



# Being a Reader™

EXPANDED SECOND EDITION

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## Scope and Sequence

Grade 3

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
<p><b>Unit 1</b> THE CLASSROOM COMMUNITY 4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Hey, Wall: A Story of Art and Community</i></li> <li>• <i>The Good Little Book</i></li> <li>• “Your Brain on Books”</li> <li>• <i>My Papi Has a Motorcycle</i></li> <li>• <i>Olympic Spirit</i></li> <li>• <i>Just in Case</i></li> <li>• <i>A Boy and a Jaguar</i></li> <li>• <i>Thesaurus Has a Secret</i></li> <li>• “Words with Wings”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• learn about genre</li> <li>• discuss their reading lives and share with the class what they like to read</li> <li>• use the reading strategies of questioning, making connections, and visualizing</li> <li>• explore themes in fiction and narrative nonfiction</li> <li>• explore nonfiction text features</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• learn a procedure for selecting books</li> <li>• practice choosing books on their own</li> <li>• learn a procedure for self-monitoring and practice it as they read</li> <li>• learn and use “fix-up” strategies</li> <li>• write about their ideas in their reading journals</li> <li>• notice what they are thinking about as they read</li> </ul>	<ul style="list-style-type: none"> <li>• learn about and spell words with the inflectional endings <i>-s</i>, <i>-es</i>, <i>-ing</i>, and <i>-ed</i></li> <li>• learn about and spell words with the common syllable types <i>-le</i> and final <i>e</i></li> <li>• read and sort polysyllabic words</li> <li>• learn about open and closed syllables</li> <li>• sort words by spelling strategies, sound, inflectional endings, and base word</li> <li>• learn and use online dictionaries</li> <li>• build a word collection</li> </ul>	<ul style="list-style-type: none"> <li>• listen respectfully</li> <li>• share ideas</li> <li>• build and reflect on the classroom community</li> <li>• learn and practice classroom procedures</li> <li>• take responsibility for their learning and behavior</li> <li>• handle materials responsibly and share them fairly</li> <li>• ask clarifying questions and confirm each other’s thinking</li> <li>• share their partners’ thinking with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 1–4 (weekly throughout the unit)</li> <li>• Comprehension Checks 1–3</li> <li>• IDR Conference Record 1 (ongoing from Week 2, Day 5)</li> <li>• D-ELD Unit 1 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 1 End-of-Unit Assessment (Week 4)</li> <li>• Unit 1 Reading Comprehension Assessment (Week 4)</li> <li>• Word Study Assessment (Week 4)</li> </ul>
<p><b>Unit 2</b> STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks</p>	<ul style="list-style-type: none"> <li>• <i>The Three Ninja Pigs</i></li> <li>• <i>Ninja Red Riding Hood</i></li> <li>• “The Sparrow and the Feathers”</li> <li>• <i>Birdsong</i></li> <li>• “Mommy Who Walks on the Sea”</li> <li>• “Treat”</li> <li>• <i>Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service</i></li> <li>• “Protecting Our Land: The Journey of the National Park Service”</li> <li>• <i>Parks for All: US National Parks</i></li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• use the thinking tools “Stop and Ask Questions” and double-entry journals</li> <li>• use reading strategies, including making inferences, making connections, questioning, visualizing, determining importance, summarizing, and synthesizing</li> <li>• learn about and discuss the story elements of character, setting, plot, theme, and challenges</li> <li>• identify important events and use these to identify main ideas in the text</li> <li>• make and confirm predictions</li> <li>• discuss the organization of nonfiction: description and compare/contrast</li> <li>• use text features</li> <li>• write a shared summary of a text</li> <li>• consider what they think about the topics and how their thinking might have changed</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• complete a reading self-assessment and establish reading goals</li> <li>• generate independent thinking</li> <li>• write a reading journal entry</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, analyze, and spell polysyllabic words</li> <li>• learn about the <i>r</i>-controlled and vowel team syllable types</li> <li>• discuss the prefixes <i>re-</i> and <i>un-</i></li> <li>• discuss the suffixes <i>-ful</i>, <i>-less</i>, <i>-ly</i>, <i>-ion</i>, <i>-tion</i>, <i>-sion</i>, and <i>-ation</i></li> <li>• use affixes for clues about meaning</li> <li>• use context to determine meaning</li> <li>• discuss the literal and nonliteral meaning of figurative language</li> <li>• learn syllabication strategies</li> <li>• explore the meaning of adjectives and their connections to real life</li> <li>• learn about and practice a word-analysis process to support their decoding of polysyllabic words</li> <li>• learn about morphemic transformations</li> <li>• learn about the schwa</li> <li>• discuss the ways that adding prefixes and suffixes make related words</li> <li>• create word webs</li> <li>• review word collections</li> </ul>	<ul style="list-style-type: none"> <li>• listen carefully and actively</li> <li>• use discussion prompts to build on one another’s thinking and extend conversations</li> <li>• share their partners’ thinking with the class</li> <li>• take responsibility for their learning and behavior</li> <li>• agree and disagree with one another in a caring and respectful way</li> <li>• ask clarifying questions</li> <li>• confirm they understand each other’s thinking</li> <li>• give reasons to support their thinking</li> <li>• reach agreement with their partners before making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 5–9 (weekly throughout the unit)</li> <li>• Comprehension Checks 4–7</li> <li>• IDR Conference Record 1 (continuing from Unit 1 through Week 2)</li> <li>• IDR Conference Record 2 (ongoing from Week 3, Day 1)</li> <li>• D-ELD Unit 2 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 2 End-of-Unit Assessment (Week 5)</li> <li>• Unit 2 Reading Comprehension Assessment (Week 5)</li> <li>• Word Study Assessment (Week 5)</li> </ul>
<p><b>Unit 3</b> FICTION 5 weeks</p>	<ul style="list-style-type: none"> <li>• <i>A Boy Called Bat</i></li> <li>• “Ode to My Shoes”</li> <li>• “Good Morning”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• learn about the characteristics of fiction, including story structure</li> <li>• use reading strategies, such as questioning, making inferences, making connections, visualizing, synthesizing, and summarizing</li> <li>• discuss story elements including character, setting, plot, themes and narrator</li> <li>• identify important events</li> <li>• use “Stop and Jot”</li> <li>• participate in close reading</li> <li>• write a summary of a novel</li> <li>• build fluency</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• think about story elements, including setting, character, plot, and theme</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, analyze, and spell polysyllabic words</li> <li>• learn about comparative and superlative suffixes (<i>-er</i> and <i>-est</i>) and multiple meanings of the suffix <i>-er</i></li> <li>• learn how to determine the meaning of words with multiple-meaning suffixes</li> <li>• learn about the prefixes <i>un-</i>, <i>in-</i>, <i>im-</i>, <i>il-</i>, <i>mis-</i>, <i>pre-</i>, and <i>fore-</i></li> <li>• learn about the suffixes <i>-or</i> and <i>-ist</i></li> <li>• discuss shades of meaning</li> <li>• discuss antonyms</li> <li>• create word webs with words that have opposite meanings</li> <li>• learn about word families</li> <li>• explore figurative language and personification</li> <li>• review word collections</li> </ul>	<ul style="list-style-type: none"> <li>• take responsibility for their learning and behavior</li> <li>• use clarifying questions</li> <li>• listen carefully and respectfully</li> <li>• confirm one another’s thinking</li> <li>• share their partners’ thinking with the class</li> <li>• give feedback in a helpful way</li> <li>• agree and disagree in a caring way</li> <li>• use discussion prompts to build on one another’s thinking and extend conversations</li> <li>• share partner time</li> <li>• support one another’s independent work</li> <li>• contribute ideas that are different from other people’s ideas</li> <li>• reflect on their partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 10–14 (weekly throughout the unit)</li> <li>• Comprehension Checks 8–10</li> <li>• IDR Conference Record 3 (ongoing throughout the unit)</li> <li>• D-ELD Unit 3 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 3 End-of-Unit Assessment (Week 5)</li> <li>• Unit 3 Reading Comprehension Assessment (Week 5)</li> </ul>

