

Third Grade Reading: Non-Fiction Unit Planning

Grade	3 rd Grade
Unit Title	Reading Non-Fiction
Brief Description	Students will learn to be critical readers of nonfiction.
Time Frame	5 weeks
Key Concepts/Themes	Students will learn to navigate, understand, and apply important information from multiple pieces of non-fiction texts.
Classroom Routines	<p>Mini-Lesson Selections Each teacher needs to carefully read the mini-lessons and decide which one(s) would best help his/her students develop an understanding of the concept. The remaining lessons may be used in small groups to help students who need extra support in developing the concepts.</p> <p>Read Aloud Read aloud should be a separate time in addition to your reading workshop block. Depending on the unit of study your read aloud may be connected to your reading workshop block or it may be at a different time of day. Your read aloud block should be 15–30 minutes depending on the age of students and/or the teaching points.</p> <p>Class Reading Notebook It is recommended that the teacher keep a class reading journal about the read alouds (use the SmartBoard if available and accessible). This provides the teacher with regular opportunities to model strong writing about reading including backing up thoughts with evidence from the text. This also provides the teacher an opportunity to model a variety of ways to record thinking about reading (journaling, text feature chart, graphic organizers, etc.).</p> <p>Strategy Groups This unit provides an opportunity to work with strategy groups of children that are struggling with thinking about elements of nonfiction in relationship to each other. For this work it is recommended to use short shared text that can be read and discussed in a short amount of time. It is also recommended that the students have their own disposable copy of the text so they can mark on it during the small group.</p> <p>Book Clubs</p>

	<p>At this point in the year students should be meeting in book clubs. Book clubs will meet a couple of times a week to discuss the texts. It is important for the writing about reading to support the conversations that are building around the text. It is suggested for book clubs to be reading nonfiction texts. One option would be to have a group reading different texts on the same topic. If book clubs are used it is recommended that their reading journal have a separate section for writing about their book club book or they should have a separate reading journal for their book club book. The reason for this is because you want all writing about the same text close together so the students can refer back to it in an efficient manner.</p> <p>Graphic Organizers</p> <p>Teachers need to utilize graphic organizers as a model during Read Aloud. Students should be expected to draw/reproduce these graphic organizers in reading notebook with the exception of struggling readers who may need scaffolding in recording their thinking about reading in their reading notebooks.</p>
<p>Grade Level Expectations</p>	<ul style="list-style-type: none"> ▪ Student will develop vocabulary through text using context clues (R1E.3.3) ▪ Student will develop vocabulary through text using glossary (R1E.4.3) ▪ Student will develop vocabulary through text using dictionary with assistance (R1E.5.3) ▪ Student will apply post-reading skills to identify and explain the relationship between the main idea and supporting details (R1H.1.3) ▪ Student will apply pre-reading strategies to aid comprehension, access prior knowledge, preview, predict, and set a purpose for reading ▪ During reading, students will utilize strategies to, self-question and correct, infer ▪ Student will apply post-reading skills to question to clarify (R1H.2.3) ▪ Student will apply post-reading skills to reflect (R1H.3.3) ▪ Student will apply post-reading skills to analyze (R1H.4.3) ▪ Student will apply post-reading skills to draw conclusions (R1H.5.3) ▪ Student will apply post-reading skills to summarize (R1H.6.3) ▪ Student will apply post-reading skills to paraphrase (R1H.7.3) ▪ Student will locate and interpret information in illustrations to answer questions (R3A.1.3) ▪ Student will locate and interpret information in title to answer questions (R3A.2.3) ▪ Student will locate and interpret information in chapter headings to answer questions (R3A.3.3) ▪ Student will locate and interpret information in table of contents to answer questions (R3A.4.3) ▪ Student will locate and interpret information in charts and diagrams to answer questions

	<p>(R3A.5.3)</p> <ul style="list-style-type: none"> ▪ Student will locate and interpret information in graphs to answer questions (R3A.6.3) ▪ Student will locate and interpret information in glossary to answer questions (R3A.7.3) ▪ Student will locate and interpret information in captions to answer questions (R3A.8.3) ▪ Student will locate and interpret information in maps to answer questions (R3A.9.3) ▪ Student will explain examples of sensory details within the context of nonfiction text (R3B.1.3) ▪ Student will explain examples of figurative language details within the context of nonfiction text (R3B.2.3) ▪ Student will use details from text to answer questions (R3C.1.3) ▪ Student will use details from text to retell main idea and important details (R3C.2.3) ▪ Student will use details from text to organize sequence of events (R3C.3.3) ▪ Student will use details from text to draw conclusions (R3C.4.3) ▪ Student will use details from text to compare and contrast text (R3C.5.3) ▪ Student will use details from text to identify author's purpose for writing text (R3C.6.3) ▪ Student will use details from text to make inferences about problems and solutions (R3C.7.3) ▪ Student will identify information in written text to complete an organizer [note-taking] (W3B.1.3) ▪ Student will formulate keywords and questions to investigate topics (IL1A.1.3) ▪ Student will locate information on keywords in provided resources (IL1B.1.3)
Enduring Understandings	<ul style="list-style-type: none"> • We read to gain knowledge that helps us to understand ourselves and our world. • Critical readers break down parts of the text to understand what an author is saying. • Reading helps us to understand different perspectives and points of view about various topics. • The elements of nonfiction texts help to navigate, understand, and apply important information.
Essential Questions	<ul style="list-style-type: none"> • How can reading help us to explore and understand our world? • How do the elements of nonfiction help us to find, understand, and apply important information? • How does understanding the author's purpose help us learn new information?
Vocabulary	<ul style="list-style-type: none"> • Analyze - to examine by parsing or breaking down into smaller parts or elements (R1H) • Author Purpose - the author's intent or reason for writing: to explain or inform, to entertain, to persuade (R2C) • Compare - To tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities (R1I) • Context Clues - information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase (R1E)

- **Contrast** - To explain how things are different (R1I)
- **Draw Conclusions** - use of facts and inferences to make a judgment or decision (R1H)
- **Genre** - categories used to classify literature (e.g., fiction, non-fiction, poetry, drama) (R1I)
- **Graphic Organizer** - a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following:
 - advance organizer: previews instruction and provides familiar concepts that connect and anchor the new learning
 - chart: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words
 - cluster, concept map, or web: presents written ideas around a theme, characteristic, category, or word
 - diagram: shows how something works, how it is constructed, or how its parts relate to one another
 - graph: presents information with lines, pictures, and symbols
 - mind map: uses pictures and symbolic drawings rather than written (W1A)
- **Infer** - to draw meaning from a combination of clues in the text without explicit reference to text (R1G)
- **Keywords** - words and phrases used in the research process to locate appropriate information (IL1A)
- **Main Ideas** - the words and phrases used in the research process to locate appropriate of the text (R1H)
- **Non-Fiction** - writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications) (R1H)
- **Paraphrase** - using one's own words to express the main ideas in what has been read, seen or heard (R1H)
- **Post-Reading Skills** - strategies used to reflect on reading and integrate new information and concepts with previously learned understandings (R1H)
- **Predict** - to use context and content clues to anticipate what might happen next (R1F)
- **pre-reading strategies** - activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading (R1F)
- **Read-Alouds** - prose or poetry that is read aloud with students (Read-aloud texts are generally at a higher reading level than the listener would be able to read and comprehend independently.)

