students opportunities to ask questions. Students can record their questions in their reader’s notebook, post-it notes, or index cards. Explain they will do this same work when reading independently.
- L16** Begin to use important plot events to create a summary of text.

- L17** Introduce how to identify the theme and/or lessons learned from text, using supporting details.
- L18** Expose students to genres within fiction and nonfiction to help them understand the difference between texts.
- L19** Identify text features within nonfiction texts (e.g. bold-faced words, italics, headings, charts, graphs, diagrams, timelines, and animations).
- L20** Use text features to make predictions about what might be learned in a nonfiction text.
- L21** Model identifying the main idea with support details in nonfiction texts.
- L22** Model summarizing information from nonfiction text by using the main idea and supporting details through read alouds.
- L23** Model drawing conclusions from nonfiction text, using support from the text.
- L24** Use, over time, multiple fictional and informational texts paired on a common theme or topic, to have students compare/contrast.
- L25** Utilize the PWCS Phonics and Phonemic Awareness Resource Guide and poetry notebooks to reflect on opportunities for authentic application of instruction as you work to expand knowledge of words and their features.
- L26** Readers use context to clarify meaning of unknown vocabulary. Model how you figured out a word in text to expand your own vocabulary and reflect on how understanding the vocabulary in text helps deepen comprehension.
- L27** Using authentic, connected text, discuss meanings of words to develop and expand vocabulary.

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

VDOE Testing Blueprint (Click on column in table titled Standards of Learning (SOL) Test Blueprints)

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

PWCS Resources

PWCS Instructional Framework

PWCS Phonics, Phonemic Awareness and Word Study Resource

PWCS Research Strand Support Document (2017 SOLs)

PWCS Beginning Reading Strategies Resource

PWCS Language Arts Website

PWCS Reading Benchmark Guidelines 3-5

Additional Professional Resources to Support Reading Workshop:

Teaching for Comprehending & Fluency – Irene C. Fountas and Gay Su Pinnell

The Literacy Continuum – Irene C. Fountas and Gay Su Pinnell

It's All About the Books – Tammy Mulligan and Clare Landrigan

Reading Units of Study – Lucy Calkins

Comprehension Connections - Tanny McGregor

The Ultimate Read-Aloud Resource – Lester Laminack

Supporting English Learners in the Reading Workshop – Lindsey Moses

The Literacy Quick Guide – Irene C. Fountas and Gay Su Pinnell

The Reading Minilessons Book Grade 3- Irene C. Fountas and Gay Su Pinnell

The Reading Strategies Book – Jennifer Serravallo

Conferring with Readers - Jennifer Serravallo and Gravity Goldberg

A Teacher's Guide to Reading Conferences – Jennifer Serravallo

The Next Step Forward in Guided Reading - Jan Richardson

Prompting Guide Part 2 for Comprehension: Thinking, Talking, Writing – Irene C. Fountas and Gay Su Pinnell

Phonics from A-Z, 3rd Edition – Wiley Blevins

Teaching Phonics & Word Study in the Intermediate Grades, 2nd Edition – Wiley Blevins

Explorations in Nonfiction - Tony Stead and Linda Hoyt

The Fluent Reader (2nd Edition) - Timothy Rasinski

Resources from *Benchmark Literacy*

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
<ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines 	<ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud 	<ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text 	<ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____

Date: _____

Performance Task Description: _____

Level of Mastery: _____

Unit: _____

Standards: _____

3-5 Performance Task Assessment Rubric

Level of Mastery	Grade Scale	Report Grade	Teacher Description of Performance	Student Statement of Performance
Above Standard (Advanced-High)	3.50-4.0	A	In addition to Advanced-Low level performance, in-depth inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught and I'm right about those connections.
Above Standard (Advanced-Low)	3.30-3.49	B+	In addition to Proficient-High level performance, partial success at inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught but I'm not always right about those connections.
Meets Standard (Proficient-High)	2.50-3.29	B	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	I know (and can do) everything that was taught (the easy parts and the harder parts) without making mistakes.
Meets Standard (Proficient-Low)	2.30-2.49	C+	No major errors or omissions regarding the simpler details and processes and a partial knowledge of the more complex ideas and processes.	I know (and can do) all the easy parts, and some (but not all) of the harder parts.
Approaching Standard (Basic-High)	1.50-2.29	C	No major errors or omissions regarding the simpler details and processes, but major errors and omissions regarding the more complex ideas and processes.	I know (and can do) all the easy parts, but I don't know (and cannot do) the harder parts.
Approaching Standard (Basic-Low)	1.30-1.49	D+	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.	I know (and can do) some of the easier parts, but I make some mistakes.
Beginning (Below Basic-High)	0.50-1.29	D	With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, I know (and can do) some of the harder parts and some of the easier parts.
Well Below (Below Basic-Low)	0.00-0.49	F	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	With help, I know (and can do) some of the easier parts but not the harder parts.