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
		<ul style="list-style-type: none"> <li>use reading strategies, including making connections and summarizing</li> <li>generate independent thinking</li> </ul>			
<b>Unit 4</b> NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <li><i>Paper Son: The Inspiring Story of Tyrus Wong, Immigrant and Artist</i></li> <li>“Remembering ‘Bambi’ Artist Tyrus Wong”</li> <li><i>The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid</i></li> <li><i>When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop</i></li> <li><i>Bloom: A Story of Fashion Designer Elsa Schiaparelli</i></li> <li>“Ayodele Casel: Infinite Music”</li> </ul>	<b>Whole-Class</b> <ul style="list-style-type: none"> <li>learn about the characteristics of narrative nonfiction</li> <li>build knowledge by reading and discussing biographies about people who make a difference through artistic expression</li> <li>use reading strategies, such as making inferences, making connections, questioning, and synthesizing</li> <li>discuss elements of biographies, including setting, important events, and theme</li> <li>learn about the structure of biographies</li> <li>discuss the organization of nonfiction: sequence</li> <li>use “Written Conversations”</li> <li>participate in close reading</li> <li>write an outline for a biography</li> <li>build fluency</li> </ul> <b>Independent Practice (IDR)</b> <ul style="list-style-type: none"> <li>self-monitor and use “fix-up” strategies</li> <li>determine important events and identify themes</li> <li>use reading strategies, including making connections, making inferences, and summarizing</li> <li>generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>discuss, read, analyze, and spell polysyllabic words</li> <li>build vocabulary related to the theme of artistic expression</li> <li>learn about the prefixes <i>in-</i> and <i>im-</i></li> <li>make a word web with a base word connected to the Reading strand theme of artistic expression</li> <li>learn about the prefix <i>en-</i></li> <li>learn about the suffixes <i>-ian</i> and <i>-eer</i></li> <li>use word-part clues and context to determine the meaning of antonym pairs</li> <li>review word collections</li> </ul>	<ul style="list-style-type: none"> <li>learn and practice the procedure for “Heads Together”</li> <li>include everyone in and contribute to group work</li> <li>take responsibility for their learning and behavior</li> <li>contribute ideas that are different from their classmates’ ideas</li> <li>support one another’s independent work</li> <li>analyze the effects of their own behavior on group work</li> <li>reflect on their partnerships</li> <li>build on one another’s thinking</li> <li>listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 15–18 (weekly throughout the unit)</li> <li>Comprehension Checks 11–14</li> <li>IDR Conference Record 4 (ongoing throughout the unit)</li> <li>D-ELD Unit 4 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 4 End-of-Unit Assessment (Week 4)</li> <li>Unit 4 Reading Comprehension Assessment (Week 4)</li> </ul>
<b>Unit 5</b> EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> <li><i>Migration</i></li> <li><i>Epic Migrations by Land</i></li> <li><i>Epic Migrations by Water</i></li> <li>“The Gray Whale: Past, Present, and Future”</li> <li><i>Epic Migrations by Air</i></li> </ul>	<b>Whole-Class</b> <ul style="list-style-type: none"> <li>learn about the characteristics of expository nonfiction</li> <li>build knowledge by reading and discussing texts about migration</li> <li>use reading strategies, such as determining importance, synthesizing, and summarizing</li> <li>discuss ways authors organize information in nonfiction text, including sequence and cause/effect</li> <li>use text features</li> <li>participate in close reading</li> <li>discuss digital reading</li> <li>review how to find and evaluate credible online sources</li> <li>synthesize and write about what they learned about animal migration</li> <li>build fluency</li> </ul> <b>Independent Practice (IDR)</b> <ul style="list-style-type: none"> <li>self-monitor and use “fix-up” strategies</li> <li>determine important ideas</li> <li>use reading strategies, including determining importance and summarizing</li> <li>generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>discuss, read, analyze, and spell polysyllabic words</li> <li>build vocabulary related to the theme of migration</li> <li>learn about the suffixes <i>-able</i>, <i>-ible</i>, <i>-y</i>, <i>-ous</i>, <i>-ness</i>, and <i>-ment</i></li> <li>think about how adjectives with the suffixes <i>-ness</i> and <i>-ment</i> can be used</li> <li>notice and discuss spelling changes that take place when the suffix <i>-ness</i> is added to base words that end with the letter <i>y</i></li> <li>create word webs with a base word connected to the Reading strand theme of migration</li> <li>review prefixes and suffixes in the context of analyzing and sorting polysyllabic words</li> <li>discuss figurative language</li> <li>review word collections</li> </ul>	<ul style="list-style-type: none"> <li>listen respectfully and actively</li> <li>take responsibility for their learning and behavior</li> <li>include everyone in and contribute to the group work</li> <li>give reasons to support their thinking</li> <li>reach agreement before making decisions</li> <li>support one another’s independent work</li> <li>share their ideas with one another</li> <li>give feedback in a helpful way</li> <li>respectfully discuss and solve problems</li> <li>share their partners’ thinking with the class</li> <li>ask clarifying questions</li> <li>confirm one another’s thinking</li> <li>reflect on the classroom community and partnerships</li> <li>handle materials responsibly and share them fairly</li> <li>build on one another’s thinking</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 19–22 (weekly throughout the unit)</li> <li>Comprehension Checks 15–18</li> <li>IDR Conference Record 5 (ongoing throughout the unit)</li> <li>D-ELD Unit 5 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 5 End-of-Unit Assessment (Week 4)</li> <li>Unit 5 Reading Comprehension Assessment (Week 4)</li> </ul>
<b>Unit 6</b> PERSUASIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <li>“Should Cars Be Banned in Cities?”</li> <li>“Extra Recess? Yes, Please!”</li> <li>“No Time for Extra Recess!”</li> <li>“Concerns About Cursive”</li> <li>“Bring Cursive Back to Schools”</li> <li>“Keep Chocolate Milk on the Menu”</li> </ul>	<b>Whole-Class</b> <ul style="list-style-type: none"> <li>learn about the characteristics of persuasive nonfiction</li> <li>use reading strategies, including questioning and determining importance</li> <li>discuss audience and purpose</li> <li>identify and discuss author’s opinions and the reasons and evidence to support their opinions</li> <li>discuss aspects of author’s craft that make texts persuasive</li> <li>discuss the organization of nonfiction: compare/contrast and cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>discuss, read, analyze, and spell polysyllabic words</li> <li>learn about the prefixes <i>over-</i>, <i>under-</i> and the “number” prefixes family (e.g., <i>uni-</i>, <i>bi-</i>, and <i>tri-</i>)</li> <li>explore adjectives that convey feeling and shades of meaning</li> <li>review and use words from their word collections in poems</li> <li>review the schwa</li> </ul>	<ul style="list-style-type: none"> <li>share their true opinions</li> <li>listen and discuss opinions respectfully</li> <li>share their partners’ thinking with the class</li> <li>include everyone in and contribute to group work</li> <li>build on one another’s thinking</li> <li>support one another’s independent work</li> <li>give feedback in a helpful way</li> </ul>	<ul style="list-style-type: none"> <li>Class Assessment Records 23–26 (weekly throughout the unit)</li> <li>Comprehension Checks 19–21</li> <li>IDR Conference Record 6 (ongoing throughout the unit)</li> <li>D-ELD Unit 6 Observation Record (daily throughout the unit)</li> <li>D-ELD Unit 6 End-of-Unit Assessment (Week 4)</li> </ul>

