## Determine Text Importance/Identify Sequence of Events

### Unit 3/Week 3 at a Glance

<table>
<thead>
<tr>
<th>Day</th>
<th>Mini-Lessons</th>
</tr>
</thead>
</table>
| ONE  | • Introduce Fluency Skills: *Pausing—Full Stop*  
      • Model the Skill |
| TWO  | • Practice and Self-Assess Fluency Skills: *Pausing—Full Stop*  
      • Connect Fluency and Comprehension: *Analyze Author’s Purpose* |
| THREE| • Apply Fluency Skills to Reader’s Theater  
      • Build Comprehension: *Analyze Author’s Purpose* |
| FOUR | • Build Tier Two Vocabulary: *Adverbs* |
| FIVE | • Prepare for and Manage Student Performances: *Audience and Performer Expectations*  
      • Show Time!  
      • Assess and Reflect |

---

**Baseball Jokes**

1. Reader 1: The stadium was really sold at the baseball game last night.  
   Reader 2: Really?  
   Reader 1: Yes, but you sold it to the wrong team!  
   Reader 2: I didn’t know they were sold in baseball games.

2. Reader 1: Is it true that baseball players can’t be in the same league as their own team?  
   Reader 2: What? Can’t you catch flies?  
   Reader 1: No, but for runs for home when they see the outfield.

3. Reader 1: Who’s the best pitcher?  
   Reader 2: No, because she had a pitcher for a coach.

---

By Candice Kramer • Illustrated by Karen Leon
**Read-Aloud (10 MINUTES)**

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Introduce Fluency Skills: Pausing—Full Stop**

**Explain:** We have learned that we do not run all our words together when reading. Instead, we pause, or rest, between some words. Punctuation helps us figure out when to pause. What kind of punctuation tells us to take short pauses? Allow responses.

Reinforce the idea that pausing helps listeners understand what we are saying. Punctuation at the end of a sentence signals a longer pause than the punctuation inside the sentence.

**Ask:**
- Do you take a bigger breath at the end of a sentence or in the middle of a sentence?
  (at the end of a sentence)
- What kinds of punctuation marks do you see at the end of a sentence?
  (period, question mark, exclamation point)
- Do you come to a full stop or take a short pause at the end of a sentence?
  (You come to a full stop.)

**Say:** We come to a full stop at the end of a sentence and take a breath before beginning the next sentence.

**Model the Skill**

Display the fluency poster “Baseball Jokes” and read aloud the title.

**Say:** These are jokes. The author uses periods, question marks, and exclamation points to show us when to come to a full stop. Coming to a full stop helps the jokes sound right and make sense.
Ask students to listen and follow along as you read the jokes aloud, coming to a full stop at each period, question mark, and exclamation point.

**Say:** *Now I will read the first joke without pausing. Listen closely.*

Read the entire joke in a word-by-word manner without coming to a full stop at the period, question marks, and exclamation point.

**Turn and talk.** Have students turn to a neighbor and compare and evaluate your readings. Ask them to think about how each reading affected them as listeners. Then have pairs of students share their ideas with the whole class. Reinforce the idea that pausing correctly at punctuation helps the sentences sound right and make sense.

**Shared Writing.** Invite students to help you create a class anchor chart (or review the one from the previous lesson on pausing) to remind them how good readers use pausing. (See the example below.) When you are finished, ask students to echo-read the entire chart. Display the chart in the classroom for future reference.

### Pausing
- We do not run all our words together.
- We pause, or rest, between some words.
- Pausing divides sentences into meaningful parts.
- Pausing makes our reading easier to understand.
- Punctuation helps us figure out when to pause.
- Punctuation helps us figure out how long to pause.

**Sample Anchor Chart**

---

**Make Content Comprehensible for ELLs**

**Beginning**

Jokes that depend on wordplay are especially challenging for ELLs. Use props, drawings, role-play, and gestures to define the multiple-meaning words *fan, coach, flies,* and *catcher* (baseball and dog).

