

Unit Overview

The third graders again explore the world of nonfiction with this research based unit on the study of animals. The exciting thing is that while the children are researching and learning about animals, they are also learning to learn! The children will form clubs and study an animal with their research club. Club members will read subtopics independently and pull what they are learning together, organizing and synthesizing all their new knowledge. Clubs will then research a second animal and learn to compare and contrast across animals, mining ever deeper into the attributes of these varied species for ways they are linked together.

Ultimately, the children will use all that they now know and understand about these animals to solve real- world problems; for example creating a better life for an animal in a zoo. This unit will prepare the third graders for a similar research unit taught in fourth grade on extreme weather.

For additional information regarding the unit please see TCRWP User’s Guide and Units of Study for Teaching Reading Grade 3 Book 4.

Overarching Standards Aligning with Grade 3 Unit 4, *Character Studies*

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.3	RL.3.1, RL.3.2, RL.3.3 , RL.3.4, RL.3.6 , RL.3.10	SL.3.1, SL.3.2, SL.3.6	L.3.1, L.3.3, L.3.4, L.3.6
2	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.6 , RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3 , L.3.6
3	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6, RL.3.10, RF.3.4	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
4	W.3.3, W.3.10	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.4, RL.3.6 , RL.3.9, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.2, L.3.3, L.3.6
5	W.3.3	RL.3.1, RL.3.2, RL.3.3 , RL.3.5 , RL.3.6, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
6	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4	SL.3.1, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
7	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6, RL.3.10	SL.3.1 , SL.3.2 , SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
8	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.5, RL.3.6, RL.3.10	SL.3.1 , SL.3.6	L.3.1, L.3.3, L.3.6
9	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6 , RL.3.9, RL.3.10	SL.3.1 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
10	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4 , RL.3.7 , RL.3.10	SL.3.1, SL.3.2 , SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.4, L.3.6
11	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.4, RL.3.5 , RL.3.6, RL.3.10	SL.3.1 , SL.3.2 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
12	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6, RL.3.10	SL.3.1, SL.3.2, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
13	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5 , RL.3.6 , RL.3.9, RL.3.10	SL.3.1 , SL.3.2, SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.4, L.3.6
14	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.4 , RL.3.5 , RL.3.6 , RL.3.7, RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
15	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.6, RL.3.9 , RL.3.10	SL.3.1, SL.3.2, SL.3.4, SL.3.6	L.3.1, L.3.3 , L.3.4, L.3.5 , L.3.6
16	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.9 , RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
17	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.4, RL.3.5, RL.3.6, RL.3.9 , RL.3.10	SL.3.1 , SL.3.2, SL.3.3 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6
18	W.3.3	RL.3.1 , RL.3.2 , RL.3.3 , RL.3.5, RL.3.9, RL.3.10	SL.3.1, SL.3.4, SL.3.6	L.3.1, L.3.3, L.3.6
19	W.3.3	RL.3.1 , RL.3.2, RL.3.3 , RL.3.9, RL.3.10	SL.3.1 , SL.3.4 , SL.3.6	L.3.1, L.3.3, L.3.6

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 3 Unit 4, *Character Studies*

Session	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>		
2	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>		L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>		
4	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>		

Grade 3 Unit 4 – Research Clubs: Elephants, Penguins, and Frogs, Oh, My!

Reading Workshop: Jan./Feb.

5	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>		
6	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SL.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.</p>	
7	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.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.</p>	
8	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
9	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.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.</p>	

	of the characters.		
10	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>SL.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.</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
11	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.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.</p> <p>SL.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.</p>	
12	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p>SL.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.</p>	
13	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Grade 3 Unit 4 – Research Clubs: Elephants, Penguins, and Frogs, Oh, My!

Reading Workshop: Jan./Feb.

	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	
14	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>		<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
15	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
16	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		

<p>17</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.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.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
<p>18</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>		
<p>19</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.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.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● Readers can learn about any topic by reading. ● Readers can support and enhance learning by asking questions and seeking answers collaboratively. ● Readers develop evidence-based theories and apply them to find solutions to real-world problems. ● Readers not only read on to seek answers, but think over everything they have read so far and synthesize it with everything they already know. ● Readers pay attention to text structure to hold on to meaning and organize their learning. ● Readers think deeply about texts while using analytical skills like compare and contrast and cause and effect. 	<ul style="list-style-type: none"> ● How do readers learn from reading nonfiction texts? ● How can readers support and push each other's learning during club or group work? ● How do readers respond to the text and each other with reactions and questions, and read on to draw conclusions? ● How do readers learn to speak critically about a topic, using skills like compare and contrast to develop real world knowledge? 	<ul style="list-style-type: none"> ● Organize and understand what they are learning by noticing and using text structures. ● Prepare for reading a nonfiction text by reading the title, subtitles, and skimming the text. ● Use questioning techniques to grow ideas about nonfiction. ● Use the structure of nonfiction text to talk like an expert on the topic. ● Compare and contrast the traits of animals within a topic and across topics; for example by noticing some ways a tiger is like a spider. ● Develop theories about what they are learning and apply their theories to real-world problems. ● See patterns across topics and pursue questions about those patterns. ● Think deeply about a topic by reading closely and noticing cause and effect relationships.

Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts. ● Study pages from exemplar reader's notebooks. ● Provide and present mentor texts as models. ● Teach the Work of Readers Charts. ● Teach children strategies for holding onto text, for example by using Post-its and graphic organizers. ● Model (Talk Aloud) the strategies good readers use. ● Model, provide, and use a reader's notebook. ● Tap, sketch, or jot across a story as a way of retaining information and details. ● Study book introductions and endings. ● Practice creating mental movies as you read. ● Investigate figurative language and descriptive vocabulary and how authors use them. ● Turn and Talk the dialogue in a story to bring the characters' feelings alive. ● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation. 	<p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide leveled books appropriate for all reading levels ● provide support as needed through conferencing ● provide support as needed through strategy groups ● provide support as needed through guided reading groups ● provide individualized copies of teaching charts ● provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning ● scaffold or stretch learning through the use of various strategies ● provide appropriate reading partners 	<p>Mentor Text & Read-Aloud</p> <p>See Reading Units Grade 3 Book 3.</p> <ul style="list-style-type: none"> ● <i>Frogs</i>; Elizabeth Carney (K) ● <i>Frogs and Toads</i>; Bobbie Kalman (P) ● <i>Gorillas</i>; Lori McManus ● <i>The Life Cycle of an Emperor Penguin</i>; Bobbie Kalman and Robin Johnson (N) ● <i>The Life Cycle of a Frog</i>; Bobbie Kalman and Kathryn Smithyman (N) ● <i>The Penguin, a Funny Bird</i>; Beatrice Fontanel ● <i>Penguins</i>; Bobbie Kalman (M) ● <i>Bees</i>; Susan Ashley (K) ● <i>Helpful and Harmful Insects</i>; Molly Aloian and Bobbie Kalman (M) ● <i>A Butterfly is Patient</i>; Diana Hutts Aston (N) ● <i>Life Cycles</i>; Angela Royston (N)

<ul style="list-style-type: none">● Provide checklists and reading progressions to assess and develop on-going reading goals.● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.● Write long about reading.● Practice alternating the speed a text is read to reflect tone and mood.● Plan to celebrate the conclusion of classroom reading projects.● Use technology in the reading classroom; for example digital journals.		
---	--	--

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Running Records ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided reading ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Reading logs ● Writing About Reading evidence (Post-its) 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Running Records ● Spelling Assessments ● Reading logs ● and other evidence of students improving skills

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 3 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.