



Anchor Charts: Display, Print, or Draw Your Way

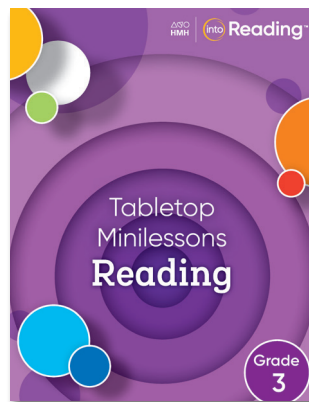
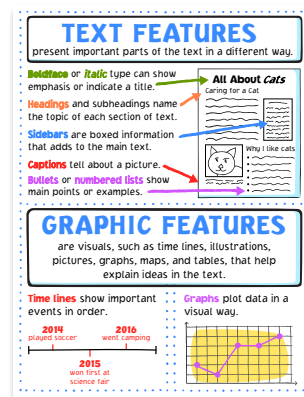
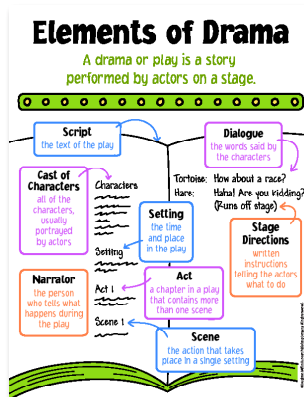
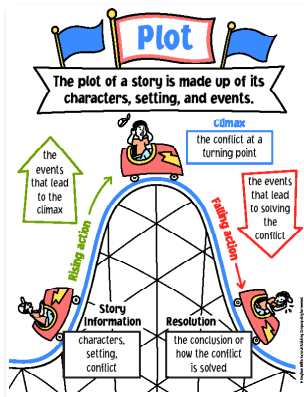
GRADE 3





Reading Workshop Anchor Charts

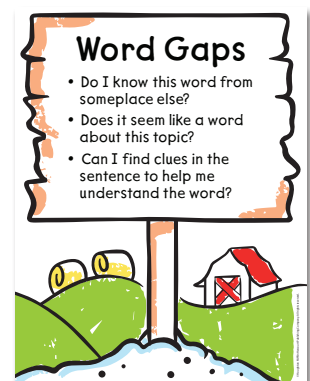
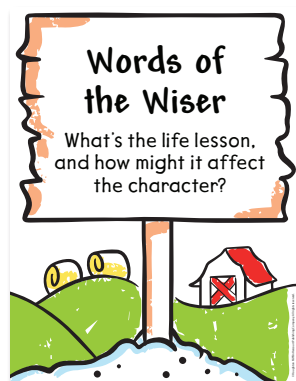
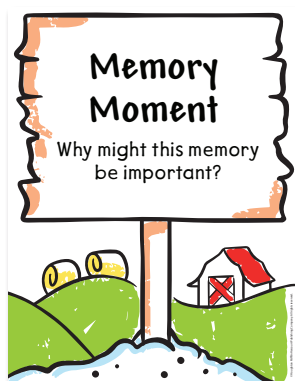
Introduce skills during whole-group minilessons.



Anchor Charts are included in **Reading Tabletop Minilessons** for targeted small-group instruction.

Anchor Charts for Reading Strategies

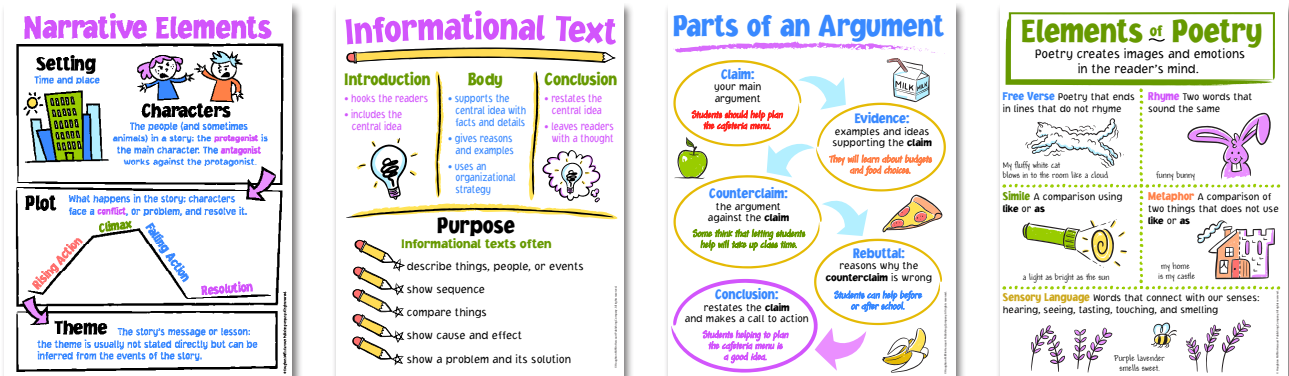
Notice & Note Signposts help students annotate and read closely, developing their ability to read critically.