Name: Ima Student Date: _____

Performance Task Description: Predicting and Questioning Level of Mastery: _____

Unit: 1A: Getting Ready: Launching the Reading Workshop Standards: 3.5c,g,k; 3.6c,d

3-5 Language Arts Performance Task Assessment Rubric

Level of Mastery	Grade Scale	Report Grade	Teacher Description of Performance	Student Statement of Performance
Above Standard (Advanced-High)	3.50-4.0	A	In addition to Advanced-Low level performance, in-depth inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught and I'm right about those connections.
Above Standard (Advanced-Low)	3.30-3.49	B+	In addition to Proficient-High level performance, partial success at inferences and application that go beyond what was taught.	I know (and can do) it well enough to make connections that were not taught but I'm not always right about those connections.
Meets Standard (Proficient-High)	2.50-3.29	B	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.	I know (and can do) everything that was taught (the easy parts and the harder parts) without making mistakes.
Meets Standard (Proficient-Low)	2.30-2.49	C+	No major errors or omissions regarding the simpler details and processes and a partial knowledge of the more complex ideas and processes.	I know (and can do) all the easy parts, and some (but not all) of the harder parts.
Approaching Standard (Basic-High)	1.50-2.29	C	No major errors or omissions regarding the simpler details and processes, but major errors and omissions regarding the more complex ideas and processes.	I know (and can do) all the easy parts, but I don't know (and cannot do) the harder parts.
Approaching Standard (Basic-Low)	1.30-1.49	D+	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.	I know (and can do) some of the easier parts, but I make some mistakes.
Beginning (Below Basic-High)	0.50-1.29	D	With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, I know (and can do) some of the harder parts and some of the easier parts.
Well Below (Below Basic-Low)	0.00-0.49	F	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.	With help, I know (and can do) some of the easier parts but not the harder parts.

Teacher Focus Group Resources

- * Flocabulary videos
- * Brainpop videos

Non-Fiction Text Features

Why? To help you understand a non-fiction text. To make the text interesting and fun!

Table of Contents Contents

Heading Sub-heading

Types of Print: bold, italic, highlighted

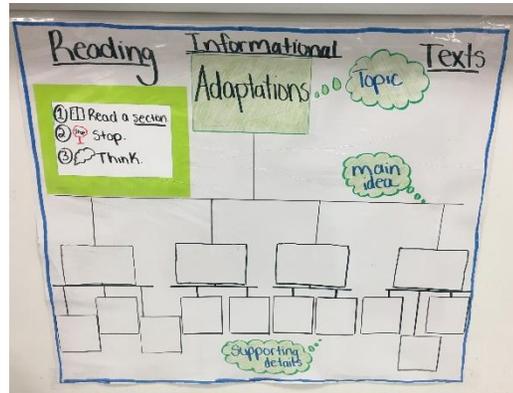
Glossary Index

Index Photograph

caption map

graph diagram

You can use text features when you read non-fiction!



Readers ask questions, read, think, and find answers!

Why... How... When... Where... What... Who... How often... How long... How many... How much... How big... How small... How far... How close... How high... How low... How fast... How slow... How hot... How cold... How heavy... How light... How old... How young... How tall... How short... How wide... How narrow... How deep... How shallow... How long... How short... How far... How close... How high... How low... How fast... How slow... How hot... How cold... How heavy... How light... How old... How young... How tall... How short... How wide... How narrow... How deep... How shallow...

Fake Reading ☹️	Real Reading 😊
<ul style="list-style-type: none"> • Switching books a lot • Only looking at pictures • Flipping pages quickly • Skip pages • Turning pages without looking in the book • Looking at pages slowly but unable to talk about the book • Recording too many pages for the time 	<ul style="list-style-type: none"> • Focused with eyes in the book • Might move mouth to form words. • So absorbed you don't notice others around you. • Taking your time and using strategies • Reading each page • Able to talk about what you read. • Pointing at words • Staying on task - not talking

BE A **REAL** READER! ★

Making Predictions!

A prediction is a guess you make using text or picture clues to help you.

"I think _____ because..."

