Making Meaning Grading Support
Grade 3

Introduction
There are a number of reasons educators assess students; one of them is to get a grade. Opportunities for grading occur throughout each unit of the Making Meaning program. This document will support you in gathering information on students’ progress toward intended outcomes and assigning grades accordingly. It is our hope that it will also help you make informed instructional decisions as you teach Making Meaning lessons and track your students’ literacy development over time.

Suggestions for artifacts that can be graded come from the following:

**Student Response Book activities.** These activities provide space for students to capture individual thinking during lessons. Student responses are then used to support partner and class discussions. As a grading opportunity, these activities inform student application of unit goals.

**Writing About Reading activities.** These activities provide a reading/writing connection within the Making Meaning program. The activities ask students to write opinions about, make connections to, or compare texts that they hear and discuss during read-aloud lessons. As a grading opportunity, these activities inform student progress toward end-of-year outcome standards.

**Extension activities.** These activities provide additional learning opportunities that extend or enhance the instruction in the core lessons. As a grading opportunity, these activities inform student progress toward end-of-year outcome standards.

**Reading Journal Entries.** Located in the Student Response Book, the Reading Journal section provides space for students to write more in-depth responses about their independent reading. Most units in the Making Meaning program include two journal entry opportunities. As a grading opportunity, these entries provide insight on student application of the unit goals.

**IDR Conferences.** Throughout the year, conferences focus on assessing students’ comprehension, supporting developing readers, and encouraging self-monitoring. Proficiency standards designed around Step 3, Discuss the Text, found on each “Resource Sheet for IDR Conferences,” assist you in grading students’ strategy application in self-selected text read during Individualized Daily Reading.

**Grading Suggestions**
You will want to review your school calendar and determine which units will be taught during each of your school’s grading periods. The Sample Calendar in the “Teaching the Program” section of your Teacher’s Manual will be helpful in making these decisions.
Once you have determined which units will be taught during each grading period, you should review the grading opportunities listed on the chart below to decide which you will use. You will need to take into consideration extra time or days of instruction that will be needed for the grading opportunities that are not part of daily lessons (e.g., Writing about Reading, Extensions) as you plan.

Teachers within the same school or district should consider deciding together which grading opportunities will be used for consistency across the school or district. Once the decisions about how grades will be determined have been made, this information can be shared with students and their families.

**How to Use the 4-Point Rubric in the Record Sheets**

Each of the grading opportunities listed includes the specific task language from the *Making Meaning* program. To score student work using a 4-point rubric, we suggest the following:

- **Highly Proficient.** If the student’s work exceeds the expectation of the task, the work should be scored as a 4.
- **Proficient.** If the student’s work meets the expectation of the task, the work should be scored as a 3.
- **Nearly Proficient.** If some of the student’s work meets the expectation of the task or if the task is partially completed, the work should be scored as a 2.
- **Emerging.** If little or none of the student’s work meets the expectation of the task or if the task is not completed, the work should be scored as a 1.

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# Grade 3 Grading Opportunities

## Unit 1, The Reading Community: Fiction and Narrative Nonfiction (2 weeks)

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<tr>
<th>Writing About Reading Activity</th>
<th>Expectation for Proficiency</th>
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| **Week 1, Day 2: “Write Personal Opinions About Miss Nelson is Missing”**  
*Teacher’s Manual, Vol. 1, p. 13* | The student is able to write his opinion of whether he thinks Miss Viola Swamp is a good teacher. Responses should include the title and author of the book, his opinion of whether or not Miss Viola Swap is a good teacher, and a reason for that opinion. |

## Unit 2, Visualizing: Poetry and Fiction (3 weeks)

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<thead>
<tr>
<th>Student Response Book Activities</th>
<th>Expectations for Proficiency</th>
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| **Week 1, Day 3: “How I Visualized Cherries and Cherry Pits”**  
*Teacher’s Manual, Vol. 1, p. 56 | The student is able to draw a mental image that is connected to a passage of *Cherries and Cherry Pits* (page 13) that was read aloud. |

| **Week 1, Day 4: “Excerpt from Cherries and Cherry Pits”**  
*Teacher’s Manual, Vol. 1, p. 58 | The student is able to go back and underline words or phrases in the passage that helped him picture the woman on the train. |

| **Week 3, Day 2: “How I Visualized Aunt Flossie’s Hats (and Crab Cakes Later)”**  
*Teacher’s Manual, Vol. 1, p. 85 | The student is able to draw a picture of something she visualized clearly as she listened to the story and then write one or two sentences that describe what her picture shows. |

