People and Places
3rd Grade Unit 2

Through the topic of people and places, students will:
- **Learn and practice how to read informational texts by determining the main idea and key details in a text, and understanding the relationships within text.**
- **Use knowledge of text features, text structure, and graphics to enhance their comprehension.**
- **Research a topic in order to write informative/explanatory essays.**

Social Studies: Geography

Social Studies Module 1: Where Are We?

A Brief History of Springdale	Parks In Our City
Reading Lesson R3-C	Reading Lesson R1-B

Social Studies Module 3: People of Arkansas

Hattie Caraway Biography	Sam Walton Biography	Bernice Young Jones Biography
Reading Lesson R2-A	Reading Lesson R3-A	Reading Lesson R3-B

Social Studies Module 4: Arkansas Regions

Arkansas River	Buffalo River
Reading Lesson R1-B	Reading Lesson R1-B
White River	Mt. Magazine
Reading Lesson R1-B	Reading Lesson R3-B

Science: Forces and Interactions
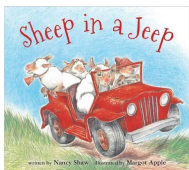
[Sheep in a Jeep](#) by Nancy Shaw
Science Unit 2

[That Magnetic Dog](#) by Bruce Whatley
Science Unit 2

[Magnetic and Nonmagnetic](#) by Angela Royston
See Reading Lesson R1-A
Science Unit 2

Stage 1- Desired Results

These are the standards that should drive the lessons and assessments for Unit 2.
Text that is highlighted in RED reflects a change from CCSS to Arkansas ELA State Standards.

Focus Standards:

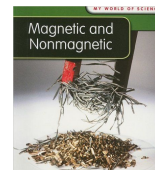**RI.3.2** Determine the main idea of a text, recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELL Language Profile

This Language Profile provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 2. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

3rd Grade Discussion Cards

Essential Questions: *Students will keep considering…*	Understandings: *Students will understand that…*
- Why are a person's ideas and accomplishments important? - Which strategy should I use when I don't understand what I am reading? - What is the best strategy for collecting and sharing information?	- A person's ideas and/or accomplishments may be considered creative/inventive/notable if there is a need or want. - Good readers use many strategies to solve comprehension problems including thinking about the main idea and relationships in text. - Gathering information from print and digital sources helps us examine a topic and deepen our knowledge of a topic.

Knowledge *Students will know...*	Skills *During the unit, the students will practice and be able to…*	DOK Level
every text has a main idea.	**determine** the main idea of a text.	**2**
author's use details to support the main idea of a text.	**determine** the key details of a text. **explain** how key details support the main idea of a text.	**2** **3**
events,ideas, concepts, and steps are connected in informational text.	**use** language that pertains to cause and effect to show relationships in text. **use** language that pertains to time to show relationships in text. **use** language that pertains to sequence that shows relationships in text.	**2** **2** **2**
text features can help a reader locate information efficiently	**use** text features to **locate** information.	**2**
skilled listeners can understand the main idea of information presented in diverse formats.	**listen** to information and **determine** the main idea	**2**
skilled listeners can understand the key details of information presented in diverse formats.	**listen** to information and **determine** the key details.	**2**
speakers can convey information with appropriate facts and descriptive details.	**describe or define**, facts, details and terms. **explain** main ideas, or accurate generalizations of topics.	**1** **2**
readers can collect information about a topic to build their knowledge.	**use multiple sources** to conduct short research projects that build knowledge about a topic.	**4**
writers can share information about topics and events through informative essays.	**elaborate** on a topic and **convey** the ideas of the topic information clearly. **write** informative/explanatory text -**introduce** a topic and **group** related information together; **include** illustrations when useful to aiding comprehension. -**develop** the topic with facts, definitions, and details. - **develop** the topic with implications and complications of the topic. -**use** linking words and phrases (e.g., *also, another, and, more, but*) to **connect** ideas within categories and information. -**provide** a concluding statement or section.	**4** **4**
the conventions of standard English grammar	**form and use** simple verb tenses	**1**

and usage as applied to speaking and writing.	**form and use** the past tense of frequently occurring irregular verbs.	**1**
	use correct subject-verb and pronoun-antecedent agreement	**1**
the conventions of standard English capitalization, punctuation, and spelling as applied to writing.	**form and use possessives** with and without apostrophes as appropriate	**1**
	use reference materials, including beginning dictionaries, as needed to check and correct spellings.	**1**
how to determine or clarify the meaning of unknown words and phrases	**use** glossaries and dictionaries, both print and digital to determine the meaning of words and phrases.	**1**

