

CORE CONNECTION COMPANION

Coloring with Purpose

Close reading through coloring, drawing, and text evidence

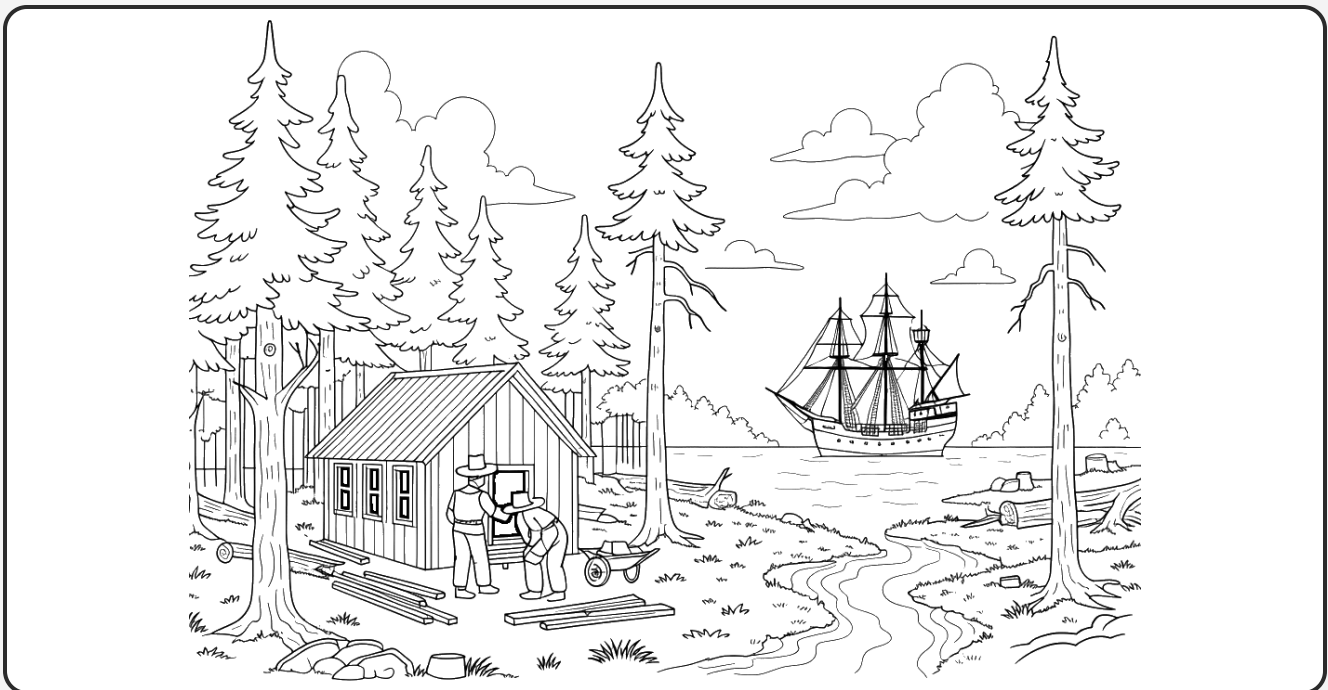
PREPARE + Clusters 1 to 8

Low Stamina Passages

Ordered by TEKS

20 Page Types

Answer Key



Presented by **Randi Whitney**

The Writing Academy®, LLC. Supplemental Support System

What it is. Coloring with Purpose is a Core Connection Companion in The Writing Academy, LLC Supplemental Support System. Every page asks students to read closely, color with a reason, and prove their thinking with words from the passage. Coloring is never the whole task. It is the reward for careful reading and the way students show what they found.

Which passages. Each page uses the Low Stamina passage (Module 1) from PREPARE and Clusters 1 to 8. Students should have the passage in hand while they work. Every page names its passage in the title bar.

Why the pages are ordered by TEKS. The pages are not grouped by cluster. They are grouped under TEKS headings, so a teacher can pull the page that matches the TEKS her core reading language arts instruction is teaching this week. If your core lesson is on text evidence, turn to 3.7(C). If it is on theme, turn to 3.8(A). Each TEKS section opens with a heading page that lists every page in that section.

The core connection. Use a page after the core lesson as extra practice, as a small group task, or as a quick check. Because the passages are shorter Low Stamina texts that students already know, the thinking stays on the TEKS instead of on decoding a new text.