	<p>(R1G)</p> <ul style="list-style-type: none"> • Reflect - to think about and write or speak one's views in response to a text or presentation (R1H) • Respond to Text - to express one's thoughts and feelings about a work to reinforce understanding of the text (Responses may be oral or written, informal or formal, and include retelling the story, journaling, literary analysis, or may take the form of visual or performance art.) (R1H) • Sensory details - details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery) • Summarize - make a brief statement about the essential ideas in a text (R1H) • Supporting Details - examples provided to describe, explain, or reinforce the main idea (R1H) • Text Features - parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.) (R2A) • Vocabulary - the words one can understand and use correctly (R1E)
Knowledge and Skills	<p>Knowledge</p> <ul style="list-style-type: none"> • Students will know how to reflect, analyze, and draw conclusion after reading texts. • Students will be able to make predictions, draw conclusions, and compare and contrast using details from the text. • Students will be able to recognize the elements of nonfiction. • Students will apply their understanding of nonfiction elements to a variety of text. • Students will know how to clearly record their thinking about new information within their reading notebooks, using evidence to support their entries. • Students will know how to develop vocabulary to aid comprehension. • Students will be able to identify examples of sensory details and figurative language in nonfiction texts. <p>Skills</p> <ul style="list-style-type: none"> • Students will use context clues and glossaries to develop vocabulary. • Student will apply post-reading skills to reflect, analyze, and draw conclusions. • Students will locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions

	<ul style="list-style-type: none"> • Explain examples of sensory details and figurative language within the context of nonfiction text • Use details from text to answer questions, retell main idea and important details, organize a sequence of events, identify simple cause and effect, draw conclusions, compare and contrast texts, identify author's purpose for writing text, make inferences about problems and solutions • Students will clearly record their thinking about text. 																																														
Assessment and Scoring Guides	<ul style="list-style-type: none"> • End of Unit Common Assessment • Conferencing Notes • Review of Reading Notebooks (Independent, Read-Aloud, and Small Group) • Reading Notebook Scoring Guide 																																														
Resources	<p>Anchor Texts:</p> <table> <tr> <th>Title</th><th>Location</th></tr> <tr> <td>"Ancient Egypt" p.50</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"Battling Over Alaska's Oil" p.52</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"Brazil" p.60</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"Can Venice Be Saved?" p.48</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"How a Hurricane Works" p.44</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"I Feel Sooo Sick!" p.46</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"The Coral Reef Crisis" p.36</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"The Galapagos Islands Face a Sticky Situation" p.34</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"The West is Burning" p.42</td><td>Time for Kids: Exploring Nonfiction, Level 3</td></tr> <tr> <td>"A Sign of Hope" p.30</td><td>Time for Kids: Exploring Nonfiction, Level 2</td></tr> <tr> <td>"Digging Up Dinosaurs" p.32</td><td>Time for Kids: Exploring Nonfiction, Level 2</td></tr> <tr> <td>"Matter" p.30</td><td>Time for Kids: Exploring Nonfiction, Level 5</td></tr> <tr> <td><u>Animals Nobody Loves</u></td><td>3 Summarizing</td></tr> <tr> <td><u>Big Blue Whale</u></td><td>1 Connecting</td></tr> <tr> <td><u>Endangered Elephants</u></td><td>2 Summarizing</td></tr> <tr> <td><u>Fighting Fires</u></td><td>1 Summarizing</td></tr> <tr> <td><u>Football in Action</u></td><td>2-3 Nonfiction: Describing a Process</td></tr> <tr> <td><u>How My Family Lives In America</u></td><td>1 Summarizing</td></tr> <tr> <td><u>March of the Penguins</u></td><td>1 Questioning</td></tr> <tr> <td><u>Mount Rushmore</u></td><td>1 Summarizing</td></tr> <tr> <td><u>Teammates</u></td><td>2- 3 Determining Importance</td></tr> <tr> <td><u>The Emperor Lays and Egg</u></td><td>1 Summarizing</td></tr> </table>	Title	Location	"Ancient Egypt" p.50	Time for Kids: Exploring Nonfiction, Level 3	"Battling Over Alaska's Oil" p.52	Time for Kids: Exploring Nonfiction, Level 3	"Brazil" p.60	Time for Kids: Exploring Nonfiction, Level 3	"Can Venice Be Saved?" p.48	Time for Kids: Exploring Nonfiction, Level 3	"How a Hurricane Works" p.44	Time for Kids: Exploring Nonfiction, Level 3	"I Feel Sooo Sick!" p.46	Time for Kids: Exploring Nonfiction, Level 3	"The Coral Reef Crisis" p.36	Time for Kids: Exploring Nonfiction, Level 3	"The Galapagos Islands Face a Sticky Situation" p.34	Time for Kids: Exploring Nonfiction, Level 3	"The West is Burning" p.42	Time for Kids: Exploring Nonfiction, Level 3	"A Sign of Hope" p.30	Time for Kids: Exploring Nonfiction, Level 2	"Digging Up Dinosaurs" p.32	Time for Kids: Exploring Nonfiction, Level 2	"Matter" p.30	Time for Kids: Exploring Nonfiction, Level 5	<u>Animals Nobody Loves</u>	3 Summarizing	<u>Big Blue Whale</u>	1 Connecting	<u>Endangered Elephants</u>	2 Summarizing	<u>Fighting Fires</u>	1 Summarizing	<u>Football in Action</u>	2-3 Nonfiction: Describing a Process	<u>How My Family Lives In America</u>	1 Summarizing	<u>March of the Penguins</u>	1 Questioning	<u>Mount Rushmore</u>	1 Summarizing	<u>Teammates</u>	2- 3 Determining Importance	<u>The Emperor Lays and Egg</u>	1 Summarizing
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	<p>Teacher Resources: <u>Strategies That Work (2nd Edition)</u> by Harvey & Goudvis</p>
Teacher Notes	<p>This is a proposal of a sequence of mini-lessons that build upon each other. In order for students to develop an understanding of the concepts presented, you will need to choose mini-lessons in an order that will scaffold students' learning. If you have objective evidence that your students have developed a solid understanding of the early key teaching points, then you may move a little quicker. However, this would allow times when you could differentiate instruction and reteach skills/concepts that are being carried over from units of study previously taught throughout the year. <u>Pieces of literature referenced in this unit are examples.</u> You need to select similar texts that will engage your students and offer an equal opportunity for learning.</p> <p>WRITING ABOUT READING</p> <p>The previous units this year have stressed the importance of writing about reading. It is important to continue emphasizing that writing. There are two ways to write about reading, students need to be aware of the two different types of writing and know when to use which type.</p> <ul style="list-style-type: none"> • Responding To Reading (React to the text): This is an opportunity for students to write about their reaction, their thinking or their ideas about their reading. This would include 'I wonder..., I predict..., I infer..., I was surprised when..., it angered me when..., etc.' This type of writing is done to help the reader work through their thinking in order to develop a deeper understanding of the text. Begin to work on synthesis, developing theme and so forth. • Responding About Reading (Tell about the text): This is an opportunity for students to write what they understand directly from the text – this is working on retelling and summarizing the text. Most often this is what is asked for on standardized tests. (Example: Identify the main character and the problem they have encountered) <p>The teacher will need to make it clear to the students what type of writing is expected in the reader's notebook- it should be a combination of both 'respond to' and 'respond about' writing.</p> <p>One way to include reading notebooks is to have the students bring them to the carpet during read aloud and/or mini-lessons.</p> <p>Students also need to be taught how to use their writing to help them think about their reading. This is really reinforced during book club sessions.</p> <ul style="list-style-type: none"> • Rewind to get back into text • reread entries to clarify confusion