<table>
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<tr>
<th>Writing About Reading Activities</th>
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</table>
| **Week 1, Day 4: “Write About Mental Images of ‘Seal’”**  
*Teacher’s Manual, Vol. 1, p. 60 | The student is able to write about the words in the poem that helped her visualize the seal’s movements. |

| **Week 3, Day 3: “Write About Favorite Hat Stories”**  
*Teacher’s Manual, Vol. 1, p. 89 | The student is able to write about his favorite hat stories. |

## Reading Journal Entries

| **Week 2, Day 4: Reading Journal Entry**  
*Teacher’s Manual, Vol. 1, p. 76 | The student is able to craft a response that includes the title and author’s name, what is happening in the part she visualized, and what she visualized, or pictured in her mind, when she read that part. |

| **Week 3, Day 4: Reading Journal Entry**  
*Teacher’s Manual, Vol. 1, p. 76 | The student is able to craft a response that includes the title and author, what is happening in the part he visualized, what he visualized. |

## Individualized Daily Reading (IDR) Conferences

<table>
<thead>
<tr>
<th><strong>Ongoing throughout the unit. You might ask the</strong></th>
<th><strong>Expectation for Proficiency</strong></th>
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<tr>
<td>• The student is able to share visualizations from the</td>
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following question from Step 3 of the Resource Sheet for IDR Conferences:
- What do you visualize as you read these words? 
  Assessment Resource Book, p. 12

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<tr>
<th>Student Response Book Activities</th>
<th>Expectation for Proficiency</th>
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<tr>
<td><strong>Unit 3, Making Inferences: Fiction (5 weeks)</strong></td>
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<tr>
<td><strong>Week 2, Day 3: “Excerpt from Julius, Baby of the World (1)”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 126</td>
<td>The student is able to underline parts of the excerpt that helped him figure out how Lilly feels about Julius at the beginning of the story.</td>
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<tr>
<td><strong>Week 2, Day 3: “Excerpt from Julius, Baby of the World (2)”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 127</td>
<td>The student is able to underline parts of the excerpt that helped her figure out how Lilly feels about Julius at the end of the story.</td>
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<tr>
<td><strong>Week 3, Day 2: “Character Web for Grace”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 139</td>
<td>The student is able to complete a character web for Grace by writing two inferences that are different from the ones discussed as a class.</td>
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<tr>
<th>Writing About Reading Activities</th>
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<tr>
<td><strong>Week 1, Day 3: “Writing Personal Opinions About the Paper Bag Princess”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 112</td>
<td>The student is able to write an opinion piece about Elizabeth’s decision. The piece includes the title of the book and the author’s name, his opinion of Elizabeth’s decision, and a reason for that opinion.</td>
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<tr>
<td><strong>Week 5, Day 2: “Write About Ways That The Raft and Alexander Who’s Not (Do you hear me? I mean it!) Going to Move. Are Alike and Different”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 172</td>
<td>The student is able to write about what is similar and what is different in the stories The Raft and Alexander Who’s Not.</td>
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<tr>
<th>Reading Journal Entries</th>
<th>Expectations for Proficiency</th>
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<tr>
<td><strong>Week 2, Day 4: Reading Journal Entry</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 130</td>
<td>The student is able to write in her Reading Journal about an inference she made about a main character in her book. Entries include the title and author’s name, what the story is about, the name of the main character, an inference she made about the main character, and the clues she used to make the inference.</td>
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<tr>
<td><strong>Week 5, Day 3: Reading Journal Entry</strong></td>
<td>The student is able to write in his Reading Journal</td>
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about a problem the main character in his book is facing. Entries include the title and author’s name, what the story is about, the name of the main character, the problem the character is facing, and a clue in the story that help him figure out what the problem is.

### Individualized Daily Reading (IDR) Conferences

**Ongoing throughout the unit. You might ask one or more of the following questions from Step 3 of the Resource Sheet for IDR Conferences:**

- What have you learned about the characters so far? What clues in the story helped you?
- What are you wondering about the characters?
- What is the problem the main character is having in this story? What has happened so far with this character and this problem? How does the problem get solved?