How to find a page. The Table of Contents lists every page with its activity type, TEKS, passage and cluster, and page number. The TEKS and its wording also appear in the footer of every page.

Printing. Every page is black and white and prints cleanly on any copier. The art is outline only, so students can color every part.

Answer Key. The Answer Key at the back is ordered by page number. For evidence tasks it gives the exact sentence from the passage. For open tasks it gives a model answer or look-fors. Accept any answer that is supported by the passage.

The page types. Find the Missing Detail, Find the Extra Detail, Color the Evidence, Paraphrase the Picture, Sequence the Scene, Cause and Effect Panels, Feelings Faces, Vocabulary Labeling, Compare Two Pictures, What Happens Next, Text Feature Labeling (Poem Parts or Setting Labeling for poems and stories), Main Idea or Theme Caption, Ask the Picture, Comic Strip Retell, Author's Purpose Palette, Connection Corner, Word Picture, Illustrator Alert!, Build the Scene, and Vocabulary Doodle Detective.

TEKS Connection and Why It Matters. A short line under each activity names every TEKS the page serves and why the task matters. Many pages include TEKS 3.7(E), because illustrating is one of the ways the TEKS say students interact with sources in meaningful ways. On these pages coloring and drawing are evidence work: students must return to the passage to decide what belongs in the picture.

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Grade 3
Coloring with Purpose

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TEKS SECTION

TEKS 3.3(B)

Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Name: _____

Date: _____



Word Bank

coastal

inland

archaeologists

scarcity

Vocabulary Labeling

1. Find each word in *The Mystery of the Traveling Shell*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

-
-
4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

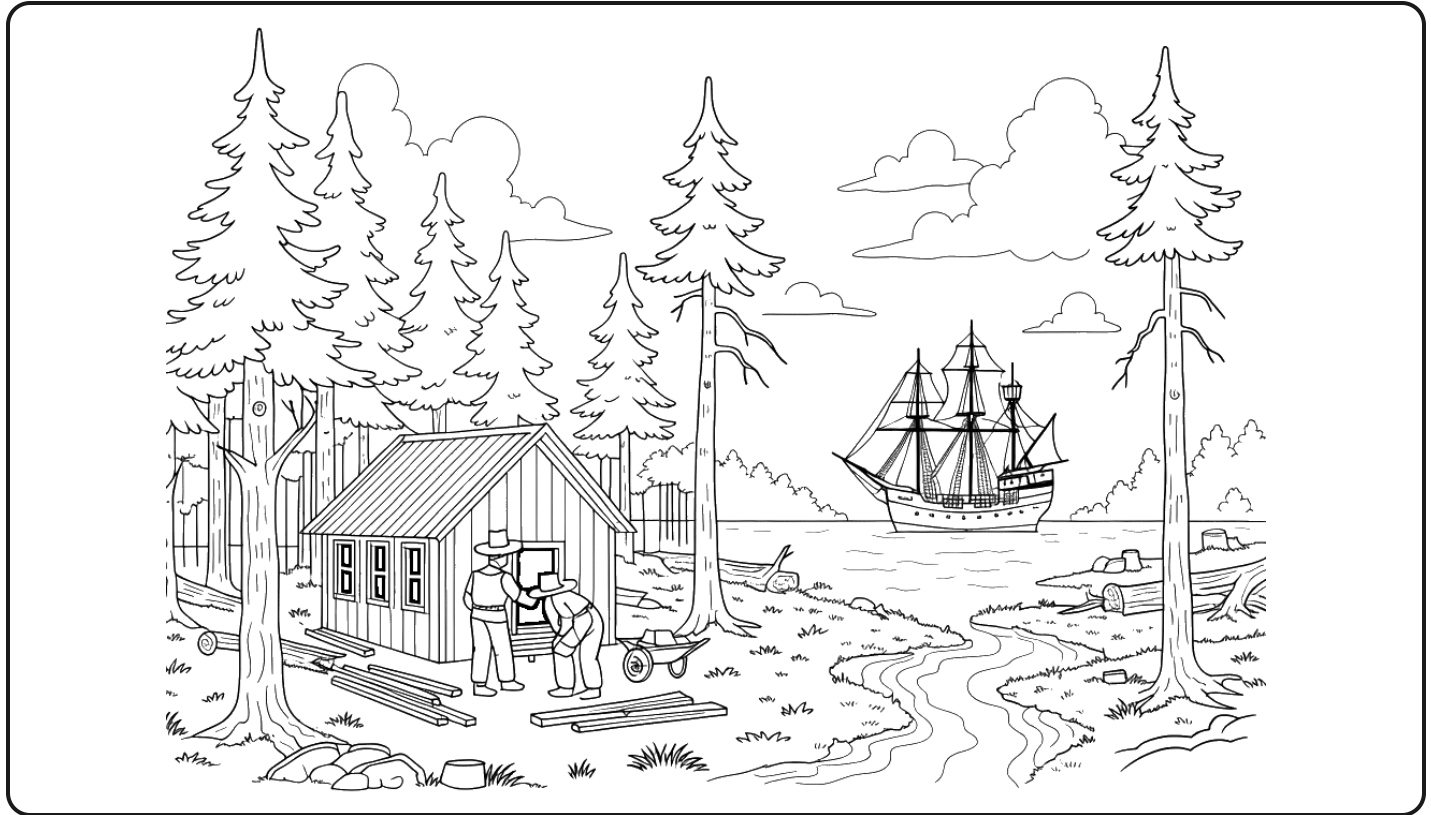
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Word Bank