	<ul style="list-style-type: none"> • reread entries to determine pattern in character actions <p>Anchor Chart This unit suggests the use of an anchor chart.</p>
Sample Calendar	See Sample Calendar.

Third Grade Reading: Non-Fiction

Grade 3: Reading Nonfiction

Sample Calendar

This is a suggested pacing for unit. You will need to adjust, based on needs of your students.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	<u>Mini-lesson</u> Noticing differences in fiction and nonfiction texts.	<u>Mini-lesson</u> Author's Purpose	<u>Mini-lesson</u> Activating Your Schema	<u>Mini-lesson</u> Asking yourself questions to set a purpose for reading	<u>Mini-lesson</u> Noticing nonfiction text features
WEEK 2	<u>Mini-lesson</u> Using nonfiction text features: pictures and captions	<u>Mini-lesson</u> Using nonfiction text features: headings and subheadings	<u>Mini-lesson</u> Using nonfiction text features: table of contents	<u>Mini-lesson</u> Using nonfiction text features: types of print	<u>Mini-lesson</u> Using nonfiction text features: glossary
WEEK 3	<u>Mini-lesson</u> Using nonfiction text features: maps	<u>Mini-lesson</u> Using nonfiction text features: charts, diagrams, graphs	<u>Mini-lesson</u> Paying attention to every detail on the page	<u>Mini-lesson</u> How does a reader know when they just read new information?	<u>Mini-lesson</u> How does a reader revise their thinking?
WEEK 4	<u>Mini-lesson</u> Main idea and supporting details	<u>Mini-lesson</u> Make sure you understand what you are reading – stop and retell the main idea	<u>Mini-lesson</u> Text features draw readers to important information	<u>Mini-lesson</u> Interesting vs. important details	<u>Mini-lesson</u> Sticky notes
WEEK 5	<u>Mini-lesson</u> Text Structures - Description	<u>Mini-lesson</u> Text Structures - Sequence	<u>Mini-lesson</u> Assessment	<u>Mini-lesson</u>	<u>Mini-lesson</u>

This blank calendar is attached for teachers to use as a template when planning unit for own classroom. When using template, teachers may want to think about how long unit is designed to take, plan for when to give assessment and work backward to decide which lessons to teach for his/her classroom.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 2	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 3	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 4	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 5	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>

Third Grade – Reading: Story Elements Sample Mini-Lessons

[illegible]

<p>PRE-READING STRATEGIES</p>	<p><u>Activating Schema – Thinking About What You Already Know About Your Topic</u></p>	<p><u>Active Engagement:</u> “Now I want you and your partner to select a book from this nonfiction tub of books, read the title and then think about the topic the author wants you to learn more about.” Allow the students a few minutes to read and share. Share new information.</p> <p><u>Send Off:</u> “Today when you are reading your nonfiction books you should be asking yourself – ‘what is the author teaching me about?’ because nonfiction is usually written to give you information.”</p> <p>Mini-lesson</p> <p><u>Link:</u> “We have been using strategies to help us learn how to read nonfiction more easily. We have learned that we use some of the same strategies in nonfiction that we use when we read fiction.”</p> <p><u>Teaching Point:</u> “One important strategy that will get us ready to read a nonfiction book is to activate our schema, which means to think about what we already know about our topic.”</p> <p><u>Modeling:</u> “I want to find out more about whales, but first, I am going to think aloud about what I already know about whales. Whales are mammals that feed their young on milk. They have lungs, and breathe air. They have a backbone, and are warm-blooded. I will record that information on a graphic organizer that I will put on chart paper, under the title ‘Activating Schema’.”</p> <p><u>Active Engagement:</u> “Take a moment and think about what you know about your topic. Write a couple of facts that you know in your reading journal. When I say turn and talk, turn to your neighbor and share what you wrote about your topic.” Allow the students a few minutes to activate their schema, jot and share.</p> <p><u>Send Off:</u> “Before you begin reading it is important to activate your schema about your topic by taking the time to stop and think about what you already know about this topic.”</p>
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	<table><tr><th>Text Feature</th><th>Purpose</th></tr><tr><td></td><td></td></tr></table>	Text Feature	Purpose			<p><u>Active Engagement:</u> Students look at various nonfiction texts to begin noticing text features. Create a new chart to identify various text features. Then, lead students to begin thinking about how the text features might help them as readers. You will not fill out the second column of the chart titled “Purpose” until the next lesson.</p> <p><u>Send Off:</u> Give individual students nonfiction texts to notice text features. They could make a list of these in their reading journals.</p>
Text Feature	Purpose					
	<ul style="list-style-type: none"><u>Using Text Features To Help You Understand the Text – Captions and Photographs</u> <p>Suggested text: Time for Kids: Exploring Nonfiction – Level 3 “The Coral Reef Crisis” p.36 “The West is Burning” p.42 “Battling Over Alaska’s Oil” p. 52</p> <p>Remember to add to the text features anchor chart.</p>	<p>Mini-lesson</p> <p><u>Link:</u> “Yesterday, we began looking at text features of nonfiction.”</p> <p><u>Teaching Point:</u> “Today we are going to learn how two of these text features, captions and photographs, help us read nonfiction.”</p> <p><u>Model:</u> Add a second column to your nonfiction chart entitled “How It Helps You.” “Yesterday we noticed that many pieces of nonfiction have captions under the photographs. Watch as I show you how I use this text feature to understand the text.” Show them the photograph from one of the suggested texts and read the picture caption. Think aloud about what you see in the photograph and caption and how they might relate to the article. “This photograph shows what this article is about. And this caption gives me more information about the photograph. Now, I can read the article to find out more information about the topic.” Read part of the article to relate the information in the photograph to the text. “Did you see how I looked at the picture and read the caption and then thought about how it might relate to the text I had read? That is how you can use photographs and captions to help you understand the text better.” Add the purpose of captions (to help the reader better understand a picture or photograph) and photographs (to help the reader understand exactly what something looks like) to the second column of the text features anchor chart.</p> <p><u>Active Engagement:</u> “I have a copy of another article that has a photograph with a caption. I want you and your partner to look at the photograph and the caption and think about how it relates to the text.” Allow the students a few minutes to read and discuss the article. Share about how the</p>				