**Intermediate and Advanced**

Engage ELLs in a discussion about baseball to determine prior knowledge. Ask them to tell what they know about the game. Record a list of baseball-specific terms students generate.

**All Levels**

Before reading to model fluency, read to support comprehension of unfamiliar Tier Two words through explanation, gestures, and role-play, or by using props. Difficult words may include: *stadium, temperature, pumpkin.* Draw and label a simple baseball diamond with bases, home, catcher, shortstop.

**Support Special Needs Learners**

Throughout the week, use the following strategies to help students who have learning disabilities access the content and focus on skills and strategies.

During partner reading practice, pair special needs students with more fluent readers who can model fluency and support their development.

Group students heterogeneously for small-group reading of the script so that struggling students benefit from working with more fluent readers.

Assign multiple students to specific reader’s theater roles so that they can support each other.
**Connect and transfer.** Say: *Today during small-group reading, we will read a reader’s theater script. As we read the script, one skill we will practice is stopping at end punctuation marks to make our reading easier to understand.*

**Small-Group Reading Instruction** *(60 MINUTES)*

Introduce and read *Cesar Chavez Comes to Visit*. Use the before- and during-reading instruction in the Teacher’s Guide for the script.

**Individual Student Conferences** *(10 MINUTES)*

Confer with individual students to discuss their understanding of the script. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** *(20 MINUTES)*

Use the Day 1 instruction provided in Grade 3 Word Study Skill Bag 9.
**Read-Aloud** (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

**Mini-Lessons** (20 MINUTES)

**Practice and Self-Assess Fluency Skills:** Pausing—Full Stop

Distribute copies of Baseball Jokes (BLM 1).

Ask students to choral-read the jokes with you one or more times.

Next, allow the group to choral-read the jokes without your assistance.

Distribute the Fluency Self-Assessment Master Checklist (BLM 2) and review the assessment criteria for pausing and integration. Ask students to give a thumbs-up or thumbs-down on each question based on the group’s choral-reading. Discuss their responses.

**Partner reading.** Pair students and ask them to read “Baseball Jokes” together one or more times, alternating lines.

Monitor students’ partner rereading practice and provide responsive feedback using the prompts provided on page 6.

Ask students to rate themselves on specific fluency skills covered in this lesson using their Fluency Self-Assessment Master Checklist (BLM 2).

**Connect and transfer.** Ask students to reflect on their fluency practice, using the following prompts:

- *When did you take quick pauses? When did you come to a full stop?*
- *How did pausing help you read and understand?*
- *Remember, you will need this skill as we practice and perform a reader’s theater script this week.*

**Lesson Objectives**

Students will:

- Utilize punctuation to signal full stops while reading.
- Demonstrate understanding of the text through purposeful pausing.
- Use effective pausing to make their reading sound like talking.

**Related Resources**

- Baseball Jokes (BLM 1)
- Fluency Self-Assessment Master Checklist (BLM 2)
Make Content Comprehensible for ELLs

Beginning
Allow ELLs to participate through active listening while other students demonstrate pausing at punctuation. Invite ELLs to track print with you and give a thumbs-up when they see end punctuation and hear the reader breathe.

Intermediate and Advanced
Monitor students’ understanding of the humor in the jokes. Revisit the baseball terminology and use pantomime to act out each joke as necessary.

All Levels
Pair ELLs with fluent English speakers during partner discussions and activities.

Responsive Prompts for Pausing

As students work together, observe those who demonstrate understanding and those who struggle. Use appropriate responsive prompting to provide additional support or to validate students who demonstrate mastery.

Goal Oriented

• Listen to me read this. Can you hear me take a little breath at the comma?
• The period (question mark, exclamation point) means your voice makes a full stop.
• When I make a short pause, I don’t stop completely and break the flow.
• When I finish a sentence, I make a full stop before continuing.
• Notice what I do when I see a comma. My reading pauses briefly and then continues to help make ideas clear as I read.
• Notice what I do when I see a period (question mark, exclamation point). My reading pauses with a full stop to show that I’ve read a complete sentence or idea.

