EXPEDITIONARY LEARNING

Grade 3: Module 4:
Overview

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EXPEDITIONARY LEARNING

GRADE 3: MODULE 4: OVERVIEW

Gathering Evidence and Speaking to Others:

The Role of Freshwater around the World

This module focuses on the importance of clean freshwater around the world. Using the children's book One Well: The Story of Water on Earth as an anchor text, this unit builds on the background knowledge students developed in second grade regarding cycles in nature, in order to help them deepen their understanding of their overall dependence on earth's limited water supply. In Unit 1, students will continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth and writing an on-demand paragraph to explain this. In the second half of Unit 1, students will examine the water cycle and watersheds. They will compare how different texts present similar information about the water cycle and water sheds. In Unit 2, students will research challenges facing the earth's clean water supply. Students will read from their central text, *One Well: The Story of Water on Earth*, to identify the specific details about pollution, access, and the demand for water, and then they will research one of these challenges in more depth. In Unit 3, students will use their knowledge to strengthen and support their opinion about "one thing" they can do to conserve, protect, or provide access to clean water in the world. Students will create a public service announcement (PSA), ideally learning how to use VoiceThread technology (a low-tech alternative is provided). **This final performance task centers on NYSP12 standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, and SL.3.5.** (As an optional science extension, students can conduct fieldwork, such as simple water testing in local lakes or streams or visiting local water-treatment plants.)

Guiding Questions And Big Ideas

- **Where does our water come from?**
- **What happens when people don't have access to clean water?**
- **How do writers use text-based evidence 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.*

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Performance Task

VoiceThread Public Service Announcement
Students will 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 freshwater, 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 actual VoiceThread.) This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL 3.6 and L3.3b. (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.)

Content Connections

- This module is designed to address English Language Arts standards as students read literature and informational text about the Second Sudanese Civil War. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. 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 is comprised of continents, oceans, and other physical features, all of which help define distinct geographic regions around the world."

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CCS Standards: Reading—Informational Text	Long-Term Learning Targets
• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• I can ask questions to deepen my understanding of informational text. • I can answer questions using specific details from informational text.
• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	• I can determine the main idea of an informational text. • I can retell key ideas from an informational text.
• 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.	• I can describe how events, ideas, or concepts in an informational text are related. • I can describe steps in a procedure, in the order they should happen.
• 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*.	• I can determine the meaning of unknown words in informational text.
• RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• I can use text features to locate information efficiently.
• RI.3.6. Distinguish their own point of view from that of the author of a text.	• I can distinguish between my point of view and the author's point of view.
• 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).	• I can use information from illustrations (maps, photographs) to understand informational texts. • I can use information from the words to understand informational texts.
• 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).	• I can make connections between specific sentences and paragraphs and the overall text (e.g., *comparison, cause/effect, first/second/third in a sequence*).
• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	• I can compare and contrast the main ideas and key details in two texts on the same topic.

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CCS Standards: Writing	Long-Term Learning Targets
• W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	• I can write an opinion piece that supports a point of view with reasons. a. I can introduce the topic of my opinion piece. a. I can create an organizational structure that lists reasons for my opinion. b. I can identify reasons that support my opinion. c. I can use linking words to connect my opinion and reasons. d. I can construct a concluding statement or section for my opinion piece.
• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	• I can write informative/explanatory texts that convey ideas and information clearly. a. I can write an informative/explanatory text that has a clear topic. a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. c. I can use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but). d. I can construct a closure on the topic of an informative/explanatory text.
• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	• With support from adults, I can produce writing that is 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.	• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
• 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.	• With support from adults, I can use technology to publish a piece of writing. • I can use technology to collaborate with others on a piece of writing.

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CCS Standards: Writing	Long-Term Learning Targets
• W.3.7. Conduct short research projects that build knowledge about a topic.	• I can conduct a research project to become knowledgeable 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.	• I can recall information from experiences. • I can document what I learn about a topic by taking notes. • I can sort evidence into provided categories.
• 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.	• I can adjust my writing practices for different time frames, tasks, purposes, and audiences.

CCS Standards: Speaking & Listening	Long-Term Learning Targets
• 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.	• I can use facts and details to describe a story or experience. • I can speak clearly and at an understandable pace.
• SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	• I can demonstrate fluency when reading stories or poems for an audio recording. • I can use drawings or other visual displays to support what I say.
• SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• I can speak in complete sentences with appropriate detail.

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CCS Standards: Language	Long-Term Learning Targets
• L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	• I can use grammar conventions to send a clear message to a reader or listener. a. I can explain the functions of (nouns, pronouns, verbs, adjectives, and adverbs). b. I can use regular and irregular plural nouns. c. I can use abstract nouns (e.g., childhood). d. I can use regular and irregular verbs in my writing. d. I can use adjectives to describe nouns. e-f. I can make subjects and verbs agree in my writing. g. I can use adjectives to describe nouns. h. I can use adverbs to describe actions. i. I can use a variety of sentence structures in my writing.
• 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.	• I can express ideas using carefully chosen words. • I can compare how people use language when they write versus when they talk.

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CCS Standards: Language	Long-Term Learning Targets
• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word 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 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). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• I can use a variety of strategies to determine the meaning of words and phrases. a. I can use what the sentence says to help me to determine what a word or phrase means. b. I can use common prefixes to help me determine what a word means. (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion). d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.

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.

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Getting to know H2O			
Weeks 1-3	• Identifying main ideas and key details about where water is on earth • Writing an on-demand paragraph about where water is on earth	• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)	• Mid-Unit 1: On-Demand Informational Paragraph: Where in the World Is Water? (W.3.2 and L.3.1)
	• Identifying the main idea and key details in texts about water and the water cycle	• I can determine the main idea of an informational text (RI.3.2) • I can recall key details from an informational text (RI.3.2) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can make connections between specific sentences and paragraphs and the overall text (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)	

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Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1-3 (continued)	• Comparing and contrasting texts about water and the water cycle	• I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) • I can use a variety of strategies to determine the meaning of words and phrases. c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., company, companion).	• End of Unit 1: Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L3.4c)
Unit 2: Comparing and Contrasting Literature about Natural Disasters: *Eight Days* and *Dark Water Rising*			
Weeks 4-5	• Asking and Answering Questions about Water Challenges • Guided Research Practice	• 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 make connections between specific sentences and paragraphs and the overall text (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)	• Asking and Answering Questions about Having Enough Clean Water for Everyone (RI.3.1 and RI.3.8)
	• Asking and Answering Questions about a Specific Water Challenge • Independent research	• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • I can conduct a research project to become knowledgeable about a topic. (W.3.7)	• End of Unit 2: On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone (W.3.2 and W.3.4)

