

Third Grade Success: Florida Policy and Best Practices for Literacy Achievement



Recommendation 1: Examples of Effective Reading Comprehension Strategies

Effective Strategy	Description	Activities to Promote Strategy Practice
Activating Prior Knowledge/Predicting	Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	1. Pull out a central idea from the text and ask students a question that relates the idea to their experience. Ask them to predict whether a similar experience might occur in the text. 2. Halfway through the story, ask students to predict what will happen at the end of the story. Have them explain how they decided on their prediction, which encourages them to make inferences about what they are reading and to look at the deeper meaning of words and passages.
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	1. Put words that are used to formulate questions (e.g., where, why) on index cards, and distribute to students. 2. Have students, in small groups, ask questions using these words.

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Effective Strategy	Description	Activities to Promote Strategy Practice
Visualizing	Students develop a mental image of what is described in the text.	1. Explain to students that visualizing what is described in the text will help them remember what they read. 2. Have students examine objects placed in front of them, and later a picture depicting a scene. Remove the objects and picture, and ask students to visualize and describe what they saw. 3. Read a sentence and describe what you see to the students. Choose sections from the text and ask students to practice visualizing and discussing what they see.
Monitoring, Clarifying and Fix Up	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	1. Relate each strategy to a traffic sign (e.g., stop sign—stop reading and try to restate in your own words what is happening in the text; U-turn—reread parts of the text that do not make sense). 2. Write different reading comprehension strategies on cards with their signs, and have students work in pairs to apply the strategies to text they do not understand.

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Effective Strategy	Description	Activities to Promote Strategy Practice
Drawing Inferences	Students generate information that is important to construct meaning but that is missing from, or not explicitly stated in, the text.	1. Teach students how to look for key words that help them understand text and demonstrate how they can draw inferences from such words. For example, a teacher might show that a passage that mentions “clowns” and “acrobats” is probably taking place in a circus. 2. Identify key words in a sample passage of text and explain what students can learn about the passage from those words.
Summarizing/ Retelling	Students briefly describe, orally or in writing, the main points of what they read.	1. Ask a student to describe the text in his or her own words to a partner or a teacher. 2. If a student has trouble doing this, ask questions such as “What comes next?” or “What else did the passage say about [subject]?”

Recommendation 2: Elements of Structure in a Narrative Text

Text Structure Element	Description	Example
Characters	Who the story was about	The characters are a girl named Little Red Riding Hood, her grandmother and the wolf.
Setting	Where and when the story happened	The story takes place in the forest and at Grandmother's cabin during the day.
Goal	What the main character was trying to do	Little Red Riding Hood set out to deliver a basket of food to her sick grandmother.
Problem	Why the main character took certain actions	Little Red Riding Hood was not aware that the wolf had eaten Grandmother.
Plot or Action	What happened to the main character or what she or he did to try to solve a problem	She met the wolf on her way to Grandmother's, and the wolf pretended to be Grandmother.
Resolution	How the problem was solved and how the story ended	A nearby hunter rescued Little Red Riding Hood and her grandmother from the wolf.
Theme(s)	General lessons or ideas	You shouldn't talk to strangers.

Recommendation 3: Text Discussion Guidance

Category of Comprehension	Description
Locate and Recall	Identify the central ideas and supporting details; find the elements of a story; focus on small amounts of text.
Integrate and Interpret	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in text; use mental images.
Critique and Evaluate	Assess text from numerous perspectives; synthesize what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text.
Question Stem Examples	
Question Stems that Require Students to Think Deeply About Text	• Why did _____? • What do you think _____? • If you were the author _____? • What does _____ remind you of and why?
Follow-Up Questions That Facilitate Discussion	• What makes you say that? • What happened in the book that makes you think that? • Can you explain what you meant when you said _____? • Do you agree with what _____ said? Why or why not? • How does what you said connect with what _____ already said? • Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement. • What does the author say about that?

Group One

Recommendation 1: Teach Students How to Use Reading Comprehension Strategies

Mentor Text: *Charlotte's Web* by E.B. White

Chosen Strategy: _____

Step 1: Choose a short excerpt from the text. Page(s) _____

Step 2: Choose a comprehension strategy from the Practice Guide Resources (Handout #1). Refer to the Mentor Text Examples document to support your instructional planning.