-Assessment Resource Book, p. 33

**Expectation for Proficiency**

- The student is able to describe what she has learned about the character so far and provide clues from the text.
- The student is able to share wonderings about the characters.
- The student is able to identify the problem the main character has in the story. The students is able to include what has happened so far with the character and this problem, along with how the problem is solved.

### Unit 4, Wondering/Questioning: Fiction (4 weeks)

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<tr>
<th><strong>Student Response Book Activities</strong></th>
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<tr>
<td><strong>Week 2, Day 1: “Stop and Ask Questions About A Day’s Work”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 206</td>
<td>The student is able to independently write at least one question about the story A Day’s Work after the second, third, and fourth stops.</td>
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<td><strong>Teacher’s Response Book, p. 10</strong></td>
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<tr>
<td><strong>Week 2, Day 4: “Stop and Ask Questions About ___”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 215</td>
<td>The student is able write a question he has about his IDR book before he begins reading, and at least three questions he has while he is reading his IDR text.</td>
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<tr>
<td><strong>Teacher’s Response Book, p. 12</strong></td>
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<td><strong>Week 3, Day 1: “Stop and Ask Questions About Mailing May”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 220</td>
<td>The student is able to independently write at least one question about the story Mailing May after the first, second, third, and fourth stops.</td>
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<tr>
<td><strong>Teacher’s Response Book, p. 13</strong></td>
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<tr>
<td><strong>Week 3, Day 3: “How I Visualized Mailing May”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 227</td>
<td>The student is able to draw how she visualized what May saw from the mail car and write a sentence or two below her drawing explaining what it shows.</td>
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<tr>
<td><strong>Teacher’s Response Book, p. 15</strong></td>
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<tr>
<td><strong>Week 3, Day 4: “Stop and Ask Questions About ___”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 230</td>
<td>The student is able to independently write at least three questions he has while reading his IDR text.</td>
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<td><strong>Teacher’s Response Book, p. 16</strong></td>
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<td><strong>Week 4, Day 1: “Stop and Ask Questions About Brave Irene”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 234</td>
<td>The student is able to independently write at least one question about the story Brave Irene after the first, second, third and fourth stops.</td>
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<td><strong>Teacher’s Response Book, p. 17</strong></td>
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<tr>
<td><strong>Week 4, Day 4: “Stop and Ask Questions About ___”</strong>&lt;br&gt;Teacher’s Manual, Vol. 1, p. 243</td>
<td>The student is able to independently write at least three questions she has while reading her IDR text.</td>
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<tr>
<td><strong>Teacher’s Response Book, p. 19</strong></td>
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<tr>
<td>Extension Activity</td>
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<td><strong>Week 3, Day 3: “Technology Extension: Learn More About Charlotte May Pierstorff”</strong>&lt;br&gt; <em>Teacher’s Manual, Vol. 1, p. 229</em></td>
<td>The student is able to compare, review and respond to sources of information about Charlotte. To assign a grade adapt this discussion to have the students produce a written response.</td>
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<tr>
<td><strong>Writing About Reading Activities</strong></td>
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<tr>
<td><strong>Week 1, Day 4: “Make Text-to-text Connections to The Emperor and the Kite”</strong>&lt;br&gt; <em>Teacher’s Manual, Vol. 1, p. 201</em></td>
<td>The student is able to write about another character Djeow Seow reminds her of. Responses should include the title of his book, the author’s name, and the name of the character she is writing about.</td>
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<tr>
<td><strong>Week 2, Day 3: “Make Inferences About the Character of Abuelo in A Day’s Work”</strong>&lt;br&gt; <em>Teacher’s Manual, Vol. 1, p. 214</em></td>
<td>The student is able to write a paragraph about the kind of person Abuelo is using the inferences he made from clues in the story. Responses should include book title and author, as well as the clue in the story that helped him make inferences.</td>
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<tr>
<td><strong>Reading Journal Entries</strong></td>
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<td><strong>Week 3, Day 2: Reading Journal Entry</strong>&lt;br&gt; <em>Teacher’s Manual, Vol. 1, p. 225</em></td>
<td>The student is able to craft a response that includes title and author, what the story is about, one question she wrote on a self-stick note, what she found out about that question, and if she did not find anything out about the question, how she would answer the question right now and why.</td>
</tr>
<tr>
<td><strong>Week 4, Day 2: Reading Journal Entry</strong>&lt;br&gt; <em>Teacher’s Manual, Vol. 1, p. 239</em></td>
<td>The student is able to craft a response that includes: title and author, what the story is about, one question he wrote on a self-stick note, what he found out about that question, and if he did not find anything out about the question, how he would answer the question right now and why.</td>
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<tr>
<td><strong>Individualized Daily Reading (IDR) Conferences</strong></td>
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<td>Ongoing throughout the unit. You might ask one or more of the following questions from Step 3 of the Resource Sheet for IDR Conferences:&lt;br&gt;  ● What are you wondering about?&lt;br&gt;  ● What questions did you have as you were reading? Were these questions answered by the story?&lt;br&gt; <em>Assessment Resource Book, p. 51</em></td>
<td>● The student is able to share things she is wondering about.&lt;br&gt;  ● The student is able to generate questions while reading and determine whether or not those questions are answered within the story.</td>
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<tr>
<td><strong>Unit 5, Wondering/Questioning: Narrative Nonfiction (Biography) (3 weeks)</strong></td>
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<td><strong>Student Response Book Activities</strong></td>
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<td><strong>Week 1, Day 3: “Double-entry Journal About Brave Harriet”</strong>&lt;br&gt; *Teacher’s Manual, Vol. 1, p. 265</td>
<td>Student Response Book, p. 21</td>
</tr>
</tbody>
</table>
### Week 1, Day 4: “Double-entry Journal About ____”
*Teacher’s Manual, Vol. 1, p. 269 | Student Response Book, p. 22*

