



EXPEDITIONARY  
LEARNING

# Grade 3: Module 4: Unit 2: Overview



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## Unit 2: Reading and Research: Challenges of Water around the World

For this unit, students will build their knowledge of the challenges of access, pollution, and demands on water. Students first will research each challenge as a class, finding the key information about the particular challenge as they read their central text, *One Well: The Story of Water on Earth*. Students will answer text-dependent questions throughout their reading to ensure that they are able to use specific details and information from the text. The first half of this Unit, in effect, serves as a guided practice for research and builds students' knowledge about each challenge before they study one more in-depth. Students will continue to build their vocabulary with a focus on learning words from context. In the mid-unit assessment, students will demonstrate their ability to ask and answer questions based on an informational text in preparation for their research project in the second half of the unit. For the second half of the unit, students will work with

greater independence to conduct a short research project to research in more depth about one of the challenges regarding water: access, pollution, and demands on water. Students will take notes as they read, determining the most important details about this particular challenge. Students will work in partnerships, or with "research buddies." Although they will read independently, they will have this peer to support them through the process. For the end of unit assessment, students will write a two-paragraph, on-demand informational piece about the challenges of water: One paragraph that synthesizes all three of the challenges regarding water and a second paragraph that goes into more detail to inform the reader about the specific challenge the student researched. This on-demand writing also will serve as a scaffold for their students' public service announcement (PSA), the final performance task that students will complete in Unit 3.

### Guiding Questions And Big Ideas

- **Where does our water come from?**
- **What happens when people don't have access to clean water? (Unit 2 and 3 specific question)**
- **How do writers use evidence from text to strengthen their message?**
- *Writers support their points of view with reasons, facts, and details.*
- *Water is a natural resource that every living thing needs.*
- *Access to clean freshwater affects where and how people live.*
- *Water is a finite resource.*



Mid-Unit 2 Assessment	<p><b>Asking and Answering Questions about Having Enough Clean Water for Everyone</b></p> <p>Students will demonstrate their ability to ask and answer questions based on informational text in preparation for their research project in the second half of the unit. After previewing a text from <i>One Well: The Story of Water on Earth</i>, students will ask questions that they think can be answered by the text. They will then read the text, recording key details and asking additional questions. Students will also answer text-dependent questions. This assessment centers on standards NYSP12 ELA CCLS RI.3.1 and RI.3.8.</p>
End of Unit 2 Assessment	<p><b>On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone</b></p> <p>In this end of unit assessment, students will write two paragraphs informing their reader about what they have learned from their research project around challenges of demands on water, access to water, and pollution in water. Students will respond to the following prompt: “After researching all the challenges people face to have clean water, write a two-paragraph essay informing your reader about these challenges. Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage. Your second paragraph should inform your reader with more details about the one challenge you researched in more detail. Be sure to use key facts and details from your research for each of these paragraphs. Use your note-catchers to support your writing.” This writing will serve as an important scaffold to students’ PSA announcements at the end of the module. This assessment centers on standards NYSP12 ELA CCLS W.3.2, and W.3.4.</p>



### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:**

**<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>**

**NYS Social Studies Core Curriculum:**

- 3.10 “People living in communities around the world depend on, adapt to, and modify their physical environments in different ways.” (p. 48)

**NYS Science:**

- 3.7.a “The earth comprises continents, oceans, and other physical features, all of which help define distinct geographic regions around the world.”

### Central Texts

1. Rochelle Strauss, *One Well: The Story of Water on Earth* (Tonawanda, NY: Kids Can Press, 2007), ISBN: 978-1-55337-954-6.