Unit	Texts	Comprehension	Word Study	Social Skills	Assessments
	<ul style="list-style-type: none"> <li>• “Chocolate Milk at School? Thumbs Down!”</li> <li>• “Built with Chocolate Milk”</li> <li>• “Top 10 Reasons for Recess”</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between facts and opinions</li> <li>• participate in close reading</li> <li>• discuss how an image conveys information and a message</li> <li>• use “Written Conversations”</li> <li>• share and discuss their own opinions about topics</li> <li>• write a persuasive book recommendation</li> <li>• build fluency</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• think about author’s purpose, audience, fact, and opinion</li> <li>• use reading strategies, including determining importance and summarizing</li> <li>• generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>• notice and discuss pronunciation changes that take place when suffixes are added to certain base words</li> <li>• review word collections</li> </ul>	<ul style="list-style-type: none"> <li>• use “Heads Together”</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6 Reading Comprehension Assessment (Week 4)</li> </ul>
<p><b>Unit 7</b>                      DRAMA                      4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Possum’s Tail</i></li> <li>• “Twistable, Turnable Man”</li> <li>• “Words with Wings”</li> <li>• “Belonging”</li> </ul>	<p><b>Whole-Class</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss a play</li> <li>• use reading strategies, including making inferences, questioning, determining importance, and visualizing</li> <li>• discuss the play’s story arc and story elements, including character, setting, challenge or problem, and theme</li> <li>• participate in a close reading</li> <li>• review and practice fluency skills they have learned, including reading with attention to punctuation, emphasizing certain words, and phrasing</li> <li>• perform dramatic readings of a play</li> <li>• work in groups to write and discuss facts and opinions about the genres</li> <li>• reflect on the reading community</li> </ul> <p><b>Independent Practice (IDR)</b></p> <ul style="list-style-type: none"> <li>• self-monitor and use “fix-up” strategies</li> <li>• think about story elements, including character, setting, plot, and theme</li> <li>• use reading strategies</li> <li>• generate independent thinking</li> </ul>	<ul style="list-style-type: none"> <li>• discuss, read, analyze, and spell polysyllabic words</li> <li>• learn about the Greek roots <i>tele</i>, <i>graph</i>, <i>photo</i>, and <i>scrib/script</i></li> <li>• create word webs with words that share a root</li> <li>• write their own found poems</li> <li>• analyze and sort polysyllabic words</li> <li>• reflect on and review what they have learned this year in Word Study</li> <li>• review word collections</li> </ul>	<ul style="list-style-type: none"> <li>• take responsibility for their learning and behavior</li> <li>• listen respectfully and actively</li> <li>• share their ideas and explain their thinking</li> <li>• contribute ideas that are different from other people’s ideas</li> <li>• reach agreement before making decisions</li> <li>• give feedback in a helpful way</li> <li>• express interest in and appreciation for their classmates’ performances</li> <li>• solve problems respectfully</li> <li>• agree and disagree in a caring way</li> <li>• work responsibly in pairs</li> <li>• reflect on partnerships</li> <li>• discuss their growth as members of the classroom community</li> </ul>	<ul style="list-style-type: none"> <li>• Class Assessment Records 27–30 (weekly throughout the unit)</li> <li>• Comprehension Checks 22–23</li> <li>• IDR Conference Record 7 (ongoing throughout the unit)</li> <li>• D-ELD Unit 7 Observation Record (daily throughout the unit)</li> <li>• D-ELD Unit 7 End-of-Unit Assessment (Week 4)</li> <li>• Unit 7 Reading Comprehension Assessment (Week 4)</li> </ul>