- Activating Prior Knowledge/Predicting
- Questioning
- Visualizing
- Monitoring, Clarifying and Fix-Up
- Drawing Inferences
- Summarizing/Retelling

Which B.E.S.T. ELA Benchmarks does this support?

Step 3: Outline your group's instructional plan.

How will the strategy be introduced? How will the strategy be modeled?

What will students do to practice the strategy?

How will students' understanding be monitored?

Step 4: Prepare to share out with the whole group.

Who will share for the group? What are the key points to highlight?

Group Two

Recommendation 2: Teach Students to Identify and Use the Text's Organizational Structure to Comprehend, Learn and Remember Content

Mentor Text: *Charlotte's Web* by E.B. White

Which element will the group focus on? _____

Step 1: Choose a short excerpt from the text. Page(s) _____

Step 2: Discuss the elements of structure in a narrative text from the Practice Guide Resources (Handout #1). Refer to the Mentor Text Examples document to support your instructional planning.

Notes: _____

Which B.E.S.T. ELA Benchmarks does this support?

Step 3: Outline your group's instructional plan.

How will the narrative structure be introduced? How will this be modeled (e.g., story maps, graphic organizers, retelling strategies)?

How will students engage with the text and practice?

How will students' understanding be monitored?

Step 4: Prepare to share out with the whole group.

Who will share for the group? What are the key points to highlight?

Group Three

Recommendation 3: Guide Students Through Focused, High-Quality Discussion on the Meaning of Text

Mentor Text: *Charlotte's Web* by E.B. White

Step 1: Choose a short excerpt from the text. Page(s) _____

Which B.E.S.T. ELA Benchmarks does this support?

Step 2: Identify key discussion ideas from the text excerpt. Use the Practice Guide Resources (Handout #1) to support your instructional planning. Develop some discussion questions for the text excerpt your group chose. Focus on the following areas for guiding students through the discussion.

- Locate and Recall
 - Integrate and Interpret
 - Critique and Evaluate
- _____
- _____
- _____
- _____

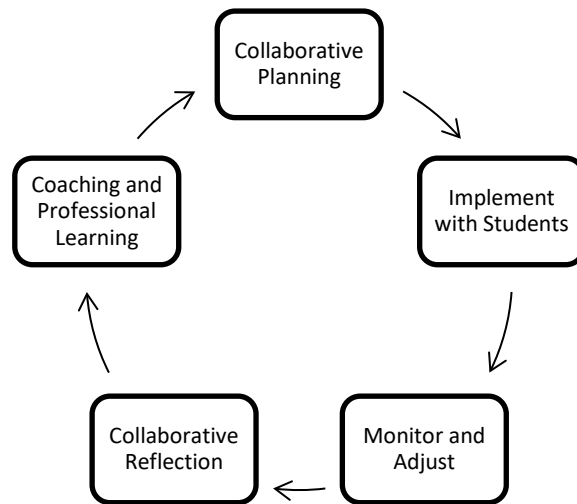
Step 3: Outline your group's instructional plan. Explain how you will facilitate the discussion with students and use these processes to deepen their understanding.

How will students be prompted to locate specific details or recall key events?

How will students be asked to draw connections and interpret deeper meanings from the text?

Recommendation 3: Guide Students Through Focused, High-Quality Discussion on the Meaning of Text

[illegible]



Step	Description	Guiding Questions
Collaborative Planning	Teachers and coaches work together to design instruction aligned to benchmarks, student needs and learning goals.	- What do students need to know and be able to do? - How will it be taught? - What assessments will be used?
Implement with Students	Teachers carry out the plan through instruction, ensuring that strategies are delivered as intended.	- Am I teaching the plan as the team designed it? - Are students engaged and actively learning?
Monitor and Adjust	Teachers use observations, formative assessment and feedback to make real-time adjustments to instruction.	- How are students responding? - Who needs support/enrichment? - What needs to be adjusted right now or for the next lesson?
Collaborative Reflection	Teachers and coaches analyze student work, outcomes and teaching strategies to refine practice and identify successes or gaps.	- What worked and why? - What didn't work and how can the team problem-solve to improve? - What patterns are the team noticing across classrooms or groups?
Coaching and Professional Learning	Teachers and coaches engage in ongoing targeted professional learning to improve and sustain effective instruction.	What supports are needed to improve instructional practices and student achievement?