Supporting Standards: Supporting standards are those that are addressed throughout the unit in connection to daily practice and instruction.

Text that is RED reflects a change from CCSS to Arkansas ELA State Standards.

RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the texts as the basis for the answers.
RL.3.4 Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.
SL.3.2 Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams;speeches).
SL.3.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Stage 2
District Formative Assessment

Research Assessment

This assessment needs to be completed prior to the Writing Assessment

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RI.3.1, RI.3.4, RI.3.5, RI.3.7,RI.3.9, RI.3.10

●Each student will choose a notable person from history or present day and research facts about this person's life and work. Students should use at least one print source and one digital source.

●Students will record their notes on a note recording sheet (two different models have been provided, use the one you prefer, create your own, or have students use notebook paper), using the guiding questions to help them.

●Students will also note what text features and/or search tools they noticed in the sources they used.

●note recording sheet ● note recording sheet II ● blank note recording sheet ● question bank ● notes rubric

●note recording sheet with language support for beginning level ELL

●note recording sheet with language support for intermediate level ELL

Writing Assessment

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.1, W.3.4,W.3.5,W.3.6, W.3.7, W.3.10

Students will use the notes they collected in the research assessment to write an informative essay in response to this prompt: **Every year the International Association of Notable People gives an award to a person who has improved the world. This year the Association has decided to give the award to the notable person you have researched. Write an informative essay to be read at the annual International Association of Notable People awards show, telling the audience about your person and their accomplishments**.

●teacher protocols   ● analytical/expository rubric   ● student prompt

●Annotated student responses from 2015-2016

ELL Writing Templates
ELLs should NOT use templates independently. They will require prompting and support with templates.

teacher information   ELL writing template (beginners) ELL writing template (int/adv.)

Reading Assessment

RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, L.3.4, L.3.4

This assessment can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Stage 2 Assessment.** (Make sure to choose the one that has Linda Odle as the author).

Teacher protocols and Scoring Suggestions

Technology Integration
The following SAMR badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration.   The **S**ubstitution **A**ugmentation **M**odification and **R**edefinition model, developed by Dr. Ruben

Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.

eMINTS Tools for Schools
Springdale Schools Technology Integration

Stage 3
Learning Activities

- The following lesson plans and instructional moves are **suggested** reading and writing lessons for the 2nd nine weeks.
- The modules do not have to be taught in the order presented; however the lessons within each module are meant to build on each other.
- The writing module should not be left to the end of the unit but taught concurrently with the reading modules in a reading/writing workshop model.
- Teachers are free to use these lessons as student need suggestions. Teachers may substitute different text and videos if they desire and modify lessons to meet the needs of their students as **long as the rigor of the task is the same or higher and addresses the focus standard(s).**

Introduction to Unit Topic: People and Places

- Discuss with students the topic title and lead the discussion to our focus of *creative/inventive/notable* people and places in our community and Arkansas. *(e.g. Boys and Girls a lot of our reading and writing in the second quarter will be about people and places, but not just any people or places **creative/inventive/notable** people or places in our community and Arkansas).*Teacher and students will clarify the meaning of the words *creative/inventive/notable* and develop a list of synonyms.
- In small groups using structured student talk strategy, Talking Stick have students use sentence frames to discuss creative/inventive/notable people and places. Some examples of frames could be: ___ is/was ___. ___ is/was known as ____. ___ is/was can be described as ___. ___ is/was known for ___ing ____.
   (This process will need to be modeled by the teacher and/or a fishbowl demonstration first)
- After groups are finished they should share out with the rest of the class. Teacher may consider creating an anchor chart of responses.
- This Prezi is a great introduction to creative/inventive/notable people.
- inventive/notable vocab