The student is able to use the double-entry journal to record what she learned and what she still wonders about a nonfiction text she read independently.

### Week 2, Day 3: “Double-entry Journal About Wilma Unlimited”

The student is able to use the double-entry journal to record what he learned from the author’s note in *Wilma Unlimited* and what it made him wonder.

### Week 3, Day 3: “Double-entry Journal About Sonia Sotomayor”
*Teacher’s Manual, Vol. 1, p. 299 | Student Response Book, p. 27*

The student is able to use the double-entry journal to record what she learned from the author’s note in *Sonia Sotomayor* and what it made her wonder.

#### Extension Activity

**Week 3, Day 4: “Technology Extension: Research and Report on Interesting People”**
*Teacher’s Manual, Vol. 1, p. 305*

The student is able to use at least two sources to research and report on other famous people he finds interesting. The students may decide how to report the information he learned (paragraph, poster, oral presentation, etc.).

### Writing About Reading Activities

#### Expectations for Proficiency

**Week 1, Day 3: "Write Newspaper Stories About Harriet’s Flight"**
*Teacher's Manual, Vol. 1, p. 266*

The student is able to write a newspaper story about Harriet Quimby. The story should include a headline or title and facts about Harriet’s flight across the English Channel.

**Week 3, Day 3: "Write Opinions About Famous American Women"**
*Teacher’s Manual, Vol. 1, p. 300*

The student is able to write her own opinions about which woman (Wilma Rudolph, Sonia Sotomayor, or Harriet Quimby) is the most interesting and why.

### Reading Journal Entries

#### Expectations for Proficiency

**Week 2, Day 4: Reading Journal Entry**
*Teacher’s Manual, Vol. 1, p. 287*

The student is able to craft a response that includes the title and author’s name, what the text is about, something he learned from the text, and something the text made him wonder.

**Week 3, Day 4: Reading Journal Entry**
*Teacher’s Manual, Vol. 1, p. 304*

The student is able to craft a response that includes the title and author’s name, what the text is about, something she learned from the text, and something the text made her wonder.

### Individualized Daily Reading (IDR) Conferences

#### Expectation for Proficiency

Ongoing throughout the unit. You might ask one or more of the following questions from Step 3 of the Resource Sheet for IDR Conferences:

- What are you wondering about?
- What questions did you have as you were reading? Were these questions answered in the story?