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Writing and Speaking about the Challenges and Solutions to Clean Water: Creating VoiceThread Presentations			
Weeks 6-8	• Identifying Main Idea and Key Details about the Solutions to Water Challenges • Writing an Opinion about "the Best Solution"	• I can write an opinion piece that supports a point of view with reasons. (W.3.1) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)	• Mid-Unit 3: On-Demand Opinion Writing: One Thing That Should Be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4)
	• Drafting a VoiceThread Script	• I can use facts and details to describe a story or experience (SL.3.4)	

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Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 6-8 (continued)	• Practicing Fluent Reading of the VoiceThread Script • Crafting a VoiceThread	• I can write an opinion piece that supports a point of view with reasons. (W.3.1) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • With support from adults, I can use technology to publish a piece of writing. (W.3.6) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) • 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 drawings or other visual displays to support what I say. (SL.3.5) • I can speak in complete sentences with appropriate detail. (Sl.3.6) • I can express ideas using carefully chosen words.	• End of Unit 3: VoiceThread Script Presentation and Critique (SL.3.4) • Final Performance Task: VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL 3.6 and L3.3b.)

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Preparation and Materials

Water Journal: Use the same structure as in Module 3A (*Peter Pan*) to help students organize their work. Students will need the following sections: Recording Forms, Vocabulary, and Water Challenge Research.

Word Wall: Students will keep track of two kinds of words in this module: "power words" (academic vocabulary) and "water words" (domain-specific vocabulary). As in Module 3A (Peter Pan), create a Word Wall in the classroom to keep these words visible and living for students. This wall could be as simple as two pieces of chart paper, or a bulletin board dedicated to the vocabulary of the module.

Independent Research

Note that Unit 2 includes a research component; See Unit 2 overview for details. Students will read from the Unit 2 Recommended Texts. In advance of Unit 2, gather these texts and other related websites or sources that students may access during their research.

VoiceThread Recording

In Unit 3, students will create a VoiceThread recording in which they state their opinion about what should be done to address the challenges to our clean water supply. See Unit 3 overview for details. Before Unit 3 begins, review the unit overview as well as the VoiceThread supporting document (to come). Determine how to either collaborate with the technology person in the school or use the technology available in your school to create these presentations.

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Grade 3: Module 4:
Assessment Overview

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Final Performance Task	**VoiceThread Public Service Announcement** Students will 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 freshwater, 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 actual VoiceThread.) This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL 3.6 and L3.3b. (**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.)

Mid-Unit 1 Assessment	**On-Demand Informational Paragraph: Where in the World Is Water?** This assessment centers on standards NYSP12 ELA CCLS W.3.2 and L.3.1. Students will write an on-demand paragraph that explains where water is found on earth. Students will use specific facts, definitions, and details they discovered in their reading. Students will respond to the following prompt: "Using your Organizing Ideas note-catcher and your Paragraph Writing Accordion graphic organizer, write an informational paragraph that explains where water is on earth . Use specific facts, definitions, and details from the readings to support your writing."
End of Unit 1 Assessment	**Comparing and Contrasting Two Texts about the Water Cycle** This assessment centers on standards NYSP12 ELA CCLS RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L3.4c. Students will first read a new text about the water cycle and determine the main ideas through text coding and answering text-dependent questions. They will then compare and contrast the main ideas and key details of this text to the passage on the water cycle found in *One Well.*

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Mid-Unit 2 Assessment	**Asking and Answering Questions about Having Enough Clean Water for Everyone** 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 *One Well: The Story of Water on Earth*, 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.
End of Unit 2 Assessment	**On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone** 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.

Mid-Unit 3 Assessment	**On-Demand Opinion Writing: One Thing That Should Be Done to Conserve, Protect, or Provide Access to Clean Water** 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 One Well: The Story of Water on Earth). 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).
End of Unit 3 Assessment	**VoiceThread Script Presentation and Critique** 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.

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Grade 3: Module 4:
Performance Task

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Summary of Task

- Students will 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 freshwater, 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 actual VoiceThread.) **This task centers on NYSP12 ELA Standards W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL 3.6 and L3.3b.** (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.)

Format

VoiceThread Recording

Standards Assessed Through This Task

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  b. Provide reasons that support the opinion.
  c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  d. Provide a concluding statement or section.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.6 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.3.7 Conduct short research projects that build knowledge about a topic.
- 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.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.L3.3b Recognize and observe differences between the conventions of spoken and written standard English.

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Student-Friendly Writing Invitation/Task Description

- After researching the importance of freshwater, create a public service announcement (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. Use the opinion writing you have done earlier in this module to help you plan your PSA.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed. The VoiceThread presentation will meet these criteria:

Your VoiceThread will meet the following criteria:

- Uses the most relevant facts and details from the research to support and strengthen their opinion. (W.3.7)
- Includes a clear and inviting introduction. (W.3.1)
- States the opinion clearly. (W.3.1)
- Has clear organization so the listener can follow the opinion. (W.3.1)
- Uses linking words to connect ideas together. (W.3.1)
- Provides a strong conclusion to wrap up their ideas for the listener. (W.3.1)
- Builds off information from paragraph writing in Units 1 and 2. (W.3.4)
- Demonstrates an understanding of audience. (W.3.4)
- Incorporates peer feedback from draft writing. (W.3.6)
- Includes key facts and details about water (SL.3.4)
- Spoken clearly and at an understandable pace for the listener. (SL.3.4)
- Includes at least one digital image that enhances the speaker's message. (SL.3.5)
- Spoken in an engaging and fluent manner. (SL.3.5)
- Uses complete sentences when speaking. (SL 3.6)
- Uses standard English (L.3.3.b)

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Options For Students

- Students will record their VoiceThread individually. They will use their graphic organizers to support their recording.
- Students might have more opportunities to practice their VoiceThread before presenting to the class.
- Students might present to the teacher only if presenting to the class is too challenging.
- Students could work in partners to practice their VoiceThread recording.

Options For Teachers

- Students may present their Voice Thread presentations to another class.
- Students might record their Voice Thread's and invite others to listen to their recordings.
- Student Voice Thread recordings could be placed on a class website.