Directive and Corrective Feedback

• Make a full stop at the period (question mark, exclamation point).
• Take a little breath when you see a comma.
• Read the punctuation.
• Read it like this with a short pause between the words.
• Read it like this with a full stop after the word.
• Make your pause longer.
• Make your pause shorter.

Self-Monitoring and Reflection

• How did you know to make a short pause here?
• How did you know to make a full stop here?
• Did you know where to make a short pause or full stop as you read?
• Was your pausing too short, too long, or just right?
• What did you notice about your reading?
• Where did you make short pauses as you read?
• Where did you make full stops as you read?

Validating and Confirming

• Good—you took a little breath.
• Good—you made a full stop.
• I like the way you made a short pause/full stop here.
• I like the way you used the _______ punctuation mark to help you make a short pause/full stop here.
• Good—you used punctuation marks to help you know when to pause and for how long!
Connect Fluency and Comprehension: Analyze Author’s Purpose

Say: Taking short pauses and making full stops in the correct places helps you make sense of the words and sentences you read. You also need to understand why the author wrote a particular passage. When you understand why an author wrote something, you can use your voice to help your audience understand as well. What purposes do authors have for writing? Allow responses.


Discuss with students whether jokes are always intended to entertain and how they should be read. Are jokes ever serious? Should students read jokes in a slow, solemn way or in some other way?

Ask: How does understanding the author’s purpose of “Baseball Jokes” change how you sound when you read it aloud?

Connect and transfer. Say: Today during small-group reading, focus on understanding the purpose of the passage. This will help you read with the right feeling and expression.

Small-Group Reading Instruction (60 MINUTES)

Reread Cesar Chavez Comes to Visit to build comprehension and critical thinking using the After Reading Interpret the Script questions. Assign roles to individual students.

Individual Student Conferences (10 MINUTES)

Confer with individual students to discuss their script roles and how they plan to rehearse and read their part. Use the Reading Conference Note-Taking Form to help guide your conference.

Word Study Workshop (20 MINUTES)

Use the Day 2 instruction provided in Grade 3 Word Study Skill Bag 9.

Oral Language Extension

Have pairs of students practice the fluency passage during independent workstation time.

Home/School Connection

Have students practice reading Baseball Jokes (BLM 1) again with a family member. Ask students to focus on reading smoothly and with appropriate pauses. Have them alternate roles with their family member so that they practice all the lines in the jokes.

Ask students to have their family member sign the page to indicate they have participated in the reading.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Apply Fluency Skills to Reader’s Theater

Distribute the first two pages of *Cesar Chavez Comes to Visit* (BLM 3), which students have completed during small-group reading time.

**Say:** Yesterday you practiced coming to a full stop as you read some jokes. Now I want you to apply what you learned to the script we will perform this week. Listen as I read these two pages to you.

Read pages 2–3 of the script to model how you use short pauses and full stops to make the dialogue sound natural. Use the suggestions below or interpret the text in your own way:

- Mrs. Nickels: brightly, with enthusiasm, but speaking clearly and taking longer pauses between sentences
- Beth: excited, speaking quickly
- Jimmy: not happy, speaking in lower tone than Beth, sullen and slow with second greeting
- Ramon: in between Beth and Jimmy, resigned
- Emily: speaks clearly, ready to explain

Ask students to comment on how your reading affected them as listeners. How did you use pauses to vary the characters’ voices?

**Partner reading.** Have pairs of students practice reading these pages together. Monitor their practice and provide responsive prompting as needed to validate their efforts, give corrective feedback, or encourage them to self monitor. Use the responsive prompts provided on page 6.