harbor

anchor

shelters

crops

Vocabulary Labeling

1. Find each word in *The Pilgrims Chose Plymouth*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

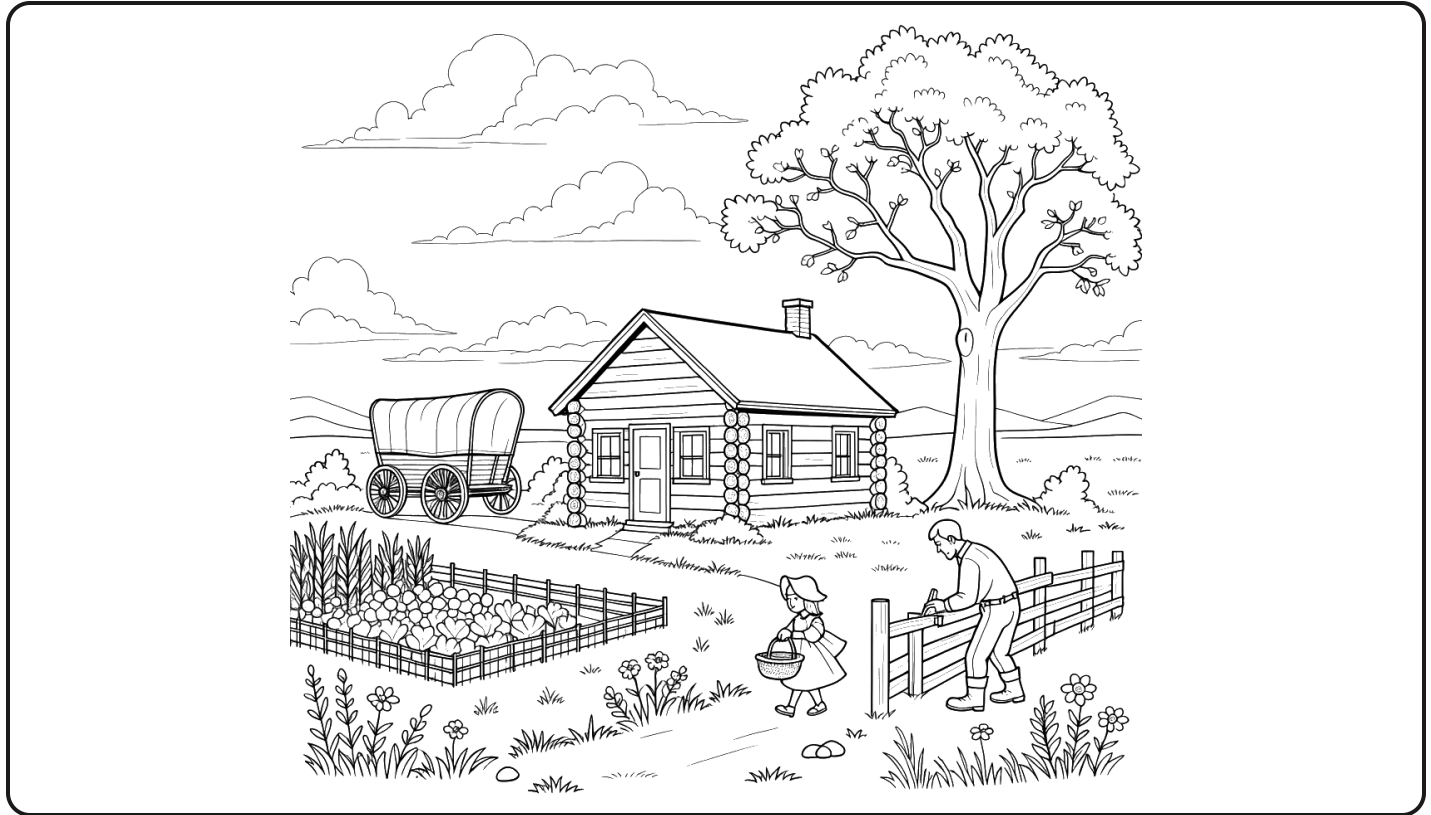
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Word Bank