Text Examples Document

Charlotte's Web by E.B. White

Directions: Use the Text Examples document to assist in your group's instructional planning task.

Recommendation 1: Examples of Effective Reading Comprehension Strategies

Comprehension Strategy	Example From the Text
Activating Prior Knowledge/Predicting	Activating Prior Knowledge: 1. Fern Saving Wilbur – (Pages 1-3) • The novel opens with Fern arguing with her father to save the runt pig. Students can activate prior knowledge about farm life, animals or fairness to connect with Fern's emotions. 2. Wilbur's Loneliness in the Barn – (Pages 27-31) • Students can relate to feelings of loneliness or making new friends, helping them engage with Wilbur's experience before he meets Charlotte. Predicting: 3. Charlotte's Plan to Save Wilbur – (Pages 58-63) • When Charlotte tells Wilbur she will help him but doesn't reveal how, students can predict how she might save him, using prior knowledge of problem-solving. 4. First Web Message: "SOME PIG" – (77-79) • Before the Zuckermans and Lurvy react, students can predict how people will respond to the mysterious web message.

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Comprehension Strategy	Example From the Text
Questioning	1. Fern's Intervention to Save Wilbur – (Pages 1-3) • When Fern learns her father plans to kill the runt pig, she passionately argues for its life. Example questions: - o Why does Fern feel so strongly about saving the pig? - o What does this reveal about her character and values? 2. Wilbur's Attempt to Spin a Web – (Pages 56-58) • Observing Charlotte, Wilbur tries to spin his own web but fails. Example questions: - o Why can't Wilbur spin a web like Charlotte? - o What does this tell us about the differences between pigs and spiders? 3. Charlotte's Plan to Save Wilbur – (Pages 85-91) • Charlotte devises a plan to write words in her web to save Wilbur from being slaughtered. Example questions: - o How will writing words in the web influence the humans' perception of Wilbur? - o Will this plan be enough to save him? 4. Templeton's Reluctant Assistance – (Pages 89-91) • The barn animals persuade Templeton to help by collecting words for Charlotte's web. Example questions: - o Why is Templeton hesitant to help? - o What motivates him to eventually agree?

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Comprehension Strategy	Example From the Text
Visualizing	- Mr. Zuckerman's Farm – (Pages 13-15) - Description: The barn is described in rich detail, including the smells, the animals and the overall atmosphere. - Visualization Questions: - What do you picture the barn looking like? - How would it feel to be in a warm, hay-filled space with animals all around? - Charlotte Weaving Her Web – (Pages 92-94) - Description: Charlotte spins her intricate web at night, with fine, silken threads stretching across the barn doorway. - Visualization Questions: - How do you picture the web? - How do you picture the movement of Charlotte's legs as she carefully constructs her web? - The Fair – (Pages 128-131) - Description: The fairground is full of bright colors, noisy crowds, food stands and excitement. - Visualization Questions: - What colors and sounds would you notice at the fair? - How do you think the air smells with all the different foods being sold?

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Comprehension Strategy	Example From the Text
Monitoring, Clarifying and Fix Up	Monitoring: - Charlotte's Explanation of Her Web (Pages 77-79) - Challenge: Wilbur doesn't understand how Charlotte's writing in the web will help him. - Monitoring Question: - Do I understand why Charlotte believes the words in the web will change how humans see Wilbur? - Templeton's Role at the Fair (Pages 122-130) - Challenge: Templeton agrees to help find words for Charlotte's web, but only because of his own selfish interests. - Monitoring Question: - Why does Templeton agree to help? Clarifying: - The Meaning of "Humble" (Pages 139-141) - Challenge: Wilbur doesn't understand what the word "humble" means when Charlotte adds it to her web. - Clarifying Strategy: - Stop and reread Charlotte's explanation. - Use context clues—how does Charlotte describe Wilbur's behavior? - Charlotte's Death (Pages 164-167) - Challenge: Charlotte's health declines, and she tells Wilbur she won't be going back to the barn with him. - Clarifying Question: - What does Charlotte mean when she says, "I won't be coming home"?