*Assessment Resource Book, p. 69*

- The student is able to share things he has wondered about the text.
- The student is able to generate questions during reading and determine if the questions were answered within the story.
# Unit 6: Using Text Features: Expository Nonfiction (4 weeks)

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<tr>
<th>Student Response Book Activities</th>
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| **Week 3, Day 4: “Three Things I Learned from Text Features in the Articles”**  
| **Week 4, Day 4: “Recipe with Text Features”**  
*Teacher’s Manual, Vol. 2, p. 378 | The student is able to write a recipe for a simple food or drink that includes at least two text features. The student is able to list the text features used. |

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<tr>
<th>Extension Activity</th>
<th>Expectation for Proficiency</th>
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| **Week 1, Day 4: “Technology Extension: Write About Favorite Morning Meals”**  
*Teacher’s Manual, Vol. 2, p. 324 | The student is able to contribute a page or slide to the class presentation titled “Favorite Morning Meals” by writing paragraphs about her favorite morning meal and illustrating what she wrote using photographs, images from the Internet, or her own drawings. |

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<tr>
<th>Writing About Reading Activities</th>
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| **Week 3, Day 4: “Compare and Contrast Two Articles About Sidewalk Games”**  
*Teacher’s Manual, Vol. 2, p. 354 | The student is able to write about how the articles “Hop to It: Fancy Footwork” and “Jump Rope: Then and Now” are alike and different. |
| **Week 4, Day 4: “Write Opinions About Nonfiction”**  
*Teacher’s Manual, Vol. 2, p. 379 | The student is able to write his own opinion paragraphs about nonfiction he enjoys and to provide reasons for the opinions. |

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<tr>
<th>Reading Journal Entries</th>
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| **Week 2, Day 4: Reading Journal Entry**  
*Teacher’s Manual, Vol. 2, p. 340 | The student is able to craft an entry that includes the title and author, what the book is about, what she learned from the part she read today, a text feature she used, and what she learned from the text feature. |
| **Week 3, Day 3: Reading Journal Entry**  
*Teacher’s Manual, Vol. 2, p. 353 | The student is able to craft an entry that includes the title and author, what the book is about, what he learned from the part he read today, a text feature used, and what he learned from the text feature. |

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<tr>
<th>Individualized Daily Reading (IDR) Conferences</th>
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</table>
| **Ongoing throughout the unit. You might ask one or more of the following questions from Step 3 of the Resource Sheet for IDR Conferences:**  
- Based on the [text feature] what information might you find in this book?  
- What are you learning about the topic of this book?  
- What is one text feature on this page that adds to your understanding? What information does | The student is able to use a text feature to predict what a book might be about.  
The student is able to share what she has learned about the topic of the book.  
The student is able to identify a text feature and explain how it aids in her understanding, the information it provides, and why the author might have included it. |

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### Unit 7, Wondering/Questioning: Expository Nonfiction (3 weeks)

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<tr>
<th>Student Response Book Activities</th>
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| **Week 1, Day 3:** “What I Wonder About Flashy Fantastic Rain Forest Frogs”  
*Teacher’s Manual, Vol. 2, p. 402 | The student is able to write “I wonder” statements or questions about *Flashy Fantastic Rain Forest Frogs*. |
| **Week 1, Day 4:** “What I Wonder About My Text”  
*Teacher’s Manual, Vol. 2, p. 407 | The student is able to write at least two “I wonder” statements before reading about the topic of text read during independent reading. |
| **Week 2, Day 1:** “Stop and Ask Questions About Deserts (1)”  
*Teacher’s Manual, Vol. 2, p. 410 | The student is able to record questions at each stopping point. |
| **Week 2, Day 2:** “Stop and Ask Questions About Deserts (2)”  
*Teacher’s Manual, Vol. 2, p. 414 | The student is able to record questions at each stopping point. |
| **Week 2, Day 3:** “Stop and Ask Questions About Deserts (3)”  
*Teacher’s Manual, Vol. 2, p. 418 | The student is able to record questions at each stopping point. |
| **Week 3, Day 3:** “Double-entry Journal About “Polar Bears in Peril””  
*Teacher’s Manual, Vol. 2, p. 436 | The student is able to record one thing he learned and one he is wondering. |

