



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 3: Overview



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Unit 3: Writing and Speaking about the Challenges and Solutions to Clean Water: Creating VoiceThread Presentations

In the final unit for this module, students bring their knowledge of the challenges of water to a focus on the solutions. Students develop an opinion about the “one thing” that should be done to ensure that everyone has access to clean water. In the first half of the unit, students read informational texts that focus on what people are doing to solve these water challenges. They also receive a Performance Task Invitation and listen to a model VoiceThread recording. Students engage in a discussion group to begin formulating their opinion about the one thing that should be done to ensure that everyone has clean water.

Students use the information they have gathered from texts to develop their opinion. In the mid-unit assessment, students write an on-demand opinion paragraph about the one thing that should be done. Students then listen to a model VoiceThread multiple times to engage with, and fully understand, the final Performance Assessment Rubric. Students use the writing they did in Units 1 and 2 to develop the script for their VoiceThread recording of a public service announcement (PSA). For the end of unit assessment, students present their VoiceThread script to their peers. Through a process of critique, students give and receive peer feedback in order to make improvements to their final performance task PSA.

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 texts 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>On-Demand Opinion Writing: One Thing That Should Be Done to Conserve, Protect, or Provide Access to Clean Water</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.3.1 and W.3.4. Students write an on-demand opinion paragraph that informs their reader about what we can do to become “well aware” (a theme from the text <i>One Well: The Story of Water on Earth</i>). Students use evidence from their research about the challenges to water to support their opinion about what should be done. The writing serves as the basis for students’ PSA announcement (the final performance task).</p>
End of Unit 2 Assessment	<p>VoiceThread Script Presentation and Critique</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.4. Students prepare and present their VoiceThread script, in which they state their opinion about the most important thing a person can do to conserve, protect, or provide access to clean water. Students present their script to their peers, and are critiqued based on a rubric, before recording their VoiceThreads for their final performance task.</p>
Performance Task	<p>VoiceThread Public Service Announcement</p> <p>Students create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the importance of fresh water, create a PSA to educate and help others become ‘well aware.’ State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.” (During Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their VoiceThread.) This task centers on NYSP12 ELA CCLS W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, and L.3.3b. (Note: Although W.3.1 is listed as a part of this performance task, the VoiceThread itself is not a formal writing assessment. Students already will have written opinion paragraphs as a part of earlier assessments in the module. Here, the focus is on organizing and presenting that opinion clearly through a public speaking task.)</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.

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.”

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.”

Texts

1. Rochelle Strauss, *One Well: The Story of Water on Earth* (Citizen Kid; Kids Can Press: Toronto ON, 2007), ISBN: 978-1-553-37954-6.



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading Closely to Become “Well Aware”: Launching Our Performance Task	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can identify the main message or lesson of a story using key details from the text. (RI.3.2) 	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of “becoming well aware.” I can answer questions with specific details about “becoming well aware.” I can identify the main message of “becoming well aware.” 	<ul style="list-style-type: none"> Main Idea and Key Details recording form Exit Ticket: My Initial Thinking: What Should Be Done? 	
Lesson 2	Determining the Main Idea and Key Details: “Dry Days in Australia	<ul style="list-style-type: none"> I can answer questions using specific details from informational texts. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can make connections between specific sentences and paragraphs and the overall text. (RI.3.8) 	<ul style="list-style-type: none"> I can determine the main idea of “Dry Days in Australia.” I can determine the key details of “Laying Down the Law” or “Using Less” from “Dry Days in Australia.” 	<ul style="list-style-type: none"> Students’ annotated text “Dry Days in Australia” 	<ul style="list-style-type: none"> Being Well Aware Power Words/Water Words Determining the Main Idea and Key Details