Introduction to Informational Text

Before students begin to read and write informational text they need to understand the genre of informational text. This intro is not about *features* but about the general genre of informational text.
- The teacher should collect several informational texts - some that inform and some that instruct.
- Prepare a two-column anchor chart with the heading Informational/Explanatory Text. Underneath this title divide the chart into two columns; one titled instruct, the other titled inform.
- Define and develop synonyms for *instruct* and *inform*. The teacher should have one example of each and go through each one discussing the characteristics of each.
- Next elicit examples from students of informational text they encounter in their everyday lives.
- Finally pass out some of the mentor texts you have gathered. During this introduction you want to begin to develop

an enthusiasm for informational texts - and what a diverse category it is (*Boys and girls I read lots of information everyday. Sometimes I read information on the computer, sometimes I read articles, sometimes I read nonfiction for fun. For example . . .*). Make sure you have a rich variety of informational text; magazines, cookbooks, brochures, science books, memos, biographies, etc.
- Have teams of students browse the texts and decide if the text instructs or informs.
- Throughout the unit as students read informational/explanatory text add to the anchor chart.

teacher information   sample anchor chart   sample anchor chart II

Reading Module 1	
RI.3.7 Mastered Expectations	The student will: ● Independently **use information** gained from illustrations (for example, maps, photographs, charts, diagrams) and the words in a grade-appropriate text **to demonstrate understanding of the text** (for example, where, when, why, and how key events occur).
Progressing	The student will recognize or recall specific vocabulary, such as: ● *Illustration, map, photograph, chart, diagram, text, when, where, why* The student will perform basic processes, such as: ● Describe information from the illustrations of a grade-appropriate text
RI.3.5 Mastered Expectations	The student will: ● Independently **use** text features and search tools (for example, key words, sidebars, hyperlinks) **to locate information relevant to a given topic efficiently.**
Progressing	The student will recognize or recall specific vocabulary, such as: ● *Bold, caption, chart, italic, heading, hyperlink, keyword, label, sidebar* The student will perform basic processes, such as: ● **Identify** text features.
SL.3.4 Mastered Expectations	The student will: ● **Report** on a grade-appropriate topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
Progressing	The student will recognize or recall specific vocabulary, such as: ● *Descriptive, details, experience, fact, recount, relevant, report, story, text, topic* The student will perform basic processes, such as: ● **Write** a grade-appropriate speech using a teacher-provided graphic organizer or template.
RI.3.1, RI.3.4, RI.3.10, SL.3.1, SL.3.2, SL.3.3	

Pretest	A pretest for focus standards RI.3.5&7 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Pretest RI.3.5&7** **Protocols and Scoring Suggestions**
R1-A	Sample Lesson Plan to introduce text features.* *The ultimate goal here is not to name/identify text features. Students need to understand how to use text features to help them locate information efficiently.	●informational text (print and digital) examples gathered by the teacher ●Magnetic and Nonmagnetic by Angela Royston ●sample text features anchor chart ●text features student chart ●text features student chart II ●sample student text features chart

	Students need to understand that text features are an aid to getting information about a topic.		
R1-B	Multi-day Sample Lesson Plan that focuses on using charts, diagrams, maps, and pictures from an informational piece of text **to help locate information efficiently.** Note: Arkansas English Language Arts Standards uses the word **illustrations** to refer to many different graphics such as, maps, charts, diagrams, pictures, drawings, and captions, etc. Students need to be aware that an illustration is not just a drawing.	**Resources** ●Arkansas River information text ●Buffalo River informational text ●Parks In Our City ●Student checklist for Park Activity ●Info collection chart ●White River Independent Practice ●Answer suggestions for White River independent practice/formative assessment	
R1-C	●Students will create a travel brochure that includes text, pictures and captions, maps, charts and/or graphs. ●The brochure will be for tourists planning a trip to Arkansas. ●Students will choose a place in Arkansas and create a brochure based on information they have collected. ●The teacher may choose to have students create a digital brochure or paper brochure. ●The purpose of this assessment is for students to demonstrate how they use illustrations to contribute to the text in the brochure.	●Brochure planning sheet ●sample brochure planning sheet ●ELL Brochure planning sheet ●Brochure Rubric ●Arkansas Destinations (sample list of choices and links for students to choose from, students should not be limited to this list) ●Templates for making a digital brochure are available as a Chromebook app: Lucidpress or at https://www.smore.com/ (you can sign up a free account, but you will be asked to upgrade to a paid subscription)	
Formative Assessment	A formative assessment for focus standards RI.3.5&7 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Formative RI.3.5&7** **Protocols and Scoring Suggestions**		