- **Using Text Features To Help You Understand the Text – Captions and Photographs**

Suggested text:

Time for Kids: Exploring Nonfiction – Level 3

“The Coral Reef Crisis” p.36

“The West is Burning” p.42

“Battling Over Alaska’s Oil” p. 52

Remember to add to the text features anchor chart.

	<ul style="list-style-type: none"> • <u>How to Use Nonfiction Text Features - Headings and Subheadings</u> <p>Teacher Preparation Note: Have copies of nonfiction text with headings and subheadings for students.</p> <p>Remember to add to the text features anchor chart.</p>	<p>photograph and caption helped explain the passage. <u>Send Off:</u> “Today when you are reading in your own texts, if you have captions and photographs take the time to look at them carefully and see if they give you additional information or help you understand the text better.” During the share time, students can talk about how these features helped them. More of students’ ideas can be added to the chart.</p> <p>Mini-lesson <u>Link:</u> “We have been talking about how smart readers read nonfiction by using text features to help them understand it better.” <u>Teaching Point:</u> “Today we are going to talk about two more text features, headings and subheadings, and how they help us to understand the text.” <u>Model:</u> “I am going to model this for you. I am going to look for bold headings and subheadings that might give us clues about the information in the text. The heading of the article is _____ and it tells me what the article is about or gives the author’s message. Here is a subheading that is called _____. I bet the information in this section is about _____. Did you notice how the heading and subheading provides information about the main idea of the text? I can even use the headings and subheadings to think of questions that might be answered by the text.” Provide an example of a question that might be answered in the text according to the information in the heading and subheadings. Add the purpose of headings and subheadings (to help the reader to understand the main idea of the text or a section of the text) to the text features anchor chart. <u>Active Engagement:</u> “I have copies of nonfiction texts with heading and subheadings. Read the headings and subheadings to get a good idea of the information provided in the text. Now, write down some questions that might be answered in the text based on the headings and subheadings.” Give time for students to work and share. <u>Send Off:</u> “Today when you are reading pay attention to headings and subheadings and how they might help you answer questions about the information.”</p>
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	<p>“The Coral Reef Crisis” p.36 “Ancient Egypt” p. 50</p> <ul style="list-style-type: none"> • <u>How to Use Nonfiction Text Features to Help You as a Reader – Glossary to Build Vocabulary</u> <p>Teacher Preparation: Copy a glossary for every two students.</p> <p>Suggested text: <u>Football in Action</u> (2-3 Nonfiction: Describing a Process)</p> <p>Remember to add to the text features anchor chart.</p>	<p>“The author put this word in bold to signal to me, the reader, ‘Look at me, I’m important!’ When I see a word in bold, I need to stop and ask myself why the word is important.” Add the purpose of types of print (to help the reader by signaling important words or information) to the text features anchor chart.</p> <p><u>Active Engagement:</u> Show an overhead of the same or a different article including various types of print. “Notice the different types of print the author used to signal you that the information is important. Think about why it is important.” Allow the students a few minutes to notice types of print. Share about how the types of print can signal we are reading something important.</p> <p><u>Send Off:</u> “Today when you are reading in your own texts, pay attention to the types of print you see. Think about why the author used the different types of print.”</p> <p>Mini-lesson <u>Link:</u> “One of the types of print we noticed yesterday was bold-faced words.” <u>Teaching Point:</u> “Today we are going to talk about how to use the glossary in nonfiction texts to find the definition of those bold-faced words. A glossary is like a dictionary in the back of a nonfiction text, but the glossary will only contain words that are specific to the nonfiction topic. The glossary will contain words that might be new to the reader. When you come to a word that you don’t understand the meaning of in a text, you can turn to the glossary to look up the definition. Sometimes words in bold print are defined in the glossary as well.” <u>Model:</u> “I am going to model for you how to use the glossary as a reader.” Teacher will model how to use the glossary as reading – using to look up words and using to look up definitions of words in bold print. The teacher reads aloud until she comes to a word that she knows is in the glossary. “I am not sure that I understand what this word means. I have reread it and I do not know this word. I am going to look in the glossary and see if there is a definition.” Look up the word and read the definition. Then model how to</p>
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	<p> <ul style="list-style-type: none"> ▪ <u>How to Use Nonfiction Text Features to Help You as a Reader - Maps</u> </p> <p>Remember to add to the text features anchor chart.</p> <p>Suggested Texts: Time for Kids: Exploring Nonfiction, Level 3</p> <p> “The Galapagos Islands Face a Sticky Situation” p. 34 “Can Venice Be Saved?” p.48 “Brazil” p.60 </p>	<p>go back and reread the passage with the word. “Now, I am going to reread the passage to see if I understand what the author is trying to teach me about. Did you notice how I used the glossary to look up meaning of words in text?” Add the purpose of the glossary (to help the reader understand key words to the text) to the text features anchor chart.</p> <p><u>Active Engagement:</u> “Here is another word from the text that I don’t know the meaning. Let’s use the glossary to look up the meaning of the word. Here is a copy of the glossary for you and your partner to look up the meaning of the word.” Give students time to look up the meaning and discuss.</p> <p><u>Send Off:</u> “Today when you are reading, I want you to use the glossary, if your nonfiction book has one, to look up the meaning of words.”</p> <p><u>Link:</u> “We have been talking about how to use nonfiction text features to help us read nonfiction texts.”</p> <p><u>Teaching Point:</u> “Today we are going to learn how maps used in nonfiction text can help us to answer questions and learn new information.”