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Determining the Main Idea and Key Details: "Tackling the Trash"	<ul style="list-style-type: none"> I can answer questions using specific details from informational texts. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can tell the difference between related words and synonyms (e.g., knew, believed, suspected, heard, wondered). (L.3.5c) 	<ul style="list-style-type: none"> I can determine the main idea of "Tackling the Trash." I can determine the key details from "Tackling the 	<ul style="list-style-type: none"> Students' annotated text "Tackling the Trash" Commitment cards (from Lesson 2 homework) 	<ul style="list-style-type: none"> Being Well Aware Determining the Main Idea and Key Details Back-to-Back, Face-to-Face protocol
Lesson 4	Determining the Main Idea and Key Details: "Ryan Hreljac: The Boy Who Built a Well"	<ul style="list-style-type: none"> I can answer questions using specific details from informational texts. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4) 	<ul style="list-style-type: none"> I can determine the main idea of "Ryan Hreljac: The Boy Who Built a Well." I can determine the key details from "Ryan Hreljac: The Boy Who Built a Well. 	<ul style="list-style-type: none"> Students' annotated text "Ryan Hreljac: The Boy Who Built a Well" Idea from "Tackling the Trash" to include in VoiceThread 	<ul style="list-style-type: none"> Determining the Main Idea and Key Details Being Well Aware



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Discussion Circles: What's One Thing We Should Do?	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can effectively participate in a discussion circle about one thing we should do to ensure there is clean water for everyone. This means: I can follow our class norms when I participate in a conversation. (Review from Module 1 and 2A.) I can prepare for the conversation by using evidence from research texts and One Well: The Story of Water on Earth. I can ask questions so I am clear about what is being discussed. I can ask questions on the topic being discussed. 	<ul style="list-style-type: none"> Preparing Evidence and Questions for Discussion Circles recording form Discussion Circle Criteria Checklist 	<ul style="list-style-type: none"> Participating in a Discussion Circle Concentric Circles protocol
Lesson 6	Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons. (W.3.1) I can introduce the topic of my opinion piece. I can create an organizational structure that lists reasons for my opinion. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. 	<ul style="list-style-type: none"> I can write an opinion piece that tells my reader one thing we should do to ensure everyone has clean water. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Becoming Well Aware