Additional Reading Module 1 Resources:
- RI.3.7 McGraw Hill eschool
- RI.3.7 sample anchor charts
- RI.3.7 My Learning Student Sheet
- video, Distinguishing between text and pictures cartoon (2:02)
- sample features anchor charts

Reading Module 2	
RI.3.2 Mastered Expectations	The student will: ● Independently **determine** the main idea of a grade-appropriate text.

	● Identify the key details that support the main idea of a grade-appropriate text. ● Explain how the key details support the main idea of a grade-appropriate text.
Progressing	The student will recognize or recall specific vocabulary, such as: ● *Detail, main idea, support,* The student will perform basic processes, such as: ● **Identify** the main idea of a grade-appropriate text from a list of choices provided by the teacher. ● **Identify** key details that support a teacher-provided main idea of a grade-appropriate text.

<div align="center">RI.3.1, RI.3.4, RI.3.10, SL.3.1, SL.3.2, SL.3.4</div>

Pretest	A pretest for focus standard RI.3.2 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Pretest RI.3.2** **Protocols and Scoring Suggestions**

R2-A	Multi-day introductory Sample Lesson Plan about finding the main idea and key details in informational text. Schoolhouse Rock Videos if you feel students need some background information before reading Hattie Caraway article: ●Three Ring Government ●I'm Just a Bill	**Resources** ●Introduction video ●A Yummy Mistake article ●answer suggestions and teacher moves for A Yummy Mistake ●Hattie Caraway article ●Hattie Caraway CLOSE read teacher page ●answer suggestions for Hattie Caraway ●Drone article ●answer suggestions for Drone ●A Ride In Space article ●answer suggestions for A Ride In Space ●ELL Main Idea/Details Organizer ●Main idea/Key details Organizer ●a bag filled with related items (e.g., sunscreen, hat, umbrella, sunglasses)
R2-B	Multi-day Sample Lesson Plan about finding the main idea and supporting details in a video.	●ELL Main Idea/Details Organizer ●Main idea/Key details Organizer ●Soccer is King article ●Soccer is King answer suggestions ●Pass the Ball video (8:34) ●Pass the Ball answer suggestions ●Arkansas Statewide Tour video (2:59) ● answer suggestions for Arkansas Statewide Tour video ●Kid President- How to be an Inventor video (4:59) ●How to Be An Inventor answer suggestions ●A Pep Talk From Kid President video (3:27)

		●A Pep Talk answer suggestions
R2-C	In this Sample Lesson Plan students will participate in a CLOSE read and watch a video about George Washington. They will use graphic organizers to record the main idea and key details in each. Students will bring this information they have gathered to a circle of knowledge discussion. ***See additional resources box for more information about Circle of Knowledge.**	●ELL Main Idea/Details Organizer ●Main idea/Key details Organizer ●CLOSE read teacher page "Ever Wondered . . . Washington" ●Student page "Ever Wondered . . . Washington" ●answer suggestions article ●Video ●answer suggestions video ●Collaborative Discussion Chart ●Reflection Rubric ●3rd Grade Discussion Cards
R2-D	●Teacher and Students will CLOSE read an article about the invention of the trampoline. ●After the CLOSE read students will meet in small groups or partners to complete the graphic organizer for main ideas and details. ●Next students will watch a video (2 min.) about the design for a safer trampoline. ●The teacher should pause occasionally as students independently fill out graphic organizer on main ideas and details. ●Finally after students have read the article, watched the video and completed graphic organizers for both, they will participate in a Circle of Knowledge discussion group that will address the last part of the standard, ". . . explain how the key details support the main idea." ●lesson sequence and circle of knowledge directions	●ELL Main Idea/Details Organizer ●Main idea/Key details Organizer ●CLOSE read student page Invention of the Trampoline ●CLOSE read teacher page invention of the Trampoline ●Invention of the Trampoline answer suggestions ● video ●video answer suggestions ●Collaborative Discussion Chart ●Discussion Reflection Rubric ●Discussion Cards
Formative Assessment	A formative assessment for focus standard RI.3.2 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Formative RI.3.2** **Protocols and Scoring Suggestions**	