Resources And Links

- See Unit 3 Overview: Preparation and Materials.

Central Text And Informational Texts

- See Unit 2 and 3 texts.

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Grade 3: Module 4: Unit 1:
Overview

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Unit 1: Building Background Knowledge: Getting to Know H2O

In this unit, students build their background knowledge about where water is found on earth and the movement of water through the water cycle and the physical landscape. Students will consider the guiding question "Where does our water come from?" as they begin reading *One Well: The Story of Water on Earth*. Students will examine maps and graphs to determine where the water is in the world and how much of our water comes from oceans, rivers, etc. They also will read other informational texts that require them to use graphics and diagrams. Throughout the unit, students will collect "water words" (domain-specific vocabulary) and "power words" (academic vocabulary). In the mid-unit assessment, students will write an on-demand informational paragraph about where water is on earth. (This paragraph will help scaffold students for their final performance task in which they will create a public service announcement educating their audience about why water is important.) In the second half of the unit, students will compare and contrast different texts on rivers and the water cycle, including examining how graphics and illustrations convey meaning about the water cycle. Students will read texts of greater complexity and will practice coding text for the main idea and key details in order to compare and contrast them. For the end of unit assessment, students will apply their comparison skills by reading a new text about the water cycle and comparing how the information is portrayed in this text and in *One Well: The Story of Water on Earth*.

Guiding Questions And Big Ideas

- **Where does our water come from?**
- **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.*

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Mid-Unit 1 Assessment	**On-Demand Informational Paragraph: Where in the World Is Water?** This assessment centers on standards NYSP12 ELA CCLS W.3.2 and L.3.1. Students will write an on-demand paragraph that explains where water is found on earth. Students will use specific facts, definitions, and details they discovered in their reading. Students will respond to the following prompt: "Using your Organizing Ideas note-catcher and your Paragraph Writing Accordion graphic organizer, write an informational paragraph that explains where water is on earth . Use specific facts, definitions, and details from the readings to support your writing."
End of Unit 1 Assessment	**Comparing and Contrasting Two Texts about the Water Cycle** This assessment centers on standards NYSP12 ELA CCLS RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L3.4c. Students will first read a new text about the water cycle and determine the main ideas through text coding and answering text-dependent questions. They will then compare and contrast the main ideas and key details of this text to the passage on the water cycle found in *One Well*.

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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:

- 2.1c Water is recycled by natural processes on earth.
- 2.1d Erosion and deposition result from the interaction among air, water, and land.
- 3.7.a "The earth comprises continents, oceans, and other physical features, all of which help define distinct geographic regions around the world."
- 6.2c Heat energy from the sun powers the water cycle.

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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.
2. "Let's Get Physical!" in *Junior Scholastic* (2007, Issue 14), 18–19.
3. Expeditionary Learning, "Where in the World Is Water?"
4. New Hampshire Public Television, "Rivers and Streams," in *NatureWorks*, available at www.nhptv.org/natureworks/nwep7j.htm.
5. Stephen R. Swinburne, "River to the Sea," in *Highlights for Children* (1999, Issue 3) 8–9.
6. "The Water Cycle for Kids," U.S. Geological Survey (USGS) and the Food and Agriculture Organization of the United Nations (FAO), available at http://ga.water.usgs.gov/edu/watercycle-kids.html.
7. Gina Jack, "Earth's Water Cycle," in *New York State Conservationist for Kids* (Winter 2009), New York State Department of Environmental Conservation, available at www.dec.ny.gov/education/51515.html.

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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 and Talking with Peers: A Carousel of Photos and Texts about Water	• I can effectively participate in a conversation with my peers and adults. (SL.3.1) • I can express ideas using carefully chosen words. (L.3.3) • I can retell key ideas from an informational text. (RI.3.2) • 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 talk with my partner in order to record what I notice and wonder about photographs. • I can identify key details using vivid words and phrases about water in the photographs. • I can use key details in the photographs to ask questions about water. • I can ask and answer questions about a text.	• Observation of partner discussions • Contributions to conversation norms • Asking and Answering Questions about Mystery Excerpts	• Carousel protocol • Think-Pair-Share protocol
Lesson 2	Close Reading of Pages 4–7 of *One Well: The Story of Water on Earth*—Where Is Water on Earth?	• 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) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	• I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely. • I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5. • I can use words in the text to help me understand the main idea. • I can write an informational paragraph to explain where water is on earth.	• Close Reading recording form • Vocabulary recording form • Students' on-demand informational paragraphs	• Power Words/Water Words

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Language Workshop: Simple, Compound, and Complex Sentences	• I can use information from illustrations (maps, photographs) to understand informational texts. (RI 3.7) • I can write simple, complex, and compound sentences. (L.3.1) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can use information from a physical map to understand where water is on earth. • I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences.	• Students' paragraph revisions	• Concentric Circles protocol • Power Words/Water Words
Lesson 4	Finding Key Details in Informational Text: "Where in the World Is Water?"	• I can answer questions using specific details from informational text. (RI.3.1) • I can retell key ideas from an informational text. (3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can answer questions about "Where in the World Is Water?" • I can identify key details about water sources from the text "Where in the World Is Water?" • I can determine the meaning of unknown words using context clues.	• Where in the World Is Water: Key Details recording form • Vocabulary recording form	
Lesson 5	Mid-Unit Assessment: Writing an On-Demand Informational Paragraph about Where Water Is on Earth	• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	• I can create a plan for my on-demand informational paragraph about where water is on earth. • I can write an on-demand informational paragraph to explain where water is on earth.	• Mid-Unit 1 Assessment: Where in the World is Water? (paragraph) • Mid-Unit 1 Assessment: Organizing Ideas recording form • Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer • Tracking My Progress, Mid-Unit 1 recording form	

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Determining Main Idea: "Rivers and Streams"	• 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 main idea of "Rivers and Streams." • I can answer questions using specific details from "Rivers and Streams."	• Students' annotated text, "Rivers and Streams"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 7	Finding Key Details: "Rivers and Streams"	• 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 key details of "Rivers and Streams." • I can answer questions using specific details from "Rivers and Streams."	• Students' annotated text "Rivers and Streams"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 8	Determining the Main Idea and Key Details: "River to the Sea"	• 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 main idea of "River to the Sea." • I can determine the key details of "River to the Sea."	• Students' annotated text "River to the Sea"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 9	Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about Rivers and Streams	• I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	• I can compare and contrast two texts about rivers and streams.	• Comparing and Contrasting Texts recording form	• Power Words/Water Words • Comparing and Contrasting