**This unit is approximately 2 weeks or 11 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Gathering, Documenting, and Sorting Information: Determining Challenges Related to Having Clean Water for Everyone	<ul style="list-style-type: none"> <li>I can recall information that is important to a topic. (W.3.8)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>I can sort my notes into categories. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can find specific details in images that highlight a challenge to having clean water for everyone.</li> <li>I can take notes from texts that highlight a challenge to having clean water for everyone.</li> <li>I can sort my notes into categories of three specific challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges to Having Clean Water recording form</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>What We Want People to Know about Water on Earth</li> </ul>
<b>Lesson 2</b>	Writing to Teach a Reader about Water on Earth; Laying the Foundation for Water Challenges Research	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)               <ol style="list-style-type: none"> <li>I can write an informative/explanatory text that has a clear topic.</li> <li>I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.</li> <li>I can develop the topic with facts, definitions, and details.</li> <li>I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but)</li> <li>I can construct a closure on the topic of an informative/explanatory text.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>I can write a paragraph that teaches my reader about water on earth.</li> <li>I can identify the most important information to use in my paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Water on Earth paragraph</li> </ul>	<ul style="list-style-type: none"> <li>What We Want People to Know about Water on Earth</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Asking and Answering Questions about <i>One Well</i> , “People at the Well” (Pages 16 and 17), Part 1	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of “People at the Well.”</li> <li>I can answer questions using specific details from “People at the Well.”</li> <li>I can document my learning by taking notes about how people use water.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and Answering Questions recording form</li> </ul>	<ul style="list-style-type: none"> <li>Power Words/Water Words</li> <li>Researching Text</li> </ul>
<b>Lesson 4</b>	Asking and Answering Questions about <i>One Well</i> , “People at the Well” (Pages 16 and 17), Part 2	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of “People at the Well.”</li> <li>I can answer questions using specific details from “People at the Well.”</li> <li>I can document my learning by taking notes about how people use water.</li> </ul>	<ul style="list-style-type: none"> <li>Student copies of Asking and Answering Questions recording form—with questions (from Lesson 3)</li> <li>Back-to-Back, Front-to-Front protocol (based on homework from Lesson 3)</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-Back, Front-to-Front protocol</li> <li>Researching Text</li> <li>Demand for Water</li> </ul>
<b>Lesson 5</b>	Asking and Answering Questions about <i>One Well</i> , “Access to the Well” (Pages 20 and 21)	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of “Access to the Well.”</li> <li>I can answer questions using specific details from “Access to the Well.”</li> <li>I can document my learning by taking notes about how people access water.</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-Back, Front-to-Front protocol</li> <li>Asking and Answering Questions recording form</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-Back, Front-to-Front protocol</li> <li>Researching Text</li> <li>Access to Water</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Asking and Answering Questions about <i>One Well</i> , "Pollution in the Well" (Pages 24 and 25)	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of "Pollution in the Well."</li> <li>I can answer questions using specific details from "Pollution in the Well."</li> <li>I can document my learning by taking notes about water pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and Answering Questions recording form</li> <li>Homework from Lesson 5</li> </ul>	<ul style="list-style-type: none"> <li>Power Word/Water Words</li> <li>Water Challenges: Pollution</li> </ul>
<b>Lesson 7</b>	Mid-Unit Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of an informational text. (RI.3.1)</li> <li>I can answer questions using specific details from an informational text. (RI.3.1)</li> <li>I can document what I learn about a topic by taking notes. (W.3.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to deepen my understanding of "Demands on the Well."</li> <li>I can answer questions using specific details from "Demands on the Well."</li> <li>I can document my learning by taking notes about demands on water.</li> </ul>	<ul style="list-style-type: none"> <li>Homework A: Questions about "Pollution in the Well"</li> <li>Homework B: Visual of one thing to do about water pollution</li> <li>Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone</li> <li>Tracking My Progress, Mid-Unit 2 recording form</li> </ul>	
<b>Lesson 8</b>	Independent Research: The Challenges to Having Enough Clean Water for Everyone	<ul style="list-style-type: none"> <li>I can conduct a research project to become knowledgeable about a topic. (W.3.7)</li> <li>I can determine the main idea of an informational text. (W.3.2)</li> <li>I can retell key ideas from an informational text. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.</li> <li>I can identify key facts and details about my challenge topic.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and Answering Questions recording form, with text attached</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Continued Independent Research: The Challenges to Having Enough Clean Water for Everyone	<ul style="list-style-type: none"> <li>I can conduct a research project to become knowledgeable about a topic. (W.3.7)</li> <li>I can determine the main idea of an informational text. (W.3.2)</li> <li>I can retell key ideas from an informational text. (W.3.2)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)</li> <li>I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of unknown words using context clues and a dictionary.</li> <li>I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.</li> <li>I can identify key facts and details about my challenge topic.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and Answering Questions recording form, with text attached</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>Pollution, Demand for Water, and Access to Water</li> <li>Water Challenges</li> </ul>
<b>Lesson 10</b>	Completing Independent Research: The Challenges to Having Enough Clean Water for Everyone	<ul style="list-style-type: none"> <li>I can conduct a research project to become knowledgeable about a topic. (W.3.7)</li> <li>I can determine the main idea of an informational text. (W.3.2)</li> <li>I can retell key ideas from an informational text. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the text I choose in order to build my knowledge about one specific challenge related to having enough clean water for everyone.</li> <li>I can identify key facts and details about my challenge topic.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary homework (from Lesson 9)</li> <li>Asking and Answering Questions recording form, with text attached</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 11</b>	End of Unit Assessment: On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)               <ol style="list-style-type: none"> <li>I can write an informative/explanatory text that has a clear topic.</li> <li>I can develop the topic with facts, definitions, and details.</li> <li>I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but)</li> <li>I can construct a closure on the topic of an informative/explanatory text.</li> </ol> </li> <li>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a two-paragraph essay to inform my reader about the challenges of having enough clean water for everyone.</li> <li>I can use a planning page and my note-catchers to help me organize my information clearly.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment</li> <li>Tracking My Progress, End of Unit 2 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Water Challenges: Pollution, Demand for Water, Access to Water</li> </ul>