</p> <p><u>Model:</u> Display an overhead of a nonfiction text incorporating a map. Think aloud about what you see in the map and how it relates to the article. “This map helps me to understand where in the world the information in this article takes place. It also gives me more information about the topic.” Add the purpose of maps (to help the reader understand where things are in the world) to the text features anchor chart.</p> <p><u>Active Engagement:</u> “I have a copy of another article that has a map. I want you look at the map and think about how it relates to the text.” Allow the students a few minutes to read and discuss the article. Share about how the map can help us answer questions and learn new information.</p> <p><u>Send Off:</u> “Today when you are reading in your own texts, if you have maps in your text, take the time to look at them carefully and see if they give you additional information or help you understand the text better.” During the share time, students can talk about how these features helped them.</p>
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<p>DURING READING STRATEGIES</p>	<p>Suggested Texts: Time for Kids, Exploring Nonfiction, Level 2 “A Sign of Hope” p.30 “Digging Up Dinosaurs” p.32</p> <ul style="list-style-type: none"> • <u>How Does a Reader Know They Just Read New Information</u> <p>Teacher Preparation: Make an overhead copy of an article for modeling along with student copies.</p> <p>Suggested text: Time for Kids: Exploring Nonfiction, Level 3</p>	<p>example: “Just by looking at the picture caption or the map, I know that the fossils were probably found on Madagascar.” Uncover the main text to display the entire article. Read the first paragraph where it says, “Dinosaurs hunters were digging on Madagascar...” Think aloud about how you used the caption and map to quickly learn information before even reading the article. Emphasize that many questions can be answered by using the text features alone.</p> <p><u>Active Engagement:</u> Display an overhead of “A Sign of Hope.” “Look closely at the text features of this article to answer the following questions: How many monkeys were endangered in year 2001? Where do golden lion tamarins live?” Give students time to answer the questions using the text features. Discuss the answers while emphasizing the importance of paying attention to every detail on the page.</p> <p><u>Send-Off:</u> “Today when you are reading in your own texts, be sure to pay attention to every detail on the page.”</p> <p><u>Mini-lesson</u> <u>Link:</u> “This year in reading we have learned that we need to pay attention to our schema and our inner voice to think about our reading. That same strategy is helpful when reading nonfiction.” <u>Teaching Point:</u> “Today we are going to talk about how a reader knows when they have learned something new. Often times your inner voice will let you know if you have learned something new. However, a lot of times a reader will read and will be reading new information, but is not paying attention to the inner voice in their head that is telling them that they have learned new information. As a reader, you must pay attention to these signals in your head so you can learn new information. ” <u>Model:</u> “Today I am going to read aloud from this article on _____ and think aloud for you how my inner voice can help me as a reader. I am going to read a couple of sentences and think aloud for you when my inner voice tells me I have learned something new. Notice how I record my new learning in the margins of the text.” Teacher will read the first section of the article and think aloud how inner voice tells him/her that they have learned something</p>
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	<ul style="list-style-type: none">• <u>How Does a Reader Revise Thinking Once They Have Learned New Information</u> <p>Suggested text: <u>Endangered Elephants</u> (Grade 2 Summarizing)</p> <table><tr><th>My Thinking Before I read... (schema)</th><th>My thinking after I read... (new learning)</th></tr><tr><td></td><td></td></tr></table>	My Thinking Before I read... (schema)	My thinking after I read... (new learning)			<p>new. Also, write your new learning in the margins of the text. “Did you notice how my inner voice told me I learned something new? My inner voice said ‘wow’ when I learned about_____ and went ‘hmm’ when I learned about_____. You must pay attention to this inner voice that lets you know you have learned new information.”</p> <p><u>Active Engagement:</u> Give students a copy of the article you began reading. “I want you to read the rest of the article and pay attention to your inner voice that lets you know when you have learned something new. Record your new thinking in the margins. When you are done reading, we will share the new information we have learned.”</p> <p><u>Send Off:</u> “Today when you are reading, I want you to listen to your inner voice and pay attention to it when it is telling you that you are learning something new. When this happens take the time to slow down and think about what you are learning. You might want to keep track of your new learning in your reading notebooks.”</p> <p>Mini-lesson</p> <p><u>Link:</u> “We have been learning how to read nonfiction text.”</p> <p><u>Teaching Point:</u> “Today we are going to talk about how readers have to revise their thinking about a topic once they have learned new information. This is called revising your thinking or synthesizing. Sometimes this is hard for a reader to do, but once you have learned something new that is not what you previously thought, it is important to revise your thinking to reflect this new information.”</p> <p><u>Model:</u> “I am going to model for you how to do this. Before I read, I am going to list my current thinking about elephants. Complete the section of the first column of the chart. “For example, ‘I think elephants only eat hay.’ I am going to read a couple of pages from my book and when I come to new information about what elephants eat, I am going revise my thinking.” Read pages 18-19 of <u>Endangered Elephants</u>. Think aloud about how when you read about what elephants eat, your inner voice tells you that you have just learned new information. Record the new information in the second column of the chart. I must revise my thinking since what I thought before was not completely correct. Did you notice how I had to change or revise my</p>
My Thinking Before I read... (schema)	My thinking after I read... (new learning)					