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Determining the Main Idea and Key Details: "Recycling Water in the Well" from Page 8 of *One Well*	• 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 main idea and key details of "Recycling Water in the Well." • I can answer questions using specific details from "Recycling Water in the Well."	• Students' annotated text, "Recycling Water in the Well"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 11	Determining the Main Idea and Key Details: "The Water Cycle" (from the USGS)	• 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 use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)	• I can use words and illustrations to determine the main idea and key details of "The Water Cycle." • I can answer questions using specific details from "The Water Cycle."	• Students' annotated text, "The Water Cycle"	• Power Words/Water Words • Determining the Main Idea and Key Details
Lesson 12	Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about the Water Cycle	• I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	• I can describe the relationship of words about the water cycle using a relational word wall. • I can compare and contrast two texts about the water cycle.	• Comparing and Contrasting Texts recording form	• Power Words/Water Words • Comparing and Contrasting

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit Assessment: Comparing and Contrasting Two Texts about the Water Cycle	• 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 use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can make connections between specific sentences and paragraphs and the overall text. (e.g., comparison, cause/effect, first/second/third in a sequence) (RI.3.8) • I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) • I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., company, companion) (L.3.4c)	• I can use words and illustrations to determine the main idea and key details of "Earth's Water Cycle." • I can compare and contrast two texts about the water cycle.	• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle • End of Unit Tracking My Progress	• Comparing and Contrasting • Determining the Main Idea and Key Details

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Optional: Experts, Fieldwork, And Service

Experts:

- Consider inviting local geologists or hydrologists to talk to the class about where water is found on earth and how water forms are created. A meteorologist would also be an excellent classroom guest when discussing the water cycle.

Fieldwork:

- Visit a local water plant to see where water comes from. You might also consider visiting a local river; if it's practical, consider visiting this river at different points in its journey to the sea. (See River to the Sea, Lesson 8.)

Service:

- Adopt a stream or river with a local environmental group.
- Conduct streamside litter cleanup days.

Optional: Extensions

- Art: Collaborate with the art teacher for students to create visuals of scenes from the text that capture their imagination.

Interdisciplinary Connections

Science

Conduct hands-on science experiments and demonstrations.

The goal of the lessons in this unit is for students to build scientific knowledge while becoming better readers. These lessons do not fully address science content standards; nor do they replace hands-on inquiry-based science. There are many excellent resources and science experiments related to the water cycle. In addition to the resources that may be found in your district's curriculum, consider the following:

Foss (http://fossweb.schoolspecialty.com/delegate/ssi-foss-ucm/ucm?dDocName=D1424929), Project Wet (http://projectwet.org), or free resources on the web such as http://thewaterproject.org/resources/the_water_cycle.asp.

Preparation and Materials

- Students are asked to code the text in some lessons. In order to keep the books clean for future classes, have students code on a transparency on top of the text. Gather enough transparencies for each student.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1:
Recommended Texts

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The list below includes texts with a range of Lexile® text measures about water on earth. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 420L)			
Water	Frank Asch (author)	Informational	140
Earth's Land and Water	Bonnie Beers (author)	Informational	220*
Earth's Water Cycle	Robin Nelson (author)	Informational	300
Water Dance	Thomas Locker (author)	Informational	310

*Lexile based on a conversion from Accelerated Reading level;

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Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420-820L)			
Where Is Water?	Robin Nelson (author)	Informational	430*
All the Water in the World	George Ella Lyon (author)	Informational	520
Rapping about Bodies of Water	Bobbie Kalman (author)	Informational	600*
The Water Cycle	Rebecca Olien (author)	Informational	600*
A River Ran Wild: An Environmental History	Lynne Cherry (author)	Informational	670
Lila and the Secret of Rain	David Conway (author)	Literature	680*
Rivers, Lakes and Oceans	Jason D. Nemeth (author)	Informational	700*
Water World	Precious McKenzie (author)	Informational	710
The Drop in My Drink: The Story of Water on Our Planet	Meredith Hooper (author)	Informational	740*
Common Ground: The Water, Earth, and Air We Share	Molly Bang (author)	Informational	740
Did a Dinosaur Drink This Water?	Robert E. Wells (author)	Informational	820*
The Snowflake: A Water Cycle Story	Neil Waldman (author)	Informational	840*

*Lexile based on a conversion from Accelerated Reading level;

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Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
Earth's Water Cycle	Amy Bauman (author)	Informational	820
Water Wise!	Alison Hawes (author)	Informational	830*
A Drop of Water: A Book of Science and Wonder	Walter Wick (author)	Informational	870
Water for Everyone	Sarah Levete (author)	Informational	880
The Earth and the Role of Water	Shirley Duke (author)	Informational	900
How Big Is Your Water Footprint?	Paul Mason (author)	Informational	910*
The Water Cycle	Trudi Strain Trueit (author)	Informational	No Lexile
Water Music: Poems for Children	Jane Yolen (author)	Informational	NP
This Is the Rain	Lola M. Schaefer (author)	Informational	NP

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 1

Reading and Talking with Peers: A Carousel of Photos and Texts about Water

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can express ideas using carefully chosen words. (L.3.3) I can retell key ideas from an informational text. (RI.3.2) 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)	
Supporting Learning Targets	**Ongoing Assessment**
• I can talk with my partner in order to record what I notice and wonder about photographs. • I can identify key details using vivid words and phrases about water in the photographs. • I can use key details in the photographs to ask questions about water. • I can ask and answer questions about a text.	• Observation of partner discussions • Contributions to conversation norms • Asking and Answering Questions about Mystery Excerpts