Optional: Experts, Fieldwork, And Service

**Experts:**

- Invite a person from the Department of Water to come into the classroom and discuss with the students the efforts being made to keep New York's water accessible, clean, and conserved.
- Invite members of a water conservation group to come in and share their work to preserve local water sources.

**Fieldwork:**

- Go to a water treatment center and investigate how water is cleaned.
- Go to a local stream or river with an expert naturalist to explore how pollution has affected a local site.

**Service:**

- Adopt a local stream.
- Create water issue fliers about each challenge to water for students to distribute locally at various sites: grocery stores, gas stations, libraries, etc.

Optional: Extensions

- *One Well* provides excellent opportunities for math extensions and connections. Preview Lessons 3 and 5 and consider doing additional work on percentages, fractions, large numbers, measurements, and/or graph reading during other parts of the day.
- Work with your school's media specialist to plan lessons to guide students in finding additional text or web-based materials to support their research (Lessons 8–10).



### Independent Research

In this unit, students research the challenges to having clean water: They begin as a class, and then focus on one specific challenge. The expectation for the second half of the unit is that students will now apply the reading skills they have worked on all year, with greater independence. Students will use the same note-catcher throughout the unit to record the key facts and details that build their knowledge about their particular topic. Students conduct the research independently but have a buddy to work with as support (as they did when reading *Peter Pan* in Module 3A). Students will choose a particular challenge about water to research; be strategic in how students are placed in research groups and then as buddies with those research groups. As in Module 3A, strategically placing students in more homogenous partnerships will support their reading process of finding the key facts and details. At the end of each research lesson, students gather with all their peers who are studying the same challenge in order to share out and discuss their findings.

Conferring will be important in these lessons. Consider conferring with research groups throughout the lessons. This ensures that you can check for understanding among the partnerships and address and clarify any questions students might have about vocabulary or the content of the articles they are reading. Place all research groups studying the same challenge in the same area of the classroom.

### Research Resources

Students will read a variety of informational texts as they research their topic of access, demands on water, or pollution. These texts will be provided to students in a folder about their topic. Review Lessons 8–10 well in advance to support the gathering of additional texts. Use the texts on the Recommended Text List and the website resources listed in the Lesson 8 supporting materials to supplement the texts provided. While there are texts provided in the supporting documents (Lesson 8), students will need access to a wide variety of texts: See your school or local library and the librarian to gather additional texts.