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Comprehension Strategy	Example From the Text
Monitoring, Clarifying and Fix Up, Continued	Fix Up: 5. Wilbur's Panic at the Fair – (Pages 158-160) • Challenge: Wilbur becomes very anxious about his future. • Fix-Up Strategy: ○ Pause and summarize what's happening. ○ Ask: Why is Wilbur feeling this way? How do Charlotte and Templeton try to help? 6. The Fate of Charlotte's Babies – (Pages 170-184) • Challenge: Most of Charlotte's babies leave, but three stay behind, confusing Wilbur. • Fix-Up Strategy: ○ Reread the passage about the wind carrying the baby spiders away. ○ Ask: Why did some of the spiders stay?
Drawing Inferences	1. Fern's Connection with the Animals – (Pages 52-54) • Text Evidence: Fern insists that animals have thoughts and feelings, and she listens closely to them in the barn. • Inference Question: ○ What does Fern's ability to understand the animals suggest about her personality and imagination? 2. Charlotte's True Motivation – (Pages 164-165) • Text Evidence: Charlotte tells Wilbur she is saving him because he is her friend, but she never asks for anything in return. • Inference Question: ○ What do you think motivated Charlotte to help Wilbur?

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Effective Strategy	Example From the Text
Drawing Inferences, Continued	3. Templeton's Personality – (Pages 122-123) • Text Evidence: Templeton agrees to help Charlotte and Wilbur, but only after realizing he can benefit from scraps of food at the fair. • Inference Question: ○ What does this suggest about Templeton's motivations and the kind of character he is? 4. The Reactions to "SOME PIG" – (Pages 79-82) • Text Evidence: Mr. Zuckerman and the townspeople believe that the words in the web are a miracle and that Wilbur must be special. • Inference Question: ○ Why do people assume the message is about Wilbur instead of considering other explanations? 5. Charlotte's Final Moments – (Pages 164-167) • Text Evidence: Charlotte does not tell Wilbur she is dying right away, but she explains that she is very tired. • Inference Question: ○ How does Charlotte's quiet and calm tone suggest she knows what is coming?

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 1: Examples of Effective Reading Comprehension Strategies, Continued

Effective Strategy	Example From the Text
Summarizing/Retelling	1. Wilbur's Early Life and Fern's Care – (Pages 1-12) • Summary: Fern saves Wilbur, raises him for a few weeks, and then he is sent to live at the Zuckerman farm. • Key Retelling Points: ○ Why does Fern save Wilbur? ○ How does Wilbur end up at the Zuckermans'? 2. Wilbur's Friendship with Charlotte – (Pages 31-51) • Summary: Wilbur feels lonely in the barn but soon meets Charlotte, a wise and kind spider who promises to help him. • Key Retelling Points: ○ How does Wilbur feel before meeting Charlotte? ○ What promise does Charlotte make to him? 3. Charlotte's Plan to Save Wilbur – (Pages 75-100) • Summary: Charlotte begins spinning words into her web to make Wilbur seem special, and the Zuckermans believe he is extraordinary. • Key Retelling Points: ○ What words does Charlotte write in the web? ○ How do people react to the messages?

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 2: Examples of Elements of Structure in a Narrative Text

Text Structure Element	Example From the Text
Characters	• Fern Arable: Introduced as a compassionate girl who saves Wilbur from being slaughtered. (Pages 1-3) • Wilbur: The runt pig Fern saves, who becomes the main character. (Pages 3-7) • Charlotte A. Cavatica: A wise and caring spider who befriends Wilbur. (Pages 30-41) • Templeton: A gluttonous rat who helps Charlotte and Wilbur, often for selfish reasons. (Pages 26-30)
Setting	• Arable's Farm: Where Fern lives and initially raises Wilbur. (Pages 1-12) • Zuckerman's Barn: Wilbur's new home, where he meets Charlotte and other animals. (Pages 13-16) • County Fair: The location of pivotal events, including Wilbur's competition. (Pages 130-137)
Goal	• Wilbur's Survival: The primary goal is to prevent Wilbur from being slaughtered. (Pages 62-64)
Problem	• Wilbur's Fate: The threat of Wilbur being killed for meat. (Pages 62-65)
Plot/Action	• Charlotte's Plan: Charlotte weaves words into her web to make Wilbur seem extraordinary. (Pages 75-80) • Public Reaction: The farm gains attention due to the web's messages, leading to Wilbur's entry into the fair. (Pages 80-85) • County Fair: Wilbur competes and wins a special prize, ensuring his safety. (Pages 155-162)