MAIN IDEA	<ul style="list-style-type: none"><u>Main Idea and Supporting Details</u>	thinking to reflect new information I learned?” <u>Active Engagement:</u> “Write down one thing you know about the size of an elephant body. Now, listen as I read about the size of elephants.” Read the first paragraph on page 10. “Write down one new thing that you learned about the size of an elephant. Think about how you had to change or revise your thinking.” Allow time to think and share thoughts. <u>Send Off:</u> “So when you are reading, I want you to make sure that when you learn new information, you must revise your thinking and let the new information replace the other information you already had. You can also record this new information in your reader’s notebook.”

	<ul style="list-style-type: none"> • <u>Making Sure You Understand What You Are Reading: Stop and Retell the Main Idea</u> 	<p>Write your thoughts in your reading notebooks (in a t-chart or as a list)." Allow students time to work and discuss text. Have students share to make sure they correctly identified the main idea and supporting details. <u>Send Off:</u> "As you are reading you should be asking yourself these two questions – 'What is this mainly about?' and 'What are the details that support that main idea?' Record your thinking in your reader's notebooks so you can share today."</p> <p>Mini-lesson <u>Link:</u> "Yesterday we talked about how to determine the main idea by asking, 'what is this mainly, or mostly, about?'" <u>Teaching Point:</u> "When you are reading nonfiction, there is a lot of information to take in. Sometimes as readers it becomes too much for us to remember. One strategy that you can use to help you make sure that you understand what you have read and to help you remember the new information is to stop and retell the main idea." <u>Model:</u> "Watch as I show you what I do when I stop and retell the main idea of a nonfiction text. As a class we have been reading about _____, so far we know that _____. Today, I am going to read to find out _____. As I read, pay attention to what I do." The teacher will read a short passage of the text. Stop at the end of a section and retell the passage in his/her own words. It might be good to model twice and during the second time model being confused and rereading to get clarity. "Did you see how I stopped after reading a section of the text and I made sure that I understood and could retell the main idea?" <u>Active Engagement:</u> "I am now going to read the next section of the text. I want you to listen carefully and make sure that you understand what is happening." Read the text aloud. "Turn to your neighbor and retell the main idea of this section of text. See how when you break the text into smaller parts it is not as much information to think about. That helps readers make sure they understand what they have read." <u>Send Off:</u> "Today when you are reading, practice stopping at the end of each section to retell the main idea. It helps to ask, 'What is the author trying to teach me about?' Then restate the main idea in your own words."</p>
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<p>DETERMINING IMPORTANCE</p>	<ul style="list-style-type: none"> • <u>Text Features That Draw Reader to Importance</u> 	<p>Mini-lesson <u>Link:</u> “Earlier we learned about the important text features of nonfiction and we have been learning how to keep track of new things that we learn in nonfiction.” <u>Teaching Point:</u> “Today we will learn how to use those text features to help us determine important information. Let’s look at our chart of text features that we created at the beginning of this unit. When we see these different fonts and effects, such as titles, headings, boldface print, color print, italics, bullets, captions, labels, headings, subheadings, maps, diagrams, charts, and information boxes, we should realize that these signal important information. These text features should tell you something important is coming and signal you to slow down and read carefully!” <u>Model:</u> “Watch as I show you how I use text features as a clue that something important is coming.” The teacher will read aloud and think aloud how text features signal something important is coming. “Did you notice how when I got to a text feature I slowed down my reading, reread the passage and asked myself –‘What did I just learn?’ When you come across text features - they are a clue from the author that you need to slow down and read carefully. You may even want to reread, think, and ask yourself, “what did the author just tell me that was important to remember?” The teacher may also want to model recording this information. <u>Active Engagement:</u> “Now, I have a copy of an article from <u>Time For Kids</u>. I want you and your partner to read. Pay close attention to the text features that signal something important is about to come. Keep track of your thinking in the margins.” Allow the students a few minutes to work. Discussion: As students share, the teacher will use an overhead copy of the same article to keep track and mark the text features that helped the students find important information. Keep track of time; the children like to discuss the content. <u>Send Off:</u> “When you are reading during independent reading time, pay attention to the text features. When you come across one, slow your reading down, reread it and then ask yourself what did the author just say that was really important? You should keep track of these important facts in your reading journal using one of the note taking systems we have learned about.”</p>
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	<ul style="list-style-type: none"> • <u>Interesting vs. Important Details</u> <p>Teacher Note: Refer to p.167 of <u>Strategies That Work (2nd edition)</u> for a more detailed description of this lesson.</p>	<p>Mini-lesson <u>Link:</u> “Yesterday we talked about how a reader uses the text features to deepen their understanding about what they read.” <u>Teaching Point:</u> “Today we are going to talk about how a reader must pay attention to what is important as they read. In nonfiction text, an author usually has a main idea they want to teach you about and then they follow that with small interesting facts that support the main idea. Sometimes as readers we get caught up in the small interesting facts because they are amazing. We may think those details are important because they are so interesting. However, as a reader we need to always ask ourselves what the author thinks is important, this is usually the main idea and the details that support it.” <u>Model:</u> “First, I’m going to write what I think is important to me because it’s so interesting.” Write an interesting detail from a nonfiction text that could be considered important to you, but does not fit with the author’s main idea. “Then, I think about what is important to the author, or the main idea and then the small interesting details that support that main idea.” Model this concept for students. “Did you notice how writing what I thought was important and then thinking about what the author thinks is important (the main idea) helps me to decide what is truly important and what is just really interesting?” <u>Active Engagement:</u> “I have copied a page from my text and I want you and your partner to read it. Then, ask yourself, ‘what’s important to me?’ and write your response. Next, ask yourself, ‘what did the author most want me to remember – what’s the main idea?’ Write that response.” Allow students time to share with each other. <u>Send Off:</u> “Today when you are reading, ask yourself, ‘what’s important to me?’ and record your thinking in your notebook. Then, ask yourself, ‘what’s important to the author – what does the author most want me to remember?’ and record your thinking in your notebook.”</p> <p>Mini-lesson <u>Link:</u> “We have learned that nonfiction teaches us new information.” <u>Teaching Point:</u> “It is important for us to remember the new information so</p>
	<ul style="list-style-type: none"> • <u>Note Taking – Sticky Notes</u> 	

	<p>Importance)</p> <p>Teacher Preparation: Copy the attached excerpt from <u>March of the Penguins</u> for every two students for active engagement.</p> <p>Teacher Note: <i>You may want to repeat this lesson using other suggested text.</i></p>	<p>words that help you to put facts, events, or ideas in the order that they happened.”</p> <p><u>Active Engagement:</u> “I have copied another section of the text. With your partner, read the section. Mark places that are clues (or signal words) that help you to put the events in order.”</p> <p><u>Send Off:</u> “When you are reading, notice if your text is structured using sequence of events. Notice any clues, or signal words, that help you to put the facts, events, or ideas in order. Record any signal words in your notebook.”</p> <p>is Compare and Contrast. Many texts show comparisons and contrasts between information presented. That means showing how things are the same in many ways, and how they are different in many ways.”</p>
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Key Words for Sequence Text Structure

Sequence
<ul style="list-style-type: none">• Until• Before• After• Next• Finally• Lastly• First/last• Then• On (date)• At (time)

Strategies That Work: Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Anne Goudvis

Sample Text Features Anchor Chart

Text Feature	Purpose
<ul style="list-style-type: none"> • photographs or illustrations • picture captions/labels • headings and subheadings • table of contents • types of print • glossary • maps • charts, diagrams, graphs 	<ul style="list-style-type: none"> • to help the reader understand exactly what something looks like • to help the reader better understand the picture or photograph • to help the reader understand the main idea of a text or a section of text • to help the reader find key topics in a book in the order they were written • to help the reader by signaling important words or information • to help the reader understand key words in the text • to help the reader understand where things are in the world • to help the reader understand important information by displaying it as a visual aid

Excerpt from March of the Penguins

One day in early June, in the very middle of winter, the females start laying their eggs.

As soon as the eggs are laid, the mothers must return to the sea to eat. But before they leave, each mother carefully passes her egg to its father. It's a very delicate process.

The father makes a nest for the egg on his feet, keeping it safe and warm beneath a flap of skin on his belly.

While the fathers care for the eggs, the exhausted mothers march. The moon and stars light their way.

Miles of new ice have formed along the shore, so they must walk even farther this time. When the mothers finally get to the sea, they are eager to take the plunge.