Additional Reading Module 2 Resources:
- McGraw Hill eschool
- How to Explain Key Details Poster
- Hamburger Anchor Chart
- Main Idea Song
- Circle of Knowledge from Core Six
- Teacher info on using Circle of Knowledge in the classroom.

Reading Module 3

RI.3.3 Mastered Expectations	The student will: ● Independently **describe** the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in grade-appropriate text, **using** language that pertains to time, sequence, and cause/effect.
Progressing	The student will recognize or recall specific vocabulary, such as: ● *cause/effect, concept, connection, event, historical, idea, procedure, relationship, sequence, series, scientific, technical, text, time* The student will perform basic processes, such as: ● **Recognize or recall** events, ideas, concepts, or steps in a grade-appropriate text as they relate to time or sequence usually from a teacher provided list of choices. ● **Map** connections between a series of events, ideas, concepts, or steps in a grade-appropriate text using a teacher-provided template or graphic organizer.

RI.3.1, RI.3.4, RI.3.5, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4

Before beginning lessons in this module consider the following activities to help create and build schema for the concepts of sequencing and cause & effect as used to describe relationships in text.
- *Boys and girls today we are going to begin learning about relationships between events and ideas in a text. What is a relationship?* The teacher may want to begin an anchor chart with synonyms for the word relationship.
- Show the video Domino Tricks. After the video model for students how to use the language of sequence to describe a relationship.

-Boys and girls I noticed that first one domino hit another, then a chain reaction started, finally all the dominos were knocked over. I used sequence language to describe this relationship. What words are sequence words in my sentence?
-I noticed that because the duct tape rolled into the domino it fell over. I used cause and effect language to describe this relationship between the duct tape and the domino. What words are cause and effect words in my sentence?

Teachers may want to teach a few mini-lessons on sequence and cause/effect before they start digging into this standard:
- Resources to use in planning a cause/effect mini lesson
- cause and effect sample anchor chart
- cause and effect match

Pretest	A pretest for focus standard RI.3.3 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Pretest RI.3.3** **Protocols and Scoring Suggestions**
R3-A	In this multi-day Sample Lesson Plan the teacher will first focus on teaching the **language** of describing sequential and cause/effect relationships in texts. • When you examine text structure, you are looking at organization. • For this standard you are looking at the specific content *within* the three categories (events, ideas/concepts and steps). • We shouldn't replace the goals of this standard with text structure.	●Sam Walton biography ●Language to describe relationships in text (focus lesson) ●sample Language to Describe Relationships in Text (focus lesson) ●Language to describe relationships in text (guided group practice) ●sample language to describe relationships in text (guided group practice)