1. Before Reading
Look at the **TITLE** and **ILLUSTRATIONS**.

2. During Reading
STOP! Predict what will happen next!

3. After Reading
Confirm or Adjust your prediction.
Were You Right?

Yes Confirm
No Adjust → No, but this is what happens

Grade 3 Mentor Texts

Unit #	Title and Author
1A	<ul style="list-style-type: none"> • <i>Why Polar Bears Like Snow and Flamingos Don't</i>, Nancy White • <i>What Do Animals Need?</i>, Margaret McNamara • <i>Enemy Pie</i>, Derek Munson • <i>The Day You Begin</i>, Jacqueline Woodson • <i>Goldfish on Vacation</i>, Sally Lloyd-Jones • <i>The Stranger</i>, Chris Van Allsburg
1B	<ul style="list-style-type: none"> • <i>Nothing Ever Happens on 90th Street</i>, Roni Schotter • <i>What Do You Do With An Idea?</i>, Kobi Yamada • <i>There's a Lion in my Cornflakes</i>, Michelle Robinson • <i>The Name Jar</i>, Yangsook Choi
2A	<ul style="list-style-type: none"> • <i>The Recess Queen</i>, Marla Frazee • <i>The Other Side</i>, Jacqueline Woodson • <i>A Visitor for Bear</i>, Kady MacDonald Denton • <i>What is Given from the Heart</i>, Patricia C. McKissack • <i>Puss in Boots</i>, Jerry Pinkney
2B	<ul style="list-style-type: none"> • <i>My Best Friend</i>, Mary Ann Rodman • <i>Blackout</i>, John Rocco • <i>Fireflies</i>, Julie Brinckloe • <i>Shortcut</i>, Donald Crews • <i>Owl Moon</i>, Jane Yolen
3A	<ul style="list-style-type: none"> • <i>Those Shoes</i>, Maribeth Boelts • <i>A Bike Like Sergio's</i>, Maribeth Boelts • <i>Cam Jensen Mysteries</i>, David A. Adler • <i>The Name Jar</i>, Yangsook Choi • <i>I Hate English!</i>, Ellen Levine & Steve Bjorkman
3B	<ul style="list-style-type: none"> • <i>Should There Be Zoos?</i>, Tony Stead • <i>Earrings</i>, Judith Viorst • <i>The Great Kapok Tree</i>, Lynne Cherry • <i>The Reluctant Dragon</i>, Kenneth Grahame • <i>National Geographic Readers: Cats vs. Dogs</i>, Elizabeth Carney

4A	<ul style="list-style-type: none"> • <i>Why Polar Bears Like Snow and Flamingos Don't</i>, Nancy White • <i>What Do Animals Need?</i>, Margaret McNamara • <i>Pipsqueaks, Slowpokes, and Stinkers Celebrating Animal Underdogs</i>, Melissa Stewart • <i>Lovely Beasts The Surprising Truth</i>, Kate Gardner • <i>Maya Lin Artist-Architect of Light and Lines</i>, Jeanne Walker Harvey
4B	<ul style="list-style-type: none"> • <i>Moonshot The Flight of Apollo 11</i>, Brian Floca • <i>The World of Weird Animals: What Makes a Monster?</i>, Jess Keating • <i>Grand Canyon</i>, Jason Chin • <i>Who Would Win books</i>, Jerry Pollotta • <i>But I Read it on the Internet</i>, Toni Buzzeo
5A	<ul style="list-style-type: none"> • <i>A Pocketful of Poems</i>, Nikki Grimes • <i>Keep a Pocket in Your Poem: Classic Poems and Playful Parodies</i>, J. Patrick Lewis • <i>The Proper Way to Meet a Hedgehog and Other How-To Poems</i>, Paul B. Janeczko • <i>With My Hands Poems About Making Things</i>, Amy Ludwig Vanderwater • Shel Silverstein
5B	<ul style="list-style-type: none"> • <i>Owl Moon</i>, Jane Yolen • Shel Silverstein • <i>Ode To A Commode: Concrete Poems</i>, Brian P. Cleary • <i>Butterfly House</i>, Eve Bunting • <i>All the Places to Love</i>, Patricia MacLachlan
6A	<ul style="list-style-type: none"> • Select from suggested unit authors, making choices which allow for comparison within and between authors.
6B	<ul style="list-style-type: none"> • <i>The Reason for a Flower</i>, Ruth Heller • <i>A River Ran Wild</i>, Lynne Cherry • <i>Bats</i>, Gail Gibbons • <i>Surprising Sharks</i>, Nicola Davie

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Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
 Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
 Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
 Resource: WIDA Consortium, *2012 Amplification of the English Language Development Standards Kindergarten – Grade 12*;
 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.