Title: Nonfiction
End of Unit Common Assessment

Writer(s): Parkway School District

Local Learner Objective(s):

Reading 1E.3.3, 1H.2.3, 2C.1.3, 2C.9.3, 3A.1.3, 3A.3.3, 3C.1.3, 3C.2.3, 3C.4.3, and 3C.6.3

Missouri Grade Level Content Expectation(s):

Reading 1E.3.3, 1H.2.3, 2C.1.3, 2C.9.3, 3A.1.3, 3A.3.3, 3C.1.3, 3C.2.3, 3C.4.3, and 3C.6.3

Show-Me Standards Addressed:

Knowledge(Content):	Performance(Process):
CA 2 and 3	1.5, 1.6, 2.4, 3.1, and 3.5

Grade Level: 3
Subject Area: Reading

Materials Needed for Assessment Completion:

- Copy of assessment for each student
- Pencil

Pre-Assessment Instructions:

- Part 1 – Students will have 15 minutes to complete – Part 1 of Caring for Pet Rat.
- Part 2 – Students will have 18 minutes to complete – Part 2 of Caring for Pet Rat.
- Part 3 – Part 3 is not timed. Students will have unlimited time as long as they are still working.
- Part 4 – Part 4 is not timed. Students will have unlimited time as long as they are still working.

Points Possible: 30 total points

Name _____

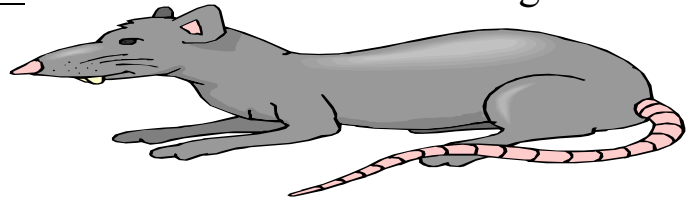
Date _____

Part 1

Read the first section of Caring for a Pet Rat and answer numbers 1 through 3.

Caring for a Pet Rat

By Holly Beckstead



Pity the poor pet rat.

Food and Water

For 150 years he has been bred to be loving, clean, and friendly, yet many people still confuse him with his meaner cousin – the wild rat. Instead of Mickey Mouse, they think of a dirty rat in a cave or a tunnel.

A rat will eat just about any food a person will eat. However, a pet rat should be given food that keeps it healthy. Packaged rat food is the easiest to use. Seeds, grains, and cereals can also be fed to your rat. You can give your rat healthy treats like fresh fruit or vegetables, too.

But pet rats are not the same as wild rats. They are not dirty, diseased, or mean. In fact, pet rats are clean, smart, and playful. That's why rat lovers find they make excellent pets.

A rat's teeth are constantly growing, so rats like to gnaw or grind their teeth together. You should give your pet rat something hard to chew on, like a carrot or dog biscuit. A raw rib bone or even a piece of hard wood will help the rat take care of its teeth.

With patience and care, a young rat can be taught to come when you call. It can also be taught to do tricks like stand up or find its way through a maze.

Do not give your rat too much meat, peanuts, or other foods with a lot of fat in them. You also should not give your rat junk food like candy or chips.

Rats are not difficult to care for, but they do have certain needs. The following is a brief guide to caring for your pet rat.

Make sure you give your rat fresh water daily. It is best to buy your rat a water bottle with a tube. Rats may drink water out of a bowl or a shallow cup, but they will also spill it and soak the bedding in their cage.

1. According to the passage, why is it best to buy your rat a water bottle with a tube?
 - ☐ A bottle with a tube is easiest to refill.
 - ☐ Rats spill less water from a bottle with a tube.
 - ☐ A bottle keeps the water colder than a bowl does.
 - ☐ Rats find it too difficult to drink water out of a bowl.
2. Look at the chart.

What Rats Eat	
Healthy Foods for a Pet Rat	Unhealthy Food for a Pet Rat
seeds	candy
grains	peanuts
dog biscuits	?

Which of these best completes the chart?

- ☐ apples
 - ☐ carrots
 - ☐ dry cereals
 - ☐ potato chips
3. Read this sentence from the story.

“A rat’s teeth are constantly growing, so rats like **gnaw** or grind their teeth together.”

What does **gnaw** mean in this sentence? Give **one** detail or clue from the story that helps you understand the meaning.

What **gnaw** means:

Detail or clue: _____

Part 2

Read the rest of the passage Caring for a Pet Rat and answer numbers 4 through 11.

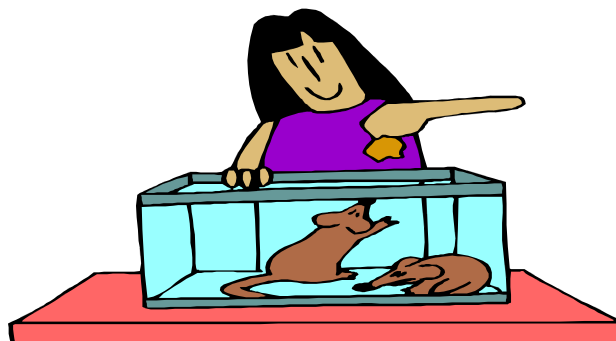
Shelter

An adult rat should have a large enough cage to give it room to move around. Metal or strong plastic cages are good. All cages should have a solid floor with a bedding of soft paper, wood chips, shavings, or cat litter. The bedding should be changed two to three times a week to prevent it from smelling. Rats like to be clean and spend a great amount of time each day **grooming** themselves and each other. The first thing a rat does when it wakes up is stretch, yawn, and groom.

To add some fun, put cardboard toilet paper rolls or plastic pipes in the cage. Your rat will love exploring these and will rest and sleep in them, too.

Love and Care

Rats are **social** animals that like to be with people and with other rats. They are playful and smart enough to play games like tag, tug-a-war, and peek-a-boo. They need time out of their cage every day to explore and play with their owners.



As with all pets, caring for a rat is a responsibility. They need food, water, a clean home, and a loving **companion** to play with. If you just want a pet to look at – buy a goldfish. But if you're looking for a pet that is friendly, smart, and easy to care for, then a rat may be a good choice for you.

Glossary

companion – an animal a person spends a lot of time with

grooming – cleaning the fur or skin

social – prefers to be around others

4. Use the glossary from Caring for Pet Rats to choose the sentence that uses the word **grooming** correctly.
- ☐ I was grooming my house.
 - ☐ The cat was grooming himself by licking his paws.
 - ☐ My mom was grooming the garden.
 - ☐ My brother was grooming the grass in the yard.
5. The passage Caring for Pet Rats is an example of
- ☐ a play
 - ☐ nonfiction
 - ☐ a poem
 - ☐ fiction
6. Which question about pet rats could you answer by reading this passage?
- ☐ How long do pet rats sleep?
 - ☐ Where can you get a pet rat?
 - ☐ How do pet rats care for their young?
 - ☐ How can you make a pet rat cage more fun?
7. The author suggests putting toilet paper rolls or plastic pipes in the cage so the rat will have a place to
- ☐ store food
 - ☐ explore and rest
 - ☐ hide from enemies
 - ☐ stay warm and dry
8. Which idea from the passage best supports the author's statement that rats are "social animals"?
- ☐ Rats stretch and yawn when they wake up.
 - ☐ Rats like to gnaw or grind their teeth together.
 - ☐ Rats like to be with people and with other rats.
 - ☐ Rats will eat just about anything a person will eat.