Build Comprehension: Analyze Author’s Purpose

**Say:** Yesterday we discussed why the author of “Baseball Jokes” wrote that passage. Today let’s think about why the author of *Cesar Chavez Comes to Visit* wrote about these events and characters. Understanding the author’s purpose will help you interpret the script more effectively.
Activate metacognitive strategies. Ask: *What strategies can we use to help ourselves understand the author’s purpose?* Allow responses. If necessary, prompt students to use the following strategies:

Ask questions. Ask: *What questions can you ask yourself as you read to make sure you understand what’s happening in the script? What does the author want you to learn about? What do you think her purpose is? How do you know?*

Visualize. Ask: *If you imagine the characters in your mind, what do you see? What expression do you see on Jimmy’s face? On Ramon’s? How does visualizing help you understand what the script is about?*

Support ELLs’ and struggling readers’ participation in the discussion by providing the following sentence frames:

- *I think the author wants me to learn about ______.*
- *I think the author’s purpose is to ______.*
- *I imagine Jimmy/Ramon looks ______.*

Shared Writing. Make a list of students’ ideas about the author’s purpose. Post this on the wall.

Connect and transfer. Say: *Today, as you practice the script, think about what the author wants people to experience through the script. Use what you have learned about pausing to help you express her purpose.*

**Small-Group Reading Instruction** *(60 MINUTES)*

Have students rehearse their roles in *Cesar Chavez Comes to Visit* together as a group. Offer suggestions for voice, expression, and pausing.

**Individual Student Conferences** *(10 MINUTES)*

Confer with individual students to discuss their script roles and their rehearsal progress. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** *(20 MINUTES)*

Use the Day 3 instruction provided in Grade 3 Word Study Skill Bag 9.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.”

Use the sample read-aloud lessons and suggested titles provided in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Build Tier Two Vocabulary: Adverbs

On chart paper, draw a graphic organizer like the one below (BLM 4). Remind students that adverbs are words that tell how, when, where, and how much. Today they will discuss adverbs.

Think/Pair/Write/Share. Distribute the Adverbs graphic organizer (BLM 4). Ask students to work with a partner to list adverbs that tell how, when, where, and how much. Give students approximately three minutes, and then bring them back together to share their answers. If students are unable to come up with adverbs, prompt them with the following:

- How do we talk in the library?
- When will you eat breakfast again?
- Where is the playground?
- If you can’t figure out a math problem, what would you say about how hard it is?

Record students’ responses on the chart. Ask students to use their adverbs in sentences.

Distribute Cesar Chavez Comes to Visit, pages 6–7 (BLM 5).

<table>
<thead>
<tr>
<th>How</th>
<th>When</th>
<th>Where</th>
<th>How Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>quietly</td>
<td>tomorrow</td>
<td>outside</td>
<td>too</td>
</tr>
<tr>
<td>slowly</td>
<td>now</td>
<td>here</td>
<td>almost</td>
</tr>
</tbody>
</table>

Sample Adverbs Annotations (BLM 4)
**Day Four**

**Make Content Comprehensible for ELLs**

**Beginning**
Help ELLs understand adverbs such as *quietly, slowly, later,* and *very* by using role-playing and realia. For example, walk slowly across the room. **Say:** I am walking slowly. (Walk slower.) Now I am walking very slowly.

**Intermediate**
Provide sentence frames such as the following and have students fill in adverbs:

- We will go to the library ________.
- We play ________.

**All Levels**
Pair ELLs with fluent English speakers during partner discussions and activities.

**Small-Group Reading Instruction** *(60 MINUTES)*

Have students continue to rehearse their roles in *Cesar Chavez Comes to Visit* together as a group. Discuss and plan how students will stage their script performance tomorrow.

**Individual Student Conferences** *(10 MINUTES)*

Confer with individual students on sections of the script you would like them to work on before the performance. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** *(20 MINUTES)*

Use the Day 4 instruction provided in Grade 3 Word Study Skill Bag 9.