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Agenda	Teaching Notes
1. Opening A. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Carousel Protocol: Water Photographs (15 minutes) B. Predicting from Text: Excerpts from *One Well: The Story of Water on Earth*, *Come On, Rain!*, and "Where in the World Is Water?" (15 minutes) C. Introduction to *One Well: The Story of Water on Earth* (15 minutes) 3. Closing and Assessment A. Debrief (5 minutes) B. Introducing Recommended Texts for the Unit (5 minutes) 4. Homework A. Tell an adult you know about the photographs you saw and the texts you read. What will you learn about in the coming weeks? B. Continue with your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form.	• This module opens in a similar way to Modules 1, 2, and 3, with a carousel; however, the photographs will *not* be a mystery. The purpose of the carousel is for students to identify key details they notice in the photographs and use this information to ask questions about the topic, water. • Do not tell students the guiding question(s) for the module until the end of the lesson. At this point, students' thinking about the theme of the module is based on their notices and wonders. • The guiding questions related to the carousel are: * Where does our water come from? * What happens when people don't have access to clean water? • The final guiding question of this module is: * How do writers use evidence from text to strengthen their message? • During Work Time B, students read excerpts from texts to predict the main idea of the module. Some excerpts are from a book on the Recommended Texts list, *Come On, Rain!* by Karen Hesse. This book is not a central text; however, you may choose to read it aloud at some point during the study. • In advance: Post charts around the room with photographs of water (see Work Time, Part A). These photographs should depict water forms and natural features, such as waterfalls, oceans, a water drop, and a puddle. Samples of photographs you might consider using can be found in the supporting materials. There are beautiful photographs in the recommended text *A Cool Drink of Water* by Barbara Kerley. • Find the Class Norms for Conversation (from Module 1, Unit 1, Lesson 4) or create a new chart. During this lesson, students identified norms for a quality classroom conversation (e.g., everyone gets a chance to speak, participants ask questions of one another to extend conversation). • Prepare the directions for the Carousel activity to be posted in the classroom. • Prepare the module's guiding questions on chart paper to be posted prominently somewhere in the classroom throughout the study.

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Agenda	Teaching Notes (continued)
	• Gather materials from the Recommended Texts list to make available for students throughout this unit for independent reading (see Grade 3, Module 4, Unit 1, Recommended Texts). Having students read a high volume of text at their independent reading level on the topic of study will help build both their content knowledge and their literacy skills. Students can begin a new book from the list once they have finished their current independent reading book; they should continue to track their reading using the Independent Reading recording form (see supporting materials). • Review: Think-Pair-Share, Fist to Five, and Carousel protocols (Appendix 1). • Students may need other basic vocabulary words clarified: *question*, *conversation*, and *excerpt*. • During this unit, students will use a variety of recording forms to respond to their reading and develop vocabulary. Consider developing a simple organization system for students to keep track of their materials: A folder, binder, or notebook could be used for this purpose (see the Preparation and Materials section in the Module Overview).

Lesson Vocabulary	Materials
key details, vivid words and phrases, adjective, record, notice, wonder, norms	• Water photographs and recommended links for Carousel protocol • Six pieces of chart paper (one for each photo/illustration) with T-chart: What I Notice/ What I Wonder • Markers (ideally a different color for each pair) • Conversation Criteria checklist (one for teacher use) • Asking and Answering Questions about Mystery Excerpts (one per student) • *One Well: The Story of Water on Earth* by Rochelle Strauss (book; one per student) • Independent Reading recording form (one per student)

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Opening	Meeting Students' Needs
A. Unpacking the Learning Targets (5 minutes) • Post and direct students to today's learning targets. Circle the term *key details*. Ask students to talk with a partner about what this phrase means. Ask a few to share out to check for understanding. • Explain to students that today they will practice identifying key details with different photographs of water and excerpts from challenging texts as they begin their new topic of study as readers and writers. Tell students that they will try to ask questions about water looking at photos and reading excerpts from texts. As they are looking, reading, and discussing with peers, their job is to try to figure out what they will study in this module based on the details they see in the photos and texts.	• Consider providing nonlinguistic symbols (e.g., a question mark over a student's head for *ask questions*, or a magnifying glass over a picture for *find*) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted learning targets. • Provide an illustrated anchor chart of question words (e.g., a clock for *when*) to assist students needing additional support with learning the structure to ask questions.

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Work Time	Meeting Students' Needs
A. Carousel Protocol: Water Photographs (15 minutes) • Be sure that six **photographs** and six **I Notice/I Wonder T-charts** are placed in stations around the room. • Because this is a familiar task to students, they do not need to practice. Tell students: "Unlike in the past when you've participated in this activity, today's photographs are not a mystery; they are all pictures of water. Your task is to identify the key details using vivid words and phrases." Provide a quick example, such as: "Rain cascades from the sky, soaking the earth." Remind them that they have already worked hard on vivid words and phrases this year, and this is their opportunity to practice. Point out that they should write the key details in the What I Notice column of their recording form. • Remind students that when they "wonder," they ask questions based on the key details they see in the photograph. They will write their questions in the What I Wonder column on their recording form. Use this opportunity to reinforce how to format a question using ending punctuation. • Revisit the learning target: "I can identify key details using vivid words and phrases about water in the photographs." Use the Fist to Five protocol to gauge how well the class understands the target and the Carousel protocol. Answer questions as needed to ensure students' readiness. • Then, place students into groups of four. • Remind students about good conversational norms. Refer back to their work in previous modules, when they collaborated in small groups and were assessed on how well they worked with others. Review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc. • Each group of four will begin in a different area of the room for the carousel. Post and read aloud the directions: 1. Look at the photograph. Talk with your group about details you notice. 2. Talk with your group about the questions you wonder. 3. THEN, after you have talked, use your marker to add to the chart in the same way you practiced as a class. 4. Remember to use vivid words and phrases for your notices. 5. Remember to use "question" words for your wonderings: "Who, what, when, where, why, how ...?" • Start each group of four at one station with one illustration/photograph and an I Notice/I Wonder T-chart. Consider using the **Conversation Criteria checklist** to assess how well students are following the conversation norms, if you feel it is necessary. • After 2 to 3 minutes, students rotate to a new station.	• Clarifying vocabulary meets the needs of ELLs and other students developing academic language. • ELLs can write their "notices" in their native language if they don't know a word in English. For students needing additional support, "notices" can also be drawn, circled, or marked with a sticky note on the photographs. • For students who need help completing multistep directions, provide a step by-step visual of the protocol. • Use thoughtful grouping. • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

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Work Time (continued)	Meeting Students' Needs
• After students have completed a couple of the stations, it might be a good idea to stop them to praise their conversation skills, as well as remind them of expectations. • Repeat until they have interacted with each photograph.	