9. If the author would write another section of this passage with a heading titled “Caring for Their Young”, which of the following information could you expect to find in that section?
- ☐ where you can buy a pet rat
 - ☐ how pet rats take care of their babies
 - ☐ how to care for a sick pet rat
 - ☐ what to do if a pet rat gets sick

10. Write one word that author uses to describe a pet rat.

How does this describing word help you understand pet rats?

11. What are two special things a pet rat can be trained to do?
Use details from the story to support your answer.

1. _____

2. _____

Part 3

Read the article Birds Do It! Recycle! and answer numbers 12 through 18.

12. Read these sentences from the article.

“If you collect paper, cloth, string or paper clips, your friends might call you a pack rat. But if you’re a bird, you’re just building the coolest house in the neighborhood.”

A pack rat is someone who

☐ likes mice

☐ has a house

☐ builds a nest

☐ keeps things

13. Birds build nests to keep chicks warm because warm chicks

☐ need to eat less food.

☐ learn to fly more quickly.

☐ are safer from nearby cats.

☐ will build a better nest.

14. The author uses the picture of the nest to show

☐ the pieces in a bird nest.

☐ where the birds build nests.

☐ how to build a bird nest.

☐ what bird eggs look like.

15. Birds probably choose white yarn over other colors because the white yarn

☐ is short

☐ is warm

☐ looks like cotton in the wild

☐ looks like lint from a clothes dryer

16. What should you do with a collection box for birds?

- ☐ Put berries in it.
- ☐ Hang it on a tree.
- ☐ Build a nest with it.
- ☐ Place it in your house.

17. Why did the author write Birds Do It! Recycle!?

- ☐ to show how to find a bird nest
- ☐ to get readers to clean up garbage
- ☐ to show how birds use our trash
- ☐ to tell readers how people are like birds

18. What is the main idea for this article? Explain and support the main idea with two details from the article.

Main

Idea: _____

Detail

1: _____

Detail 2: _____

Part 4

Read the letter below and answer numbers 19 through 23.

19. As Robert wrote this letter, he was probably feeling

- ☐ lonely
- ☐ excited
- ☐ angry
- ☐ silly

20. Give **two** details from the letter that help you create a clear image in your mind of what it would be like to travel in a covered wagon.

1. _____

2. _____

21. What does Robert miss most about Pennsylvania?

- ☐ his old house
- ☐ the mountains
- ☐ his friend and neighbors
- ☐ Thunder Pond

22. How do you know this letter was written long ago?
Support your answer with **two** details from the passage.

1. _____

2. _____

23. What direction did Robert's family travel to get from Pennsylvania to St. Louis?
- ☐ south
 - ☐ southwest
 - ☐ east
 - ☐ northeast

Scoring Guide

Part 1

Item #1

GLE: R3C.1.3

- 1 – Rats spill less water from a bottle with a tube.
- 0 – other

Item #2

GLE: R3C.1.3

- 1 – potato chips
- 0 – other

Item #3

GLE: R1E.3.3

- 2 – Student correctly defines gnaw with definition that includes [‘chew, etc.’] and supports with detail from the text [‘you should give your rat something hard to chew on, like a carrot or a dog biscuit, etc.’]
- 1 – Student correctly defines gnaw but detail is vague
- 0 – other

Part 2

Item # 4

GLE: R3A

- 1 – The cat was grooming himself by licking his paws.
- 0 – other

Item #5

GLE: R3C

- 1 – nonfiction
- 0 – other

Item #6

GLE: R1H.2.3

- 1 – How can you make a pet rat cage more fun?
- 0 – other

Item #7

GLE: R3C.1.3

- 1 – explore and rest
- 0 – other

Item #8

GLE: R1E3.3

- 1 – Rats like to be with people and with other rats.
- 0 – other

Item #9

GLE: R3A.3.3

- 1 – how pet rats take care of their babies
- 0 – other

Item #10

GLE: R3C.2.3

- 2 – Student lists describing word about pet rats used in the story and supports with clear evidence from the text [friendly because like to be with other rats and people, smart because can be trained to come when called, find way through maze, clean because groom themselves each day, etc.]
- 1 – Student lists describing word but does not support with evidence from the text
- 0 – other

Item #11

GLE: R3C.1.3

- 2 – Student support answer with 2 details from the text [come when you call, do tricks like stand up, find way through maze, play tag, tug-a-war, etc]
- 1 – Student supports answer with 1 detail from the text
- 0 – other

Part 3

Item #12

GLE: R1E.3.3

1 – keeps things
0 – other

Item #13 GLE: R3C.1.3
1 – learn to fly more quickly
0 – other

Item #14 GLE: R3A.1.3
1 – the pieces in a bird nest
0 – other

Item #15 GLE: R3C.1.3
1 – looks like cotton in the wild
0 – other

Item #16 GLE: R3C.1.3
1 – hang it on a tree
0 – other

Item #17 GLE: R3C.6.3
1 – to show how birds use our trash
0 – other

Item #18 GLE: R1H.1.3 and 3C.2.3
3 – Student identifies correct **main idea** of article [how birds use trash to build nests, what birds use to build their nests, etc.] and **2 supporting details** [birds use yarn, shoelaces, lint, cotton, birds use natural materials like twigs, grass, etc., how to make a collection box of stuff for birds to use to build nests, etc.]
2 – Student supports answer with 2 of above components
1 – Student supports answer with 1 of above components
0 – other

Part 4

Item #19 GLE: R2C.2.3
1 – lonely
0 – other

Item #20 GLE: R2C.4.3
2 – Student support answer with 2 details from the text [bouncing along dusty trails, it's been seven weeks, the picture, the map, etc]
1 – Student supports answer with 1 detail from the text
0 – other

Item #21 GLE: R2C.9.3
1 – his friends and neighbors
0 – other

Item #22 GLE: R2C.1.3
2 – Student completes answer with 2 details supported by clear evidence from the text ['letter dated 1871, bounced along in covered wagon, took seven weeks to get from Pennsylvania to Missouri, clear land, build own home, etc,']
1 – Student completes answer with 1 detail supported by clear evidence from the text
0 – other

Item #23 GLE: R3A
1 – southwest
0 - other