	●Students should be focused on events, ideas/concepts and steps as they look at **relationships** in text. ●They will use the language of time, sequence and cause and effect to *describe* those relationships.	●Language to Describe Relationships in Text (collaborative practice) ●sample Language to Describe Relationships in Text (collaborative practice) ●Biography of Bernice Young Jones ●Language to Describe Relationships in Text (independent practice)	
R3-B	In this multi-day Sample Lesson Plan students will continue working with relationships in text. The lesson will move to students **looking for** sequential and cause/effect relationships in text. ●If you feel students need more practice you could use the text, A Weed is a Flower that is in module W1-A.	●Saving for a Cause article ●Language to Describe Relationships in Text (focus lesson) ●sample Language to Describe Relationships in Text (focus lesson) ●Language to Describe Relationships in Text (guided group practice) ●Brown Bats ●Language to Describe Relationships in Text (collaborative practice) ●Mt. Magazine *Arkansas Regions ●Language to Describe Relationships in Text (independent practice)	
R3-C	In this Sample Lesson Plan students will **put it all together**; finding a sequential or cause/effect relationship, and describing the relationship using the language of sequence and cause/effect.	●A Brief History of Springdale ●Language to Describe Relationships in Text	
R3-D	●After multiple lessons and practice describing relationships in text through the language of time/sequence, and cause/effect, students will read 2 passages (it is up to the teacher's professional judgement how these should be read; shared, whole group, CLOSE, peer groups, etc.). ●Next students will complete a Describing Relationships organizer for each passage. ●This could be differentiated. Higher level students should choose their own text details and describe the relationship. Students who still need support could be given text and they just supply the language as in lesson 3-A.	●Language to Describe Relationships in Text ● John Wesley Powell article ●modified assessment for JWP ●Ford article ●modified assessment for Ford	
Formative Assessment	A formative assessment for focus standard RI.3.3 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Formative RI.3.3** **Protocols and Scoring Suggestions**		

Additional Module 3 Resources:
- additional short passages for extra practice
- McGraw Hill eschool

Reading Module 4	
RI.3.8 Mastered Expectations	The student will: ● Independently **describe** the logical relationships between particular sentences and paragraphs in a grade-appropriate text (for example, comparison, cause/effect, first/second/third in a sequence).
Progressing	The student will recognize or recall specific vocabulary, such as: ● *cause/effect, comparison, logical, paragraph, refer, relationship, sentence, sequence* The student will perform basic processes, such as: ● **Identify** words that signal relationships between sentences and paragraphs in a grade-appropriate text from a list of teacher provided choices.
RI.3.1, RI.3.4, RI.3.5, RI.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4	

Pretest	A pretest for focus standards RI.3.8 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Pretest RI.3.8** **Protocols and Scoring Suggestions**	
R4-A	This multi-day Sample Lesson Plan provides many opportunities for students to identify and describe connections between sentences and paragraphs in a text. ●This particular standard is looking at specific sections, paragraphs, and sentences to determine what role they play in a passage. ●In 3rd grade students are expected to look at two sentences and paragraphs and see if they can find a connection. ● Be careful to focus on the sentences and paragraphs, *not* on the organizational pattern of the entire text. ●The work that students did in module 3 will help them with this module.	●**Connecting sentences anchor chart/organizer** ●Dinosaur Sculpture (sequence), focus lesson I ●Fire! (cause and effect), guided group practice I ●**Connecting paragraphs anchor chart/organizer** ●Crocodiles and Alligators (comparisons in paragraphs), focus lesson II ●Eagle or Turkey? (comparisons in paragraphs), guided group practice II ●Tiny Island Storytellers, link to site with audio, ●Tiny Island Storytellers, paper copy, collaborative practice ●Tiny Island Storytellers, answer suggestions ●Crows In the City, link to site with audio ●Crows In the City, paper copy, independent practice ●Crows In the City, answer suggestions
R4-B	●Teacher will read aloud the book Cactus Hotel to students. ●Students will read three excerpts from the book. ●In each excerpt students will identify a sequence, cause/effect or compare/contrast connection among sentences and explain	●**Student response sheet** ●**answer suggestions** **Cactus Hotel by Brenda Guiberson**

	how these sentences are connected. ●Finally students will explain how two paragraphs are connected.
Formative Assessment	A formative assessment for focus standard RI.3.8 can be found at **www.edcite.com**. You will search the assignment library for **Sdale 3rd Grade Unit 2 Formative RI.3.8** **Protocols and Scoring Suggestions**