# Being a Reader™

EXPANDED SECOND EDITION

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DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

## Scope and Sequence

Grade 3

Unit	Interactive Reading	Vocabulary Building	Oral Retelling / Recounting	Language Analysis	Collaborative Writing	Creative Expression
<b>Unit 1</b> THE CLASSROOM COMMUNITY 4 weeks	<ul style="list-style-type: none"> <li>• <i>The Good Little Book</i></li> <li>• <i>My Papi Has a Motorcycle</i></li> <li>• <i>Olympic Spirit</i></li> <li>• <i>A Boy and a Jaguar</i></li> </ul>	<p><b>Words</b>  <i>companion, spectacular, determination, confidence</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use nouns and adjectives</li> <li>• identify doing and saying verbs</li> </ul>	<ul style="list-style-type: none"> <li>• retell <i>The Good Little Book, My Papi Has a Motorcycle, and A Boy and a Jaguar</i> in order, using vocabulary from the texts</li> </ul>	<ul style="list-style-type: none"> <li>• identify the subject, pronoun, verb, and verb phrase</li> <li>• modify simple sentences with descriptive details</li> <li>• describe how authors use doing verbs to show what is happening</li> <li>• identify prepositional phrases that tell where</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct an informational text about the Olympic spirit, using vocabulary and verbs from the text</li> <li>• write their own informational texts about Olympic spirit</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing, Writing, and Sharing</li> <li>• Dramatize <i>My Papi Has a Motorcycle</i></li> <li>• Charades to review unit vocabulary</li> </ul>
<b>Unit 2</b> FOCUS ON STRATEGY DEVELOPMENT AND GENERATING INDEPENDENT THINKING 5 weeks	<ul style="list-style-type: none"> <li>• <i>The Three Ninja Pigs</i></li> <li>• <i>Birdsong</i></li> <li>• <i>Mountain Chef</i></li> <li>• <i>Parks for All</i></li> <li>• “The Journey of the National Park Service”</li> </ul>	<p><b>Words</b>  <i>persist, ache, salvage, protect, preserve</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use nouns, verbs, and adjectives</li> <li>• discuss shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• retell <i>The Three Ninja Pigs, Birdsong, and Mountain Chef</i> using important details and precise vocabulary from the texts</li> <li>• collaboratively summarize an article about the history of the National Park Service</li> </ul>	<ul style="list-style-type: none"> <li>• modify simple sentences with descriptive details</li> <li>• identify cohesive words and phrases</li> <li>• unpack words and phrases to better understand meaning</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct an expository nonfiction text about US national parks using important ideas and prepositional phrases</li> <li>• write their own expository nonfiction texts about US national parks</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Comic Strip with Captions</li> <li>• Fortune Cookie Messages for Tie Sing</li> <li>• A Day in the Life</li> <li>• Charades to review unit vocabulary</li> </ul>
<b>Unit 3</b> FICTION 5 weeks	<ul style="list-style-type: none"> <li>• <i>A Boy Called Bat</i></li> </ul>	<p><b>Words</b>  <i>miscellaneous, permission, correspondence, trustworthy, gentle</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use adjectives and nouns</li> <li>• identify verb types (Doing, Saying, Thinking/Feeling, Being/Having)</li> </ul>	<ul style="list-style-type: none"> <li>• orally retell chapters of <i>A Boy Called Bat</i> in order using vocabulary from the story</li> <li>• collaboratively summarize events from the beginning, middle, and end of the story</li> </ul>	<ul style="list-style-type: none"> <li>• identify subject, pronouns, verbs, and the conjunction <i>because</i></li> <li>• expand sentences to write descriptively about Bat</li> <li>• analyze the “Different Types of Verbs” chart (Doing, Saying, Thinking/Feeling, Being/Having)</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct sentences summarizing important events from <i>A Boy Called Bat</i></li> <li>• write sentences that summarize important events from the beginning, middle, and end of <i>A Boy Called Bat</i></li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatize How Bat Got His Nickname</li> <li>• Dramatize a Scene from <i>A Boy Called Bat</i></li> <li>• Extend a Scene</li> <li>• My Hand Portrait</li> <li>• Charades to review unit vocabulary</li> </ul>
<b>Unit 4</b> FOCUS ON NARRATIVE NONFICTION 4 weeks	<ul style="list-style-type: none"> <li>• <i>The World Is Not a Rectangle</i></li> <li>• <i>Paper Son</i></li> <li>• “Ayodele Casel”</li> <li>• <i>Bloom</i></li> </ul>	<p><b>Words</b>  <i>unusual, animator, sparse, imitate, passion</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use adjectives, nouns, and verbs explicitly named</li> <li>• use antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• retell <i>The World Is Not a Rectangle</i> using new vocabulary and in order</li> <li>• collaboratively summarize excerpts from <i>Paper Son, “Ayodele Casel”, and Bloom</i></li> </ul>	<ul style="list-style-type: none"> <li>• expand a simple sentence with descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct a paragraph about Ayodele Casel’s life using facts, events, and connecting words from “Ayodele Casel”</li> <li>• write their own paragraphs about Ayodele Casel’s life</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate Unusual Buildings</li> <li>• Create Illustrations with Captions</li> <li>• Charades to review unit vocabulary</li> </ul>
<b>Unit 5</b> FOCUS ON EXPOSITORY NONFICTION 4 weeks	<ul style="list-style-type: none"> <li>• <i>Migration</i></li> <li>• <i>Epic Migrations by Air</i></li> <li>• “The Gray Whale”</li> <li>• <i>Epic Migrations by Land</i></li> </ul>	<p><b>Words</b>  <i>navigate, suitable, vulnerable, devastating, shallow, obstacle</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use verbs, adjectives, and nouns</li> <li>• use antonyms (shallow / deep)</li> <li>• discuss morphology of base words (devastate → devastating)</li> </ul>	<ul style="list-style-type: none"> <li>• collaboratively summarize excerpts from <i>Migration, Epic Migrations by Air, “The Gray Whale”, and Epic Migrations by Land</i></li> </ul>	<ul style="list-style-type: none"> <li>• listen, write, and negotiate to reconstruct short texts</li> <li>• identify subject, pronouns (they, their), and verbs</li> <li>• identify cohesive words and phrases</li> <li>• modify simple sentences with descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct an informative paragraph about the migration journey of Canada geese using important information and language from <i>Epic Migrations by Air</i></li> <li>• write their own paragraphs about the migration journey of Canada geese</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Skits</li> </ul>