prairie

frontier

wagon

journeys

Vocabulary Labeling

1. Find each word in *Laura Ingalls Wilder*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Word Bank

gathered

rules

obey

communities

Vocabulary Labeling

1. Find each word in *Why We Need Laws (Poem)*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____



Word Bank

conduct

invention

damage

rooftops

Vocabulary Labeling

1. Find each word in *Benjamin Franklin and Electricity*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

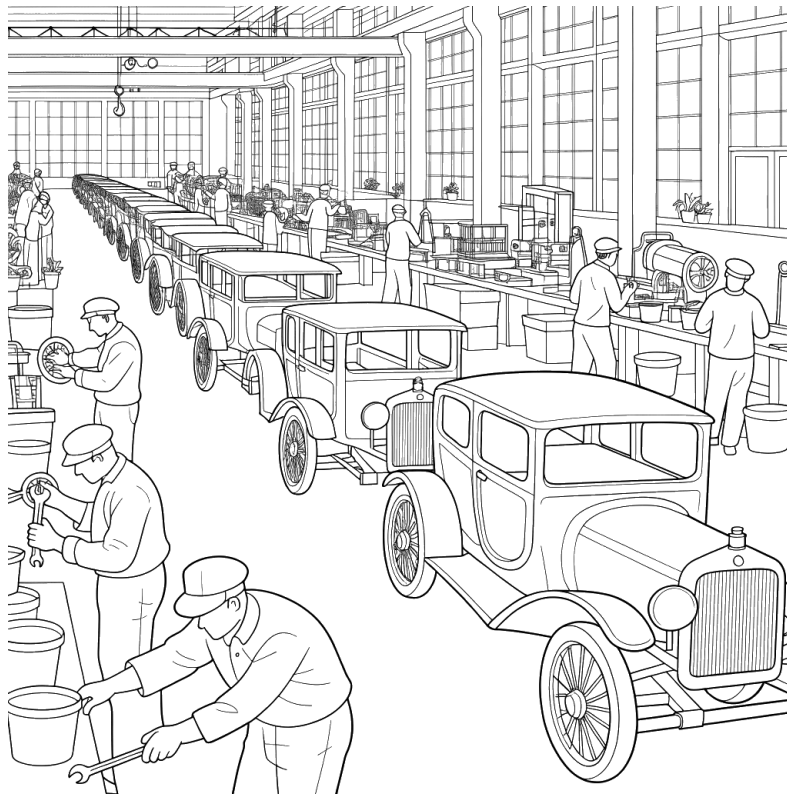
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Word Bank

assembly line

affordable

mechanic

transportation

Vocabulary Labeling

1. Find each word in *Henry Ford: Visionary of Travel*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Name: _____

Date: _____



Word Bank

responsibility

citizen

calmly

honesty

Vocabulary Labeling

1. Find each word in *Crash*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Word Bank

journey

hopeful

kindness

future

Vocabulary Labeling

1. Find each word in *A Dream Can Grow*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____



Word Bank

fertile

resources

merchants

transportation

Vocabulary Labeling

1. Find each word in *A Place to Grow*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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TEKS SECTION