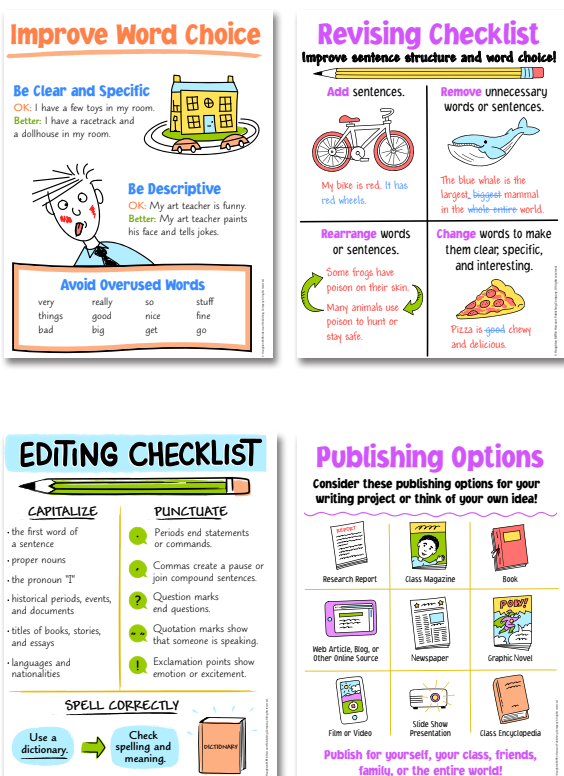
Writing Workshop Anchor Charts

Make students' thinking and writing come alive!

For Genre Study



Anchor Charts for the Writing Process



All Anchor Charts available online for easy projection.



Learning Mindset

This **Learning Mindset Anchor Chart** keeps the focus on growth throughout the year.

My Learning Mindset

Ways of thinking that help me learn and succeed

Asking for Help I ask questions when I get stuck. 	Belonging I help my classmates. My classmates help me. 	Curiosity I want to learn new things.
Noticing I look closely. 	Perseverance I learn from my mistakes. 	Planning Ahead What steps can I take to reach my goals?
Problem Solving I try different ways to solve problems. 	Purpose How can this help me outside of class? 	Resilience I won't give up. I will keep trying.
Seeking Challenges I like to try things that seem difficult. 	Self-Reflection How can I make this even better? 	Setting Goals I have a plan.

Each *Into Reading*™ module focuses on a different **Learning Mindset** skill.

Anchor Charts for Communication and Spelling

Following and Giving Instructions

MATERIALS

- Read the instructions all the way through.
- Look for a list of materials you will need.
- Look for numbered steps or sequence words: First, Next, Then, Last.
- Do what the instructions tell you.

Following Oral Instructions

- Listen for the materials you will need.
- Listen for sequence words: First, Next, Then, Last.
- Repeat each step in your own words.
- Do what the instructions tell you.

Giving Written or Oral Instructions

- List the materials that will be needed.
- Think about what each step will be.
- Use numbers or sequence words to put the steps in order.
- Write or say the steps in order.

How to Have a Discussion

BE PREPARED **BE POLITE** **PARTICIPATE** **FOLLOW INSTRUCTIONS**

SPEAKING **LISTENING**

- Take turns speaking.
- State and explain your ideas clearly.
- Stay on topic.
- Connect your comments to those of others.
- Answer questions.
- Offer your opinion, supported with reasons.
- Use specific vocabulary and language appropriate for the audience.

- Listen actively.
- Notice the speaker's gestures and expressions.
- Follow up to clarify what you heard.
- Ask relevant questions.
- Identify points of agreement and disagreement.
- Summarize key ideas.

Spelling Different Syllable Types

Recognizing common syllable types can help you read and spell words that have more than one syllable.

A **closed syllable** ends with at least one consonant. Its vowel sound is short, top. These words have closed syllables:

may/net cac/tus in/dex

An **open syllable** ends with a vowel. Its vowel sound is long, one. The first syllable in these words is open:

pa/per e/ven

A **vowel-consonant-e (VCE) syllable** has a silent e at the end that makes the syllable's vowel sound long, one. The second syllable in these words has the VCE pattern:

rep/le por/cake

An **r-controlled syllable** has an r after the vowel. The r controls how the vowel is pronounced, making it neither short nor long, words. These words have one or two r-controlled syllables:

per/fect part/ner

A **final stable syllable** appears at the end of a word. Its vowel sound is neither short nor long. Common final stable syllables include consonant + le, -tion, and -sion. The last syllable in these words is a final stable syllable:

cable na/tion ex/plo/sion

Use what you know about syllable types to spell multisyllable words.

Spelling Words with Prefixes and Suffixes

● A **prefix** is a word part that is added to the front of a word. ● A prefix changes the meaning of the word but not its spelling.

prefix (meaning) + word = new word (meaning)

pre- (before) + new = preview (new before)

Some common prefixes are...

anti- (opposite)	dis- (opposite of)	mis- (wrongly)
re- (again)	trans- (across)	un-; non- (not)

● A **suffix** is a word part that is added to the end of a word. ● A suffix changes the form of the word. Sometimes, a suffix changes the spelling of the word.

base word + suffix = new word (double final consonant)

chat + -ed = chatted

base word + suffix = new word (change y to i)

happy + -ness = happiness

base word + suffix = new word (drop final e)

share + -ing = sharing

Use what you know about prefixes and suffixes to spell new words.

To learn more about *Into Reading* please visit

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