<p><b>Unit 6</b> FOCUS ON PERSUASIVE NONFICTION 4 weeks</p>	<ul style="list-style-type: none"> <li>• “Extra Recess? Yes, Please!”</li> <li>• “Bring Cursive Back to Schools”</li> <li>• “Chocolate Milk at School? Thumbs Down!”</li> <li>• “Top 10 Reasons for Recess”</li> </ul>	<p><b>Words</b> <i>consequently, efficient, misleading, achievement, disruptive</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use adverbs</li> <li>• use adjectives and nouns</li> <li>• discuss comparative adjectives</li> <li>• discuss superlative adjectives</li> <li>• use modal expressions to soften opinions</li> </ul>	<ul style="list-style-type: none"> <li>• collaboratively summarize the author’s opinion from persuasive nonfiction articles, supporting with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• reconstruct persuasive texts</li> <li>• identify cohesive words and phrases in persuasive articles</li> <li>• Identify comparative and superlative adjectives used in persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct a persuasive nonfiction text explaining why chocolate milk should not be served in schools, based on “<i>Chocolate Milk at School? Thumbs Down!</i>”</li> <li>• write their own persuasive articles for a specific audience based on “<i>Chocolate Milk at School? Thumbs Down!</i>”</li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play an Interview</li> <li>• Create and Present an Infographic</li> <li>• Charades to review unit vocabulary</li> </ul>
<p><b>Unit 7</b> FOCUS ON DRAMA 4 weeks</p>	<ul style="list-style-type: none"> <li>• <i>Possum’s Tail</i> (a play)</li> <li>• “Belonging” (poem)</li> </ul>	<p><b>Words</b> <i>brag, cleverness, improvise, belonging, bloom</i></p> <p><b>Word-learning skills</b></p> <ul style="list-style-type: none"> <li>• use verbs, nouns, and adjectives</li> <li>• discuss shades of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• orally retell scenes of <i>Possum’s Tail</i> in order and with vocabulary from the play</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the “Different Types of Adverbs” chart (Time, Frequency, Degree, Manner, Place)</li> <li>• identify the subject, adjectives, and superlative adjectives (most beautiful)</li> </ul>	<ul style="list-style-type: none"> <li>• jointly construct an alternative ending scene for <i>Possum’s Tail</i>, using adverbs and adjectives from the play</li> <li>• write their own alternative ending scenes for <i>Possum’s Tail</i></li> <li>• present their writing to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a Dramatic Reading</li> <li>• Drawing, Writing, and Sharing</li> <li>• Charades to review unit vocabulary</li> </ul>



# Being a Reader™

EXPANDED SECOND EDITION

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SMALL-GROUP COMPREHENSION

## Scope and Sequence

Grade 3

## Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><b>Only One Year</b> Fiction: chapter book ■ Lexile®: 620L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Wondering</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Determining Word Meaning</li> </ul>	<p><b>Day 1:</b> Wondering</p>	<p><b>Day 2:</b> Wondering</p>	<p><b>Day 3:</b> Wondering</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Wondering</p>
		<p><b>Day 5:</b> Wondering</p>	<p><b>Day 6:</b> Wondering</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Determining Word Meaning</p> <p><b>Assessment:</b> Exit Ticket</p>	
<p><b>“Wonderful Wheels”</b> Expository nonfiction ■ Lexile®: 630L and <b>“Without Wheels”</b> Expository nonfiction ■ Lexile®: 990L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Using Text Structure</li> <li>Making Text-to-Text Connections</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Using Comparative Adjectives</li> <li>Understanding Multiple-Meaning Words</li> </ul>	<p><b>Day 1:</b> Reading a Nonfiction Article and Connecting Ideas “Wonderful Wheels”</p>	<p><b>Day 2:</b> Retelling Important Ideas in a Nonfiction Article “Wonderful Wheels”</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Using Text Structure and Sequencing “Wonderful Wheels”</p>	<p><b>Day 4:</b> Using Comparative Adjectives “Wonderful Wheels”</p> <p><b>Assessment:</b> Exit Ticket</p>
		<p><b>Day 5:</b> Reading a Nonfiction Article and Connecting Ideas “Without Wheels”</p>	<p><b>Day 6:</b> Using Text Structure and Using Text Features “Without Wheels”</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Making Text-to-Text Connections “Wonderful Wheels” and “Without Wheels”</p>	<p><b>Day 8:</b> Understanding Multiple-Meaning Words “Without Wheels”</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b>The Polar Bear Son</b> Folk tale ■ Lexile®: AD660L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Sequencing and Retelling</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Determining Word Meaning</li> </ul>	<p><b>Day 1:</b> Reading a Fiction Book</p>	<p><b>Day 2:</b> Reading a Fiction Book</p>	<p><b>Day 3:</b> Retelling a Story</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Determining Word Meaning</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b>How Did That Get in My Lunchbox?</b> Expository nonfiction ■ Lexile®: 740L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Recognizing Text Organization</li> <li>Summarizing</li> <li>Synthesizing</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Sorting Words by Function</li> </ul>	<p><b>Day 1:</b> Recognizing Text Organization</p>	<p><b>Day 2:</b> Summarizing</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Summarizing and Synthesizing</p>	<p><b>Day 4:</b> Sorting Words by Function</p> <p><b>Assessment:</b> Exit Ticket</p>

## Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><b><i>X-treme Facts: Engineering Bridges</i></b> Expository nonfiction ■ Lexile®: 730L and <b><i>X-treme Facts: Engineering Buildings</i></b> Expository nonfiction ■ Lexile®: 740L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Determining Important and Main Ideas</li> <li>Making Text-to-Text Connections</li> <li>Discussing Author’s Purpose</li> </ul> <p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>Sharing and Supporting Opinions</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Understanding Multiple-Meaning Words</li> <li>Determining Word Meaning</li> </ul>	<p><b>Day 1:</b> Discussing Text Features and Reading an Expository Nonfiction Book <i>Engineering Bridges</i></p>	<p><b>Day 2:</b> Reading an Expository Nonfiction Book <i>Engineering Bridges</i></p>	<p><b>Day 3:</b> Determining Important and Main Ideas <i>Engineering Bridges</i></p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Understanding Multiple-Meaning Words <i>Engineering Bridges</i></p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b><i>The Tree Lady</i></b> Biography ■ Lexile®: 760L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Understanding Character and Setting</li> <li>Understanding Problem and Solution</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Reducing Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Biography and Discussing Character</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 2:</b> Reading a Biography and Discussing Setting and Problem and Solution</p>	<p><b>Day 3:</b> Discussing Problem and Solution in a Biography</p>	<p><b>Day 4:</b> Reducing Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b><i>Temple Cat</i></b> Fiction ■ Lexile®: 780L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Wondering</li> <li>Making and Supporting Predictions</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Wondering and Making Predictions</p>	<p><b>Day 2:</b> Wondering and Discussing Predictions</p>	<p><b>Day 3:</b> Wondering</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Expanding Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b><i>Ice Bear</i></b> Narrative nonfiction ■ Lexile®: AD800L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Determining Topic</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Reading a Nonfiction Book</p>	<p><b>Day 2:</b> Determining Topic</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Determining Topic</p>	<p><b>Day 4:</b> Expanding Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>

## Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><b>“The Great Pacific Garbage Patch”</b> Expository nonfiction ■ Lexile®: N/A</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Determining Topic</li> <li>Determining Important Ideas</li> <li>Discussing Cause and Effect</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Unscrambling Sentences</li> </ul>	<p><b>Day 1:</b> Reading an Expository Nonfiction Article</p>	<p><b>Day 2:</b> Identifying Topics and Determining Important Ideas</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 3:</b> Discussing Cause and Effect</p>	<p><b>Day 4:</b> Unscrambling Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>
<p><b>The Key Collection</b> Fiction: chapter book ■ Lexile®: 650L</p>	<p><b>Self-Monitoring and Self-Correcting</b></p> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Understanding Cohesion</li> </ul>	<p><b>Day 1:</b> Reading a Chapter in a Fiction Book</p>	<p><b>Day 2:</b> Self-Monitoring</p>	<p><b>Day 3:</b> Self-Monitoring</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Self-Monitoring and Self-Correcting</p>
		<p><b>Day 5:</b> Self-Monitoring and Self-Correcting</p>	<p><b>Day 6:</b> Self-Monitoring and Self-Correcting</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Understanding Cohesion</p> <p><b>Assessment:</b> Exit Ticket</p>	
<p><b>The Last Firehawk: The Ember Stone</b> Fantasy ■ Lexile®: 560L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>Responding to Literature</li> <li>Participating in Book Discussions</li> <li>Sharing and Supporting Opinions</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Using Superlative Adjectives</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Participating in Book Discussions</p>
		<p><b>Day 5:</b> Participating in Book Discussions</p>	<p><b>Day 6:</b> Participating in Book Discussions and Sharing and Supporting Opinions</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Using Superlative Adjectives</p> <p><b>Assessment:</b> Exit Ticket</p>	
<p><b>A Splash of Red</b> Narrative nonfiction ■ Lexile®: 610L</p>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Identifying Important Events</li> <li>Making Connections</li> </ul> <p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>Sharing and Supporting Opinions</li> </ul> <p><b>Syntax:</b></p> <ul style="list-style-type: none"> <li>Expanding Sentences</li> </ul>	<p><b>Day 1:</b> Sharing and Supporting Opinions</p>	<p><b>Day 2:</b> Sharing and Supporting Opinions</p>	<p><b>Day 3:</b> Identifying Important Events and Making Connections</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Expanding Sentences</p> <p><b>Assessment:</b> Exit Ticket</p>

## Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><b><i>Stella Díaz Has Something to Say</i></b> Realistic fiction ■ Lexile®: 650L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Responding to Literature</li> <li>• Participating in Book Discussions</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Understanding Multiple-Meaning Words</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Participating in Book Discussions</p>
		<p><b>Day 5:</b> Participating in Book Discussions</p>	<p><b>Day 6:</b> Participating in Book Discussions</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Understanding Multiple-Meaning Words</p> <p><b>Assessment:</b> Exit Ticket</p>	
<p><b><i>Shark Lady</i></b> Biography ■ Lexile®: 750L</p>	<p><b>Generating Independent Thinking:</b></p> <ul style="list-style-type: none"> <li>• Responding to Literature</li> <li>• Participating in Book Discussions</li> </ul> <p><b>Syntax and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Determining Word Meaning</li> </ul>	<p><b>Day 1:</b> Responding to Literature</p>	<p><b>Day 2:</b> Responding to Literature</p>	<p><b>Day 3:</b> Responding to Literature</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Participating in Book Discussions</p>
		<p><b>Day 5:</b> Participating in Book Discussions</p>	<p><b>Day 6:</b> Participating in Book Discussions</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 7:</b> Determining Word Meaning</p> <p><b>Assessment:</b> Exit Ticket</p>	
<p><b><i>Saving Winslow</i></b> Fiction: chapter book ■ Lexile®: 690L</p>	<p><b>Preparing for Student-Led Book Clubs:</b></p> <ul style="list-style-type: none"> <li>• Previewing the Novel</li> <li>• Generating Book Club Agreements</li> <li>• Exploring Ways Readers Think About Texts</li> <li>• Making a Book Club Schedule</li> <li>• Building On One Another's Thinking</li> <li>• Turning Journal Entries into Conversation Starters</li> <li>• Asking Powerful Questions</li> </ul>	<p><b>Day 1:</b> Previewing the Novel and Generating Book Club Agreements</p>	<p><b>Day 2:</b> Exploring Ways Readers Think About Texts</p>	<p><b>Day 3:</b> Making a Book Club Schedule</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Building On One Another's Thinking</p>
		<p><b>Day 5:</b> Turning Journal Entries into Conversation Starters</p>	<p><b>Day 6:</b> Asking Powerful Questions</p> <p><b>Assessment:</b> Group Discussion Observation</p>		

## Small-Group Comprehension, Grade 3

Text	Instructional Focus	Lesson			
<p><b><i>The Untold Story of Michael Collins</i></b>                      Biography                      ■ Lexile®: 830L</p>	<p><b>Preparing for Student-Led Book Clubs:</b></p> <ul style="list-style-type: none"> <li>• Previewing the Book</li> <li>• Generating Book Club Agreements</li> <li>• Exploring Ways Readers Think About Texts</li> <li>• Making a Book Club Schedule</li> <li>• Building On One Another's Thinking</li> <li>• Turning Journal Entries into Conversation Starters</li> <li>• Asking Powerful Questions</li> </ul>	<p><b>Day 1:</b> Previewing the Book and Generating Book Club Agreements</p>	<p><b>Day 2:</b> Exploring Ways Readers Think About Texts</p>	<p><b>Day 3:</b> Making a Book Club Schedule</p> <p><b>Assessment:</b> Group Discussion Observation</p>	<p><b>Day 4:</b> Building On One Another's Thinking</p>
		<p><b>Day 5:</b> Turning Journal Entries into Conversation Starters</p>	<p><b>Day 6:</b> Asking Powerful Questions</p> <p><b>Assessment:</b> Group Discussion Observation</p>		

## Small-Group Comprehension, Grade 3

### Book Clubs Mini-Lessons\*

Mini-Lesson Type	Genre Focus	Instructional Focus
Discussion Support	Any genre	Mini-Lesson 1, “Asking Follow-Up Questions”
	Any genre	Mini-Lesson 2, “Sharing Airtime”
	Any genre	Mini-Lesson 3, “Setting Goals for More Robust Discussions”
Fiction Comprehension**	Fiction	Mini-Lesson 4, “Investigating Character”
	Fiction	Mini-Lesson 5, “Tracking Characters’ Challenges and Solutions”
	Fiction	Mini-Lesson 6, “Exploring Setting”
	Fiction	Mini-Lesson 7, “Savoring Word Choice”
	Fiction	Mini-Lesson 8, “Reflecting On Themes”
Nonfiction Comprehension	Nonfiction	Mini-Lesson 9, “Learning from Text Features”
	Nonfiction	Mini-Lesson 10, “Asking Questions Before Reading”
	Nonfiction	Mini-Lesson 11, “Identifying Important Ideas”
	Nonfiction	Mini-Lesson 12, “Troubleshooting Comprehension Problems”
Book Choice	Any genre	Mini-Lesson 13, “Conducting a Book Pass”

\*Mini-lessons can be used as needed, with any text.

\*\*Some of the Fiction Comprehension mini-lessons can be used with nonfiction texts and vice versa. For example, many nonfiction texts use rich word choice, and many fiction texts include text features.