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<th>Extension Activities</th>
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| **Week 2, Day 3:** “Technology Extension: Research and Report on Deserts”  
*Teacher’s Manual, Vol. 2, p. 421 | The student is able to write paragraphs about what she learned about deserts from reputable websites. The student must title her paragraphs and use at least one other text feature. |
| **Week 2, Day 4:** “Extension: Practice Using ‘Stop and Ask Questions’ with Content-area Reading”  
*Teacher’s Manual, Vol. 2, p. 424 | The student is able to use “Stop and Ask Questions” to help him be an active reader of social studies, science, math, or other content-area texts. |
| **Week 3, Day 4:** “Technology Extension: Research Global Warming”  
*Teacher’s Manual, Vol. 2, p. 444 | The student is able to do further research on the causes and effects of global warming, as well as on efforts on the part of individuals, organizations, businesses, and government agencies to address the problem of global warming. |
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<tr>
<th>Writing About Reading Activities</th>
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| **Week 3, Day 2: “Write Opinions of Books from the Unit”**  
*Teacher’s Manual, Vol. 2, p. 435* | The student is able to write about which book she finds the most interesting and why. |
| **Week 3, Day 4: “Compare and Contrast Two Texts About Polar Bears”**  
*Teacher’s Manual, Vol. 2, p. 442* | The student is able to write about what is the same and what is different in the two texts and which text he prefers and why. |

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<tr>
<th>Reading Journal Entries</th>
<th>Expectations for Proficiency</th>
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</table>
| **Week 2, Day 4: Reading Journal Entry**  
*Teacher’s Manual, Vol. 2, p. 423* | The student is able to craft a response that includes the title and author’s name, what the text is about, one question she wrote from a self-stick note, what (if anything) she found out about that question, and if the text does not discuss the question, something else she learned. |
| **Week 3, Day 2: Reading Journal Entry**  
*Teacher’s Manual, Vol. 2, p. 434* | The student is able to craft a response that includes the title and author’s name, what the text is about, one question he wrote from a self-stick note, what (if anything) he found out about that question, and if the text does not discuss the question, something else he learned. |

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<tr>
<th>Individualized Daily Reading (IDR) Conferences</th>
<th>Expectation for Proficiency</th>
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</table>
| Ongoing throughout the unit. You might ask one or more of the following questions from Step 3 of the Resource Sheet for IDR Conferences:  
- *What did you wonder about the topic of this book before you began reading?*  
- *Have any of the things you wondered about the topic been explain in your reading? If so, what have you found out?*  
- *What questions do you have about the topic at this point?*  
(Remaining questions focus on text features, visualizing, inferencing, and what was learned from the topic thus far).  
*Assessment Resource Book, p. 105* | - The student is able to provide an “I wonder” statement before reading.  
- The student is able to describe if “I wonder” statements have been explained in the reading, and if so, what she found out.  
- The student is able to generate questions about the topic. |

### Unit 8: Determining Important Ideas: Expository Nonfiction, Fiction, and Drama (5 weeks)

<table>
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<tr>
<th>Student Response Book Activities</th>
<th>Expectations for Proficiency</th>
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| **Week 2, Day 2: “Think, Pair, Write About Elephants”**  
*Teacher’s Manual, Vol. 2, p. 489 | *Student Response Book, p. 64* | The student is able to individually record what he thinks is most important to understand or remember. |
| **Week 2, Day 3: “Think, Pair, Write About Saguaro Cactuses”** | The student is able to record what the passage is mainly about. |
| Grade 3 Making Meaning  
| Grading Opportunities |


**Week 2, Day 4: “Think and Write About Hermit Crabs”**  

The student is able to individually think and write about the most important parts to understand and remember from the passage about hermit crabs.

**Week 3, Day 2: “Think, Pair, Write About ‘The Young Rooster’”**  

The student is able to individually record a theme from the fable and cite supporting evidence from the story.

**Week 5, Day 4: “Think, and Write About a Theme in Keepers”**  

The student is able to individually record a theme from the story and support why she thinks what she identified is a theme.

**Extension Activities**

|  
| **Expectation for Proficiency** |

**Week 2, Day 3: “Extension: Analyze Paired Texts About Saguaro Cactuses”**  
*Teacher’s Manual, Vol. 2, p. 495*

The student is able to compare two texts about saguaro cactuses in a double-entry journal (use the Teacher Note for guidance).

**Writing About Reading Activities**

|  
| **Expectations for Proficiency** |

**Week 1, Day 4: “Write Opinions About Homework”**  
*Teacher’s Manual, Vol. 2, p. 473*

The student is able to choose one side of the issue to support and write about why he supports it.