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Work Time (continued)	Meeting Students' Needs
B. Predicting from Text: Excerpts from *One Well: The Story of Water on Earth*, *Come On, Rain!*, and "Where in the World Is Water?" (15 minutes) • Gather students back in the circle. Tell them that they will talk about these photos again at the end of class today. • Tell students that they will continue to become great readers during this study, encountering a few different types of texts. Right now, they are going to get a glimpse of a few excerpts from a variety of texts. Briefly review *excerpt*: a short part of a book. • Tell students that their job will be to read the text and ask questions that the text brings to their minds. For today, they get to just be curious: It is okay if they don't have answers yet. • They will then try to use clues, like words and phrases, to write possible answers to their questions and guess what the main idea of our study is. Tell them that there may be a lot of words in these excerpts that they don't know. That is fine. Encourage them to underline unfamiliar words and circle words that might help them think about the meaning of the excerpt. • Because students have completed a similar task in previous modules, let students dive in without much guided practice. • Distribute **Asking and Answering Questions about Mystery Excerpts** to each student. Review the directions: 1. Read the quote. It is okay if you don't understand it yet. 2. Think of a question you have based on what you read. 3. Underline words you don't know or can't figure out. 4. Circle words that help you figure out possible answers to those questions. 5. Write possible answers to your questions, using complete sentences. • Have students think and talk with a partner first. Then they can individually write down their questions. • Circulate and support as needed. Encourage students to read each text excerpt thoroughly and to identify genuine questions based on what they read. Remind students to circle any unfamiliar words. • Questions you might ask students to support them include: * What words do you notice that might be important? * What do you think the quote is mostly about? * What questions do you have?	• Read the text excerpts aloud to support ELLs and other students who might be challenged by this task. • Consider providing fewer text excerpts to students who may be challenged by large amounts of text.

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Work Time (continued)	Meeting Students' Needs
C. Introduction to One Well: The Story of Water on Earth (15 minutes) • Distribute a copy of *One Well* to each student. Explain to students that this is a nonfiction book, or informational text, that they will closely read over the next week. This will help them become experts on the topic of water. Tell students that this book is about one topic, but that different pages or sections discuss different ideas about water. Explain that they won't read the whole book; instead, they will read specific sections closely to identify the main ideas about water. • Ask the class to identify the meaning of the words *nonfiction* and *informational*. Once these words are defined, tell students that informational text is often presented differently than fiction, such as a chapter book (use *Peter Pan* as an example if you've just finished Module 3). • Next, have students take a text walk. Ask them to look through the book and focus on the features that will help them understand the text. Ask: "What features in this informational book, *One Well*, help you understand the text?" Call on a few students and look for responses such as illustrations, text boxes, captions, headings or titles, data. • Finally, read aloud page 4 of *One Well* fluently and without interruption. Let students know that they will have the opportunity to reread this section and talk about it next lesson, but for now their job is to listen and follow along.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief (5 minutes)
• Gather students whole group to debrief today's Work Time. Post all of their T-charts so students can see patterns. Ask a handful of students to share out what they noticed and wondered: "What worked well with your partner discussions today?"
• Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed.
• Invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw and read today. Ask: "Why do you think that?" "How does that fit with what you saw in the photographs or read in the text excerpts?" This is a good opportunity to reinforce the importance of providing evidence, which will be stressed throughout the module.
• Introduce the guiding questions for this module:
  * Where does our water come from?
  * What happens when people don't have access to clean water?
  * How do writers use evidence from text to strengthen their message?
• Share with students that they will return to these questions often during the next few weeks. Post them somewhere prominently in the classroom. Tell students that they will become experts on water. Review the word *experts* with the class.
• Explain to students that for the next few lessons, they will learn where water is on earth. Point out that they also have opportunities to build their *expertise* by reading even more books on their own.
	• Posting sentence frames can assist ELLs and other students who need help in contributing to classroom discussions. (For example: "I see many_____, so I think we might study_____.")

B. Introducing Recommended Texts for the Unit (5 minutes) • Tell students that just as with the other modules, there are many books that they can read on their own throughout the unit. Distribute books to pairs of students so they may have an idea of the types of books that are on the recommended list. • After a minute, ask students to switch with another partnership so they may look at another book. Repeat as time permits.	

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Homework	Meeting Students' Needs
• Tell an adult you know about the photographs you saw and the texts you read. What will you learn about in the coming weeks? • Continue with your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form. *Note: In Lesson 2, students closely read pages 4–7 of* One Well: The Story of Water on Earth. *Become familiar with this text to best support your class during Work Time.*	• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 1
Supporting Materials

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Water Photographs and Recommended Links for Carousel Protocol

For Teacher Reference; Adapt to Suit

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Water Photographs and Recommended Links for Carousel Protocol

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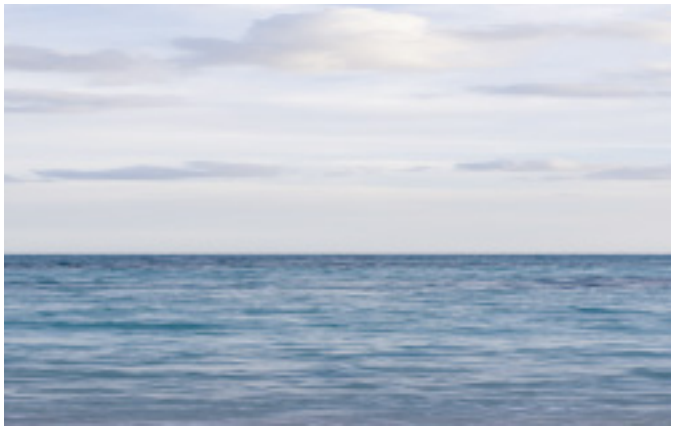

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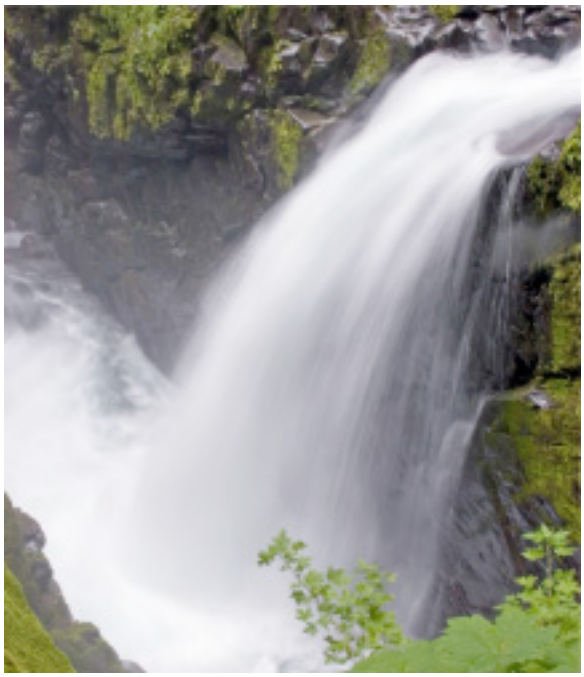

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Conversation Criteria Checklist

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Learning Targets:

- I can follow our class norms when I participate in conversations.
- I can speak with complete sentences when I participate in group discussions.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P = Partner, G = Small Group, C = Whole Class)

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5

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Asking and Answering Questions about Mystery Excerpts

Name:

Date:

Directions:
Read the quote. It is okay if you don't understand it yet.

Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.

Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!

Circle words that help you figure out possible answers to those questions.

Write possible answers to your questions using complete sentences.

Part 1: Mystery Text Quotes

Quote:	"Imagine for a moment that all the water on Earth came from just one well. This isn't as strange as it sounds. All water on Earth is connected, so there really is just one source of water—one global well—from which we draw our water."
Questions I have:	

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Asking and Answering Questions about Mystery Excerpts

Quote:	"The first drops plop down big, making dust dance all around us. Then a deeper gray descends and the air cools and the clouds burst, and suddenly rain is everywhere. 'Come on, rain!' we shout."
Questions I have:	

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Asking and Answering Questions about Mystery Excerpts

Quote:	"Water has the power to change everything. A single splash can sprout a seed, quench a thirst, provide a habitat, generate energy and sustain life. It also has the power to unite—or divide—the world. Water is the most basic and important need of all life on Earth."
Questions I have:	

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Asking and Answering Questions about Mystery Excerpts

Quote:	"Not all of our water is on the surface of the earth. Some of it is underground. Water will find its way into the tiniest of cracks in rocks. The soil soaks up water like a sponge. Our soil holds a lot of the water on earth. Sometimes that water is deep in the ground in aquifers. An aquifer is sort of like an underground lake; the water is stored in between layers of rock, deep in the ground. People drill holes through the rock to access the water underground. This is an important source of drinking water for people in the world."
Questions I have:	

Part 2: Where is water on earth? Use evidence from the text to support your thinking.

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Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Just as we have done when reading *Peter Pan,* use this chart to keep track of what you read.

Where	Who	What

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Independent Reading Recording Form

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

   I think this word is precise because

2. Write down any word or words you found that you are unsure about.

Words:

I think this means

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 2

Close Reading of Pages 4–7 of *One Well: The Story of Water on Earth*: Where Is Water on Earth?

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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) I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely. • I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5. • I can use words in the text to help me understand the main idea. • I can write an informational paragraph to explain where water is on earth.	• Observation of partner discussions • Contributions to conversation norms • Asking and Answering Questions about Mystery Excerpts

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: How Do Illustrations Help You Understand the Text? (5 minutes) 2. Work Time A. Rereading on Your Own: Capturing the Gist (10 minutes) B. Reading Again for Key Details (15 minutes) C. Key Vocabulary to Deepen Understanding of the Main Idea (15 minutes) 3. Closing and Assessment A. On-Demand Informational Paragraph: Where Is Water on Earth? (15 minutes) 4. Homework A. Revisiting the main idea: What does the phrase "global well" mean? Use evidence from the text to support your thinking. Draw an illustration to show what this phrase means. B. Continue to read your independent reading book.	• Over the course of this unit, students will read *One Well: The Story of Water on Earth* in chunks of two to four pages per lesson. The purpose is to build students' content knowledge, which will serve as a foundation for their performance task at the end of Unit 3. • Throughout this unit, students will regularly participate in close read routines, as they did in previous modules. They are asked to read informational text with greater independence. Use professional judgment to determine whether students need more scaffolding, such as reading the text aloud first or modeling finding key details. In today's lesson, because students already have some background knowledge and the text is simpler, let them grapple with the reading on their own first. • In most lessons in this module, students help unpack the learning targets in the Opening. In this lesson, however, just read the targets in the Opening; note that there is time at the start of each step in the agenda to unpack a target that most directly relates to that section of the lesson. This helps students connect their learning with the activity they are working on. Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. • In this lesson, students are asked to read on their own but can check in with their partner if they get stuck on a word or have a question. A student can also ask the teacher for assistance. Support them through conferring as they grapple with the text on their own first. If students struggle, bring them back together for a "catch" and provide modeling according to the support they might need. • Students have been regularly writing paragraphs throughout the year, and the expectation is that they can write with greater independence. In this lesson, students are asked to write a paragraph in the Closing. There are two purposes for the on-demand informational paragraph: to check for understanding of the content, and to provide an opportunity for students to independently practice paragraph writing before the mid-unit assessment in Lesson 5. Because this paragraph is meant to be a QuickWrite, no graphic organizer has been provided. • Throughout this unit, students will participate in routine close reads and vocabulary activities. Become familiar in advance with the passages and/or vocabulary addressed in each lesson to best support your students during Work Time. • In advance: Prepare a Power Words/Water Words anchor chart (see supporting materials). Throughout the unit, the anchor chart is used to document vocabulary learned; however, consider using the system used throughout the year to provide continuity. Review suggestions in the Preparation and Materials section of the Module Overview.

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Agenda	Teaching Notes (continued)
	• Review: Helping Students Read Closely (Appendix 1). • Post: Learning targets.