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 2: Examples of Elements of Structure in a Narrative Text, Continued

Text Structure Element	Example From the Text
Resolution	• Wilbur's Safety: After winning at the fair, Wilbur's life is spared. (Pages 155-162) • Charlotte's Death: Charlotte passes away, but her legacy continues through her offspring. (Pages 163-171)
Theme(s)	Theme: Friendship and Loyalty • Example: The deep friendship between Wilbur and Charlotte drives much of the story. Charlotte's unwavering loyalty to Wilbur is seen when she goes to great lengths, including writing in her web, to save his life. Even though their friendship seems unlikely (a pig and a spider), Charlotte's devotion shows the strength of true friendship. (Pages 86-101) • Inference: This theme suggests that true friendship transcends differences and requires selflessness and loyalty, as seen in Charlotte's willingness to sacrifice her time and energy for Wilbur's survival.

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 3: Key Discussion Ideas

Level of Questioning	Example From the Text
Locate and Recall	- Where does Wilbur live after Fern sells him? (Pages 10-15) Answer: Wilbur is sold to Mr. Zuckerman, where he lives in the barn. - What does the first message in Charlotte's web say? (Pages 75-80) Answer: The first message Charlotte spins into her web is "SOME PIG." - What does Templeton the rat do to help Charlotte and Wilbur? (Pages 97-99) Answer: Templeton helps by retrieving words for Charlotte's web in exchange for food scraps. - What happens to Charlotte at the end of the story? (Pages 163-171) Answer: Charlotte dies after helping Wilbur win a special prize at the fair.
Integrate and Interpret	Why does Charlotte choose to write words in her web, and what does it say about her character? (Pages 75-91) Answer: Charlotte writes words like "SOME PIG" and "TERRIFIC" in her web to save Wilbur from being slaughtered. This shows her intelligence, resourcefulness and deep sense of friendship, as she is willing to sacrifice her own well-being to help him.

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 3: Key Discussion Ideas, Continued

Level of Questioning	Example From the Text
Integrate and Interpret, Continued	2. How does Charlotte's willingness to sacrifice herself for Wilbur influence Wilbur's growth throughout the story? (Pages 163-171) Answer: Charlotte's selfless actions profoundly affect Wilbur, teaching him the value of friendship and loyalty. Wilbur grows emotionally and begins to understand the importance of giving and receiving love, ultimately continuing Charlotte's legacy by caring for her offspring.

Text Examples Document

Charlotte's Web by E.B. White

Recommendation 3: Key Discussion Ideas, Continued

Level of Questioning	Example From the Text
Critique and Evaluate	1. How do the other animals in the barn react to Charlotte's plan to save Wilbur? What does this reveal about the community of animals in the barn? (Pages 86-91) Answer: The other animals are initially skeptical about Charlotte's plan, but they eventually come around and support her. This reveals that the barn animals, while each unique in their personalities, can come together when there is a shared goal or need, showing a sense of loyalty and unity. 2. What role does Templeton the rat play in the success of Charlotte's plan, and what does this reveal about his character? (Pages 90-99) Answer: Templeton plays a selfish but crucial role in Charlotte's plan by gathering scraps of words for the web in exchange for food. This reveals Templeton's self-centered nature but also shows that, despite his flaws, he is willing to help when there's something in it for him.

Directions for Small Group Activity

Group One: Recommendation 1	Group Two: Recommendation 2	Group Three: Recommendation 3
1. Choose a short excerpt from <i>Charlotte's Web</i> by E.B. White. 2. Choose a comprehension strategy from the Practice Guide. 3. Outline your instructional plan. 4. Be prepared to share out!	1. Choose a short excerpt from <i>Charlotte's Web</i> by E.B. White. 2. Identify the element of structure in a narrative text that you will focus on. 3. Outline your instructional plan. 4. Be prepared to share out!	1. Choose a short excerpt from <i>Charlotte's Web</i> by E.B. White. 2. Identify key discussion ideas and plan a high-quality discussion. 3. Outline your instructional plan. 4. Be prepared to share out!