Additional Reading Module 4 Resources:
- McGraw Hill eschool

	Writing Module 1
W.3.2 Mastered Expectations	The student will: ● Independently **write grade-appropriate informative/explanatory texts** to examine a topic and convey ideas and information clearly. ● Independently **introduce a topic** and **group related information together**, **include illustrations** when useful to aiding comprehension. ● Independently **develop the topic** with facts, definitions, and details. ● Independently **discuss** implications and complications of the subject (ACT Aspire). ● Independently **use linking words and phrases** (for example, *also, another, and, more, but)* to connect ideas within categories of information. ● Independently **provide a concluding statement or section**.
Progressing	The students will recognize or recall specific vocabulary, such as: ● *Category, comprehension, concluding statement, complication, connect, convey, definition, detail, fact, idea, illustration, information, informative/explanatory, implication, introduce, linking, phrase, related, topic.* The student will perform basic processes, such as: ● Write informative/explanatory pieces using a teacher-provided template or graphic organizer.
RI.3.7 Mastered Expectations	The student will: ● Independently **conduct** short grade-appropriate research projects that build knowledge about a topic.
Progressing	The student will recognize or recall specific vocabulary, such as: ● *Knowledge, question, research, research project, topic* The student will perform basic processes, such as: ● Use teacher-provided sources to answer grade-appropriate research questions. ● Demonstrate each step of the research process in isolation using a teacher provided template (for example, generate appropriate keyword searches, locate appropriate sources, record information related to topic)
RI.3.8 Mastered Expectations	The student will: ● Independently **recall** information from experiences and gather information from grade-appropriate print and digital sources.

		● **Take** brief notes on sources and sort evidence into categories.
Progressing		The student will recognize or recall specific vocabulary, such as: ● *Category, digital, evidence, experience, information, notes, print, recall, relevant, sort, source, topic* The student will perform basic processes, such as: ● **Sort** evidence into teacher-provided categories. ● **Take** notes using a teacher-provided template or graphic organizer.
	RI.3.1, RI.3.4, RI.3.10, W.3.10	

W1-A	Introduction Sample Lesson Plan for gathering information from an informational article about George Washington Carver	●A Weed Is A Flower by Aliki ●George Washington Carver article ●Sticky notes ●Chart paper ●Reference Poster: Tips For Taking Notes
W1-B	Continuing Sample Lesson Plan for gathering information from a video about George Washington Carver.	●George Washington Carver by StoryBots (1:36) ●George Washington Carver mini bio video(4:29) ●Carver and the Tuskegee Institute (2:34) ●George Washington Carver havefunwithhistory.com video (2:00) ●George Washington Carver For Kids (1:50) ●George Washington Carver cartoon (3:33) ●George Washington Carver (1:34) ●George Washington Carver learningamesforkids.com (2:06) ●sticky notes ●collected notes/chart from 5-A
W1-C	Sample Lesson Plan for organizing notes into categories.	●notes from lesson modules 5-A and 5-B ●large butcher or chart paper ●blank note recording sheet ●Note recording sheet ●note recording sheet with language support for beginning level ELL ●note recording sheet with language support for intermediate level ELL
W1-D	Ideas and analysis is an area in which our students need to grow. The students need to be able to generate ideas and analyze the implications and complications of a subject. This is similar to the reflection in a narrative. 3rd graders were taught how to reflect in their narrative writing; connect that learning to analysis in this informative writing. **Make sure that you are modeling for students how to provide a reflection in their information writing. Questions to help students are included on the note recording sheet.**	●A Weed Is A Flower by Aliki ●Note recording sheet from lesson W1-C Sample paragraphs with and without complications/implications

	Sample Lesson Plan for adding implications and complications	
W1-E	Sample Lesson Plan for turning notes into an informative/explanatory text.	●Notable person essay frame ●3rd grade research planner (ELL 3&4) ●3rd grade research planner (ELL 1&2) **Students may need some mini-lessons on writing a paragraph before this lesson.** ●Create Better Paragraphs ●Expository Paragraphs *from Razzle Dazzle Writing by Melissa Forney* ●Organizing Paragraphs *from Step Up to Writing* ●The Paragraph Hamburger from Reading Rockets ●A Simple Way to Teach Paragraphs ●Writing In Paragraph Form
W1-F	Sample lesson plan from WriteSteps for using linking words and phrases to connect ideas within categories of information.	●Becoming A Dog ●Transitions Chart ●Connectives Mat ●transition words anchor chart example ●linking words information
W1-G	After the class has a draft of their paper the teacher needs to lead a discussion about adding **illustrations.** The final draft of this shared writing experience should have an illustration (see standard).	

