Tools Make Texts

Track how a reader and writer uses tools to learn, plan, and share.

3.P.EICC.1 "Reader & Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each tool Maya uses. Underline the action she takes with each tool to help her read or write.

Maya's Bird Guide

1. On Saturday, Maya visited the park with a small bird guide from the library. She wanted to learn the names of birds near the pond. When she spotted a bird with a red chest, she used the guide's pictures, headings, and map. She also wrote clues in her notebook, such as its color, size, and song. These tools helped her act like an active reader.

2. At home, Maya read two pages about robins. A word, migrate, was new to her. First, she reread the sentence. Next, she checked the word list at the back of the guide. She learned that migrate means moving from one place to another with the seasons. Maya added the word and its meaning to a page called "Words I Can Use."

3. Then Maya decided to make a one-page "Birds by the Pond" guide for her cousin. She looked back at her notes and chose three clear facts. She drew a labeled picture and wrote a heading for each bird. Before sharing the guide, Maya used a checklist to see whether her page had facts that readers could understand. She felt ready to teach someone else.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which three parts of the bird guide did Maya use at the pond?

2. What did Maya do first and next when she found the new word migrate?

3. How did Maya save the new word for future writing?

4. What did Maya make for her cousin, and what did her checklist help her check?

3 YOUR TURN

Your own words

Choose a topic you know or want to learn about. Write three sentences: name a text you will read, name a tool you will use if you need help, and describe a short text you will make for a reader.

ANSWER KEY

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GRADE 3 · 3.P.EICC.1

PART 1 · READ AND MARK

Circle each tool Maya uses. Underline the action she takes with each tool to help her read or write. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which three parts of the bird guide did Maya use at the pond?	**The pictures, headings, and map.**
2	What did Maya do first and next when she found the new word migrate?	**First, she reread the sentence. Next, she checked the word list at the back of the guide.**
3	How did Maya save the new word for future writing?	**She added migrate and its meaning to her "Words I Can Use" page.**
4	What did Maya make for her cousin, and what did her checklist help her check?	**She made a one-page bird guide. The checklist helped her check that readers could understand the facts.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I will read a library book about volcanoes. If I find a hard word, I will use the glossary. I will make a fact card for my brother with a picture and two facts.

Accept equivalent descriptions of Maya's tools and actions. For Part 3, accept any three-sentence plan that includes a text to read, a helpful tool, and a text the student will create for a reader.