**Say:** Writers use adverbs to give readers information about other words. Adverbs usually tell about verbs, but they can also tell more about adjectives or other adverbs. Read the text with a partner. Find two words that are adverbs.

Have pairs read the script excerpt on BLM 5 and find two adverbs. (fairly, then, here, when, more (than), not, very) Have them record the adverbs on BLM 4 and share the information with the class.

**Discuss fix-up monitoring strategies.** Ask students what they can do when they read an adverb and are not sure what it means. Generate discussion of the strategies that help good readers. For example, students can use context clues to determine meaning. They can also break longer adverbs into smaller chunks to see if the base word is familiar.

**Connect and transfer.** **Say:** Adverbs tell when, where, how, and how much. Paying attention to adverbs can help you understand the action and the characters in the script.

**Oral Language Extension**

Write several glossary words from the reader’s theater script on chart paper and display the list during independent workstation time. Challenge pairs of students to use each word in meaningful oral sentences. Ask students to write down at least five sentences to show you during independent student conference time.

**Home/School Connection**

Have students take home *Cesar Chavez Comes to Visit,* pages 6–7 (BLM 5) and read it with a family member to practice fluency skills. Ask students to have their family member sign the script page to indicate that they have participated in the reading.
Read-Aloud (10 MINUTES)

Revisit the week’s read-alouds to make text-to-text connections and to provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

Mini-Lessons (20 MINUTES)

Prepare for and Manage Student Performances: Audience and Performer Expectations

Prepare students for their reader’s theater performances by sharing your expectations of audience members and performers.

Audience expectations. Say: While you are listening to the other groups perform, I expect you to do the following:

- Give your classmates your full attention.
- Do not speak to your neighbors or make any noise.
- Enjoy their performance and show your appreciation by clapping when they are finished.
- Be prepared to give your feedback on the script, and always remember to make your feedback constructive, or helpful.

Performer expectations. Say: While you and your group are performing the script, remember to do these things:

- Read in a loud, clear voice and act out your role.
- Use expression and fluency to help everyone listening to understand your character.
- Remember to use punctuation clues to take pauses.
- When it is not your turn to read, follow along in the script so you know when to come in.
- If one of your group members gets lost or forgets to come in, prompt him or her quietly.
- Accept both suggestions and praise from your audience.

Show Time!

Invite students to perform the script for an audience such as members of the class, students from other classes, school staff members, or parents.

Continue your performances during small-group reading time, giving each group the opportunity to perform.
Assess and Reflect

After all groups have completed their performance, use the following self-assessment activity to help students reflect on their performance, identify how they have improved as readers and performers, and determine what they will focus on as they participate in future reader’s theater experiences throughout the year.

Draw a three-column reflection chart on chart paper. Include a column for Reflection Questions and columns to answer Yes or No in response. Use the following questions to guide the group’s assessment of their performance, or use the Reader’s Theater Self-Assessment (BLM 6). Place a check mark in the appropriate column, noting their responses.

- Did we make our reading sound smooth like talking?
- Did we make our characters sound and feel like real people (or animals/objects) with feelings?
- Did we act out our parts with our voices and body language?
- Were our parts at “just right” reading levels?
- Did we practice our reading many times before performing?
- Did we pause in the correct places to help our audience understand the characters and message of the script?

Connect and transfer. Discuss ways to improve future performances based on the self-assessment and reflections.

Small-Group Reading Instruction (60 MINUTES)

Use the small-group reading time to continue students’ performances of Cesar Chavez Comes to Visit.

After all groups have performed, use the Assess and Reflect activity above.

Individual Student Conferences (10 MINUTES)

Have students use their self-reflection to show how they would read differently next time. Discuss how students plan to apply what they learned to future performances and independent reading.

Word Study Workshop (20 MINUTES)

Use the Day 5 instruction provided in Grade 3 Word Study Skill Bag 9.