Lesson Vocabulary	Materials
identify, main idea, key details, support, source(s) (4, 7), draw (4), global (4), well (4)	• *One Well: The Story of Water on Earth* (one per student) • Document camera or projector • Equity sticks • Sticky notes • Close Reading recording form (one per student) • Vocabulary recording form (one per student) • Power Words/Water Words anchor chart • On-Demand Informational Paragraph recording form (one per student) • Rain School Model Summary Paragraph • Three Column Criteria feedback form • Independent Reading recording form (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: How Do Illustrations Help You Understand the Text? (5 minutes) • Gather students in the whole group area. Remind them that they began their study of water yesterday. They practiced looking closely at pictures and quotes and thinking about what they wondered and noticed. They looked through ***One Well: The Story of Water on Earth*** and heard the first section of the book on page 4. • Display pages 4 and 5 of *One Well* on a **document camera** or **projector**. Remind students that yesterday they said illustrations are a feature of the informational book that can help them understand the text. Ask students to look at the illustration on page 5 and ask: "How does an illustration help you understand the text?" Have students turn to a partner and briefly discuss. Then, pull **equity sticks** to have students share out with the whole group. Students may offer general responses, such as: "The illustration has details that help me understand a word or phrase I don't know," or their responses may be specific to the text, such as: "I notice that all the water is connected in the illustration. In the text it says the earth's water is connected."	• To further support students in looking at how illustrations help the reader understand text, you may want to provide them with the text *One Well*, in addition to displaying it on the document camera. • Discussing and clarifying the language of learning targets helps build academic vocabulary. • ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving *evidence*, you might use a magnifying glass.

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Work Time	Meeting Students' Needs

A. Rereading on Your Own: Capturing the Gist (10 minutes)
• Direct students' attention to the learning targets you have posted for this lesson. Read aloud the first learning target: "I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely."
• Underline the learning target vocabulary: *identify* and *main idea*. Ask students to think about what these words mean when you are closely reading a text. Cold call students to explain the meaning of the words in context.
• Explain to students that today they are going to continue to learn about water. Remind them of the close reading work they have done so far this year. Review the close reading routines they built in previous modules:
  * Read and think on my own.
  * Talk with a group about the text.
  * Write notes or answer questions about the text.
• Tell students that they will reread pages 4 and 5 on their own to find the gist. Ask them to turn and talk to remind each other of the process they have been using when reading for gist. Listen for the following, reinforcing as needed:
  – Read and think on your own.
  – Notice any key vocabulary; identify words you don't know.
  – Talk with your group about what the text is mostly about.
• Have students record their ideas and key vocabulary on **sticky notes**.
• Give students 5 minutes to work with pages 4 and 5 on their own. Circulate and support them as they read. Tell them they can check in with a peer if they have a question or are unsure of a word.
• Stop students after 5 minutes. (It is fine if they did not finish, since they will continue to reread and discuss.) Place them in groups and remind them of the criteria for a quality discussion.
• Ask students to discuss:
  * "Did you have a similar 'gist' for this section of the text?"
  * "Did you identify similar words?"
• After the discussion, distribute the **Close Reading recording form**, one for each student. Ask them to take 3 minutes to fill in the box about the main idea of this section on their recording form. As you circulate, check in on students' main ideas. To clear up misconceptions you notice, ask: "Tell me more about why you think that" or "Show me in the text where that is or what made you think that."
	• Some students may benefit from being privately prompted before they are called on in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all.
	• For ELLs and other students needing additional support, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Teachers can check in on students' thinking as they speak about their text.
	• Mixed-ability grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Determine these groups and pairings ahead of time.

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Work Time (continued)	Meeting Students' Needs
	• If special education teachers, teachers of ELLs, teaching assistants, etc., are available, consider creating teaching in "stations" so that students work in smaller, guided groups.
B. Reading Again for Key Details (15 minutes) • Read aloud the next learning target: * "I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5." • Underline the learning target vocabulary: *key details* and *support*. Ask students to think about what these words mean when they are closely reading a text. Cold call students to explain the meaning of the words in context. • Explain to students that first they are going to read pages 4–7 together with a partner. Remind them that their job is to read the text on their own but to check in with their partner if they get stuck on a word or have a question. Explain that they can also ask for assistance from a teacher. • Remind students that they should gather as many *facts*, *definitions*, and *details* as they can to support the main idea they identified. If needed, do a brief guided practice. Invite students to share a key detail they noticed on page 4 that seemed to support their main idea. Model this step on the recording form displayed on the document camera. • Then, give students time to read pages 4–7 on their own, writing down key details on their recording form. Remind them to use the illustrations as details to support the main idea. As you circulate, check in on students' key details. While conferring, ask questions like: "Show me in the text where this is" or "How does this key detail support your main idea?"	

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Work Time (continued)	Meeting Students' Needs
C. Key Vocabulary to Deepen Understanding of the Main Idea (15 minutes) • Gather students in the whole group area again. Give them specific praise based on what you noticed as they were reading. For example, give students specific praise about listing key details to support the main idea. "I noticed _____ used [name key detail] from the illustration to help him/her understand how the earth's water is connected." • Direct students to the next learning target: • "I can use words in the text to help me understand the main idea." Ask students to turn and talk to a partner about the target: "How does knowing what a word means help you understand the main idea?" • Cold call students to share their thinking with the whole class. • Display the **Vocabulary recording form**. Explain to students that when you were reading the text, you found some words that you thought were important to know because they would help you understand the main idea. • Point out the **Power Words/Water Words anchor chart** to students. Explain that they are going to learn a lot of words about water—water words—but there are also words in the text that they might see in other books and are important to know—power words. These are also words that they can figure out using context clues from the text. Tell the class that you will record these words in the appropriate categories on the anchor chart throughout the unit. • Tell students that the words you chose happen to all be in one sentence. Read the sentence aloud: "All water on Earth is connected, so there is just one **source** of water—one global well—from which we all **draw** our water." • Use the first bolded word, *source*, as guided practice if needed. Invite students to talk in pairs about the meaning of the word. Guide them to the correct definition and write it on the recording form. Then, release students to work on their own. Ask them to continue working with their partner if they need support. • Tell students to use their text to help them figure out the words. Say: "Be sure to use the text on page 4 to help you think about the meaning of each word. The sentences around this sentence might help you figure out the words' meaning." • As the class works, circulate and ask specific questions. If students are unsure of a word, reread the sentence aloud and do a brief think-aloud to use the context clues to figure out the word. • A think-aloud could sound like: "Hmm, *global*. That sounds like a word I know: *globe*. I know that this word means 'the world' or 'earth.' That makes me think that this word means 'all over the world.'" • Once students have completed the form, gather students in the whole group area. Use equity sticks to invite them to share words they found and what the meaning is; clear up misconceptions as needed. As students share, add the words to the appropriate category on your Power Words/Water Words anchor chart.	• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know. • To further support ELLs, consider providing definitions of challenging vocabulary in their home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.

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Closing and Assessment	Meeting Students' Needs
A. On-Demand Informational Paragraph: Where Is Water on Earth? (15 minutes) • Tell