Additional Module W1 Resources: ● **Portland Public Schools Information Writing Unit** ● **Portland Public Schools Research Writing Unit** ● McGraw Hill eschool ● LearnZillion lesson on topic sentences: Video Student Response Sheet for topic Sentence ● Learn Zillion Research Writing Lessons ● Writing a biography from Time for Kids ● Sticky note research ● Biography checklist ● Grade 3 Writing Checklist from Lucy Calkins	**Writing Mini Lessons:** **Writing an Introduction from Nonfiction Craft Lessons by Joann Portalupi and Ralph Fletcher** **Writing a Strong Lead for a Biography from Nonfiction Craft Lessons by Joann Portalupi and Ralph Fletcher** **Writing in Paragraph Form from Craft Lessons by Joann Portalupi and Ralph Fletcher**

Speaking and Listening Module 1

SL.3.4 Mastered Expectations	The student will: ● Independently **report on a grade-appropriate topic** or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
Progressing	The student will recognize or recall specific vocabulary, such as: ● *Descriptive, detail, experience, fact, recount, relevant, report, story, text, topic* The student will perform basic processes, such as: ● Write a grade-appropriate speech using a teacher-provided graphic organizer or template.

W.3.2

●Using the information the students have collected in their notable person research (see research assessment in stage 2) and their informative article (see writing assessment in stage 2) they will turn their informative essay into a speech in the first person. ●Students will eventually recite to an audience at a "Living Wax Museum". In preparation for the opening of the wax museum, students will memorize their speeches (if appropriate, this may need to be differentiated). ●Students are asked to dress up as their person and bring props or other things that will bring authenticity to their character. ●**The wax museum is a suggestion; teachers may use their professional judgement and plan a different way for students to present their speech as long as it addresses the standard.** Scaffolding may be provided for students when appropriate.	● **video example** ● **wax museum information** ● **wax museum rubric** ● **sample speech outline**

LANGUAGE STANDARDS

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **b. Form and use regular and irregular plural nouns.** **-use abstract nouns** **McGraw Hill eschool** **c. Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.** **-form and use the past tense of frequently occurring irregular verbs.** **d. Ensure subject-verb and pronoun-antecedent agreement.** **McGraw Hill eschool**	**L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **b. Form and use possessives with and without apostrophes as appropriate (e.g., girl's, boy's, her, his, their, its, students')** **d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.** **McGraw Hill eschool**	**L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Integrated in all lesson modules.	**L.3.4** Determine or clarify the meaning of unknown words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. **d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

e. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **McGraw Hill eschool** **(adjectives that compare)** **McGraw Hill eschool** **(adverbs that compare)** **k. Form all uppercase and lowercase letters to write words legibly in cursive.**			

Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.
L.3.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking.
a. Explain the function of nouns, pronouns, verbs, and adjectives in general and their functions in particular sentences.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful parts) in writing words.
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
c. Distinguish shades of meaning among related words that describe states of minds or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).

READING FOUNDATIONS

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
b. Decode words with common Latin suffixes.
c. Decode multisyllable words.

Grade Level Progression for Prefixes/Suffixes/Root Words

●**McGraw Hill eschool**
●**student center activities for Reading Foundations at FCRR**

Supporting Reading Foundation Standards
These reading standards should be integrated into the curriculum all year long.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.

b. Read grade-level prose with and poetry orally with accuracy, appropriate rate, and expression on suc**cessive readings.**
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

www.fcrr.org - Direct links to the documents from ffrr.org for Reading Center ideas and interventions based on student needs

* * * * *

We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your 3-5 Literacy TOSA, Linda Odle at lodle@sdale.org

* * * * *