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Crafting Your VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion	<ul style="list-style-type: none"> I can identify reasons that support my opinion. (W.3.1) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) 	<ul style="list-style-type: none"> I can revise my paragraph to strengthen my reasons to better support my opinion. 	<ul style="list-style-type: none"> VoiceThread PSA Script: Opinion recording form 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol
Lesson 8	Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message	<ul style="list-style-type: none"> I can speak clearly and at an understandable pace. (SL.3.4) I can create an organizational structure that lists reasons for my opinion. (W.3.1) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) 	<ul style="list-style-type: none"> I can pronounce all words clearly so the listener easily understands my message. I can organize my ideas logically to send a clear message to my listener. 	<ul style="list-style-type: none"> VoiceThread PSA Script: Water on Earth, Water Challenges, and Opinion recording forms 	<ul style="list-style-type: none"> Criteria from the Performance Task Rubric
Lesson 9	Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message	<ul style="list-style-type: none"> With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) I can use facts and details to tell about a story or experience. (SL.3.4) 	<ul style="list-style-type: none"> I can use appropriate facts and descriptive details from the research to support my message. (SL.3.4) 	<ul style="list-style-type: none"> VoiceThread PSA Script: Water on Earth recording form VoiceThread PSA Script: Water Challenges recording form VoiceThread PSA Script: Opinion recording form 	<ul style="list-style-type: none"> Linking Words and Phrases Criteria from the Performance Task Rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas	<ul style="list-style-type: none"> I can speak clearly and at an understandable pace. (SL.3.4) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) I can use linking words and phrases to connect ideas within categories of information. (W.3.2) I can express ideas using carefully chosen words. (L.3.3) 	<ul style="list-style-type: none"> I can vary my volume and expression to present my message. I can use linking words and phrases to connect my ideas. I can choose specific and interesting words to “hook” my listener. 	<ul style="list-style-type: none"> VoiceThread PSA Script: Water on Earth recording form VoiceThread PSA Script: Water Challenges recording form VoiceThread PSA Script: Opinion recording form 	<ul style="list-style-type: none"> Criteria from the Performance Task Rubric Linking Words and Phrases Back-to-Back, Face-to-Face protocol
Lesson 11	Preparing to Record Your VoiceThread PSA Script: Using Peer Feedback to Speak Fluently in an Engaging Manner	<ul style="list-style-type: none"> I can speak clearly and at an understandable pace. (SL.3.4) I can compare how people use language when they write versus when they talk. (L.3.3) I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) I can use facts and details to tell about a story or experience. (SL.3.4) 	<ul style="list-style-type: none"> I can speak at an understandable pace: not too fast and not too slow. I can describe the difference between how to use language when I write versus when I talk. I can speak clearly so my listener easily understands my message. I can speak with varied volume and expression to present my message. 	<ul style="list-style-type: none"> VoiceThread PSA Script: Water on Earth recording form VoiceThread PSA Script: Water Challenges recording form VoiceThread PSA Script: Opinion recording form Praise-Question-Suggest protocol recording forms 	<ul style="list-style-type: none"> Praise-Question-Suggest protocol
Lesson 12	End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script and Giving Peer Feedback	<ul style="list-style-type: none"> I can speak clearly and at an understandable pace. (SL.3.4) I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) I can use facts and details to tell about a story or experience. (SL.3.4) I can describe the difference between how to use language when I write versus when I talk. (L.3.3b) 	<ul style="list-style-type: none"> I can speak clearly so my listener easily understands my message. I can speak with varied volume and expression to present my message. I can speak at an understandable pace: not too fast and not too slow. I can use appropriate facts and descriptive details from the research to support my message. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Exit Ticket: Successes and Challenges 	<ul style="list-style-type: none"> Criteria from the Performance Task Rubric Praise-Question-Suggest adapted protocol (anchor chart size) Praise-Question-Suggest adapted protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit 3 Assessment, Continued: Presenting Your VoiceThread PSA Script and Giving Peer Feedback	<ul style="list-style-type: none">• I can speak clearly and at an understandable pace. (SL.3.4)• I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)• I can use facts and details to tell about a story or experience. (SL.3.4)• I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)	<ul style="list-style-type: none">• I can speak clearly so my listener easily understands my message.• I can speak with varied volume and expression to present my message.• I can speak at an understandable pace: not too fast and not too slow.• I can use appropriate facts and descriptive details from the research to support my message.	<ul style="list-style-type: none">• End of Unit 3 Assessment• Tracking My Progress, End of Unit 3 recording form	<ul style="list-style-type: none">• Praise-Question-Suggest adapted protocol (anchor chart size)• Praise-Question-Suggest adapted protocol



Optional: Experts, Fieldwork, And Service

Experts:

- Invite someone from the Department of Water or a local environmental group to come to the classroom and discuss efforts being made to keep New York's water accessible and clean.
- Invite a water conservation group to come in and share their work to preserve local water sources.

Fieldwork:

- Visit a water treatment center and investigate how water is cleaned.
- Visit a local stream or river with a 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

- Present VoiceThread recordings to a larger audience. Invite other classes, parents, and local water experts to come hear students' recordings.



Preparation and Materials

Locate and listen to the Model VoiceThread at <http://www.engageny.org/resource/grade-3-ela-module-4>. See Unit 3, Lesson 1 teaching notes for details.

Students will record their final performance task presentation into a VoiceThread recording. Review the supporting materials that are included in Lesson 1 of this unit. These documents describe how to use VoiceThread, options for alternative ways to record the final performance assessment if the school does not have the appropriate technology, and a note that details the scaffolding for the VoiceThread recordings. Review these before beginning Unit 3.

Determine the technology access that students will need for this final recording. If your school has a technology room or a technology teacher, collaborate with him or her to determine how and when students will record their presentation. Additionally, contact your media specialist to collaborate in preparation for students' final performance task. Students do not record their performance task within the body of Unit 3 lessons. These lessons focus on creating a strong presentation and recording first. Time for the actual recording of the lessons will need to be determined based on the technology availability at your individual school.

VoiceThread Access and Cost

In order to create, edit, and revise a VoiceThread PSA for these lessons, a license from VoiceThread must be purchased. It isn't possible to just use the Web site on an individual basis. Individuals, schools, districts, and states have different options for purchasing the licenses for students to use this technology. Determine the best option for your school or district by going to the following Web site: <http://voicethread.com/products/k12/school/>.