TEKS 3.6(B)

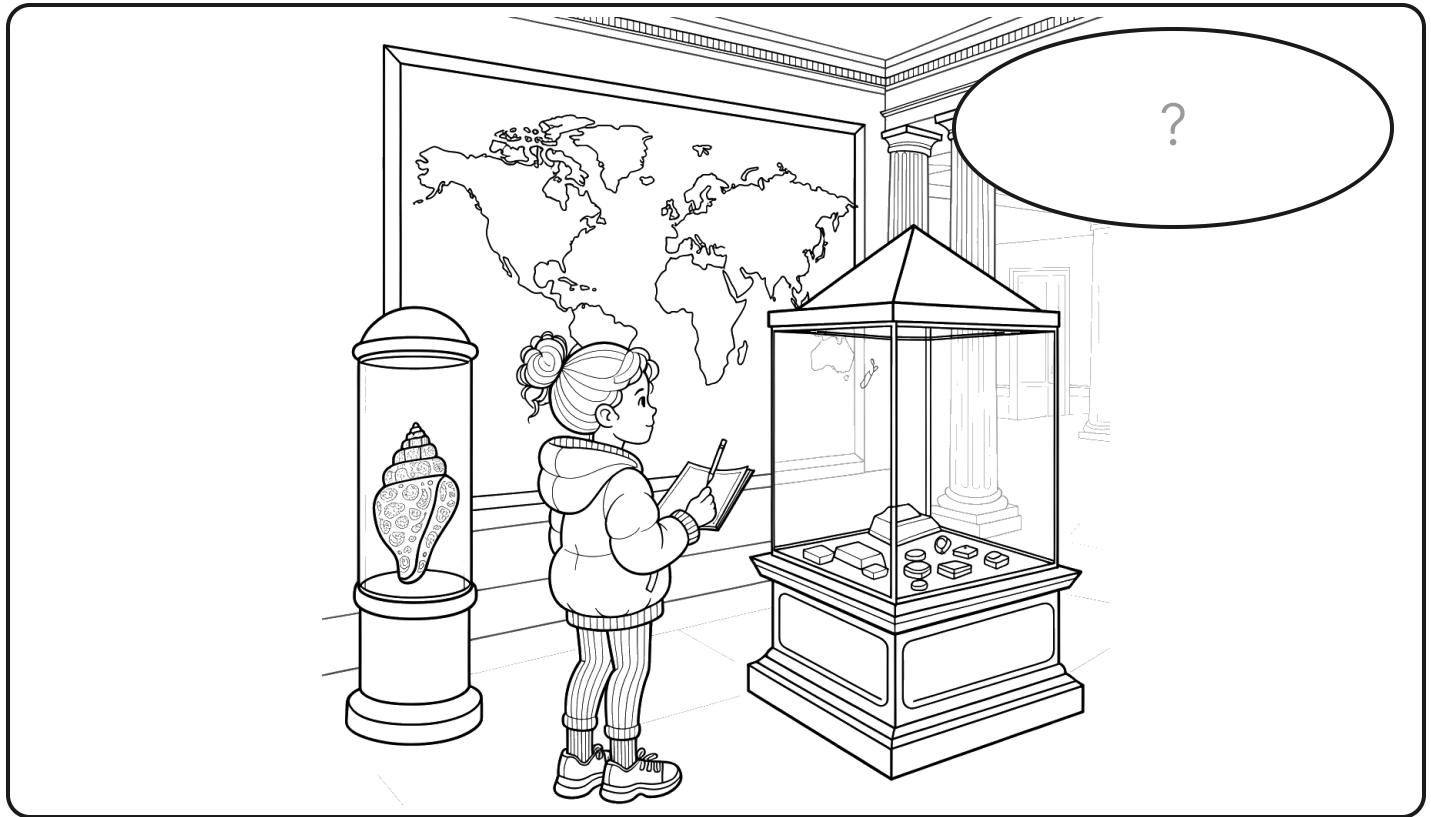
Generate questions about text before, during, and after reading to deepen understanding and gain information.

Activity	Passage (Cluster)	Page
Ask the Picture	The Mystery of the Traveling Shell (Prepare)	20
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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Mystery of the Traveling Shell*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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