**Week 5, Day 4: “Make Inferences About the Character Little Dolly in Keepers”**  
*Teacher’s Manual, Vol. 2, p. 550*

The student is able to write her own paragraphs about the kind of person she thinks Little Dolly is using the inferences she made from clues in the story. Paragraphs should include the title of the book and the author’s name as well as the clues in the story that helped her make her inference.

**Reading Journal Entries**

|  
| **Expectations for Proficiency** |

**Week 3, Day 4: Reading Journal Entry**  
*Teacher’s Manual, Vol. 2, p. 516*

The student is able to write a response that includes the title and author’s name, what the story is about, a theme or lesson in the story and an example from the story that supports that theme OR an important idea in the part he read today and a sentence explaining why he thinks it’s important.

**Week 5, Day 4: Reading Journal Entry**  
*Teacher’s Manual, Vol. 2, p. 546*

The student is able to write a response that includes the title and author’s name, what the book is about, an important idea she marked in the reading, and the reason why she thinks it is important.

**Individualized Daily Reading (IDR) Conferences**

|  
| **Expectation for Proficiency** |

Ongoing throughout the unit. You might ask one or more of the following questions from Step 3 of the

- The student is able to identify an important part and explain why it is important.
### Resource Sheet for IDR Conferences:
- What do you think is important to understand and remember from the part you just read? Why do you think that idea is important?
- What is the problem the main character is having in this story? How do you think the problem will be solved?
- What do you think might be a theme in this story? What in the story makes you think so?

*Assessment Resource Book, p. 125*

### Unit 9: Revisiting the Reading Community (1 week)

#### Student Response Book Activities

**Week 1, Day 1: “Thoughts About My Reading Life”**
*Teacher’s Manual, Vol. 2, p. 559 | Student Response Book, p. 84*

The student is able to write responses to questions to reflect on his growth as a reader.

#### Reading Journal Entries

**Week 1, Day 4: Reading Journal Entry**
*Teacher’s Manual, Vol. 2, p. 573*

The student is able to write a response that includes title of text and author’s name, what the text is about, a comprehension strategy used, and how the strategy helped her understand the text.

#### Individualized Daily Reading (IDR) Conferences

Ongoing throughout the unit.

You might ask one or more of the following questions from the Resource Sheet for IDR Conferences:
- What do you like to read?
- Tell me about your favorite books or authors. What do you like about them?
- What did you like best about the books we read this year?
- How do you feel about reading?
- How do you feel when you are asked to read aloud?
- What do you do best as a reader?
- What are you interested in reading this summer?
- How do you think you have grown as a reader this year?

*Assessment Resource Book, p. 139*

The student is able to describe the problem the main character is having and hypothesize on how it will be solved.

The student is able to generate a possible theme and provide support for it.

The student is able to describe what he likes about reading.

The student is able to identify a favorite book or author and explain what he likes about them.

The student is able to describe what he liked about the books the class read this year.

The student is able to explain how he feels about reading.

The student is able to explain how he feels when asked to read aloud.

The student is able to describe what he does best as a reader.

The student is able to describe what he is interested in reading this summer.

The student is able to explain how he has grown as a reader this year.
# Class Record Sheet

**Activity______________________________**

**Unit:_______________**

**Date:______________**

<table>
<thead>
<tr>
<th>Students</th>
<th>4 Highly Proficient</th>
<th>3 Proficient</th>
<th>2 Nearly Proficient</th>
<th>1 Emerging</th>
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<tbody>
<tr>
<td></td>
<td>The student’s work exceeds the expectation of the task.</td>
<td>The student’s work meets the expectation of the task.</td>
<td>Some of the student’s work meets the expectation of the task or if the task is partially completed.</td>
<td>Little or none of the student’s work meets the expectation of the task or if the task is not completed.</td>
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© Center for the Collaborative Classroom
Student Record Sheet  
Name: ___________________  
Unit: ________________  
Date: ________________

Suggested Proficiency Scale

4 Highly Proficient: The student’s work exceeds the expectation of the task.
3 Proficient: The student’s work meets the expectation of the task.
2 Nearly Proficient: Some of the student’s work meets the expectation of the task or if the task is partially completed.
1 Emerging: Little or none of the student’s work meets the expectation of the task or if the task is not completed.

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<th>Activity</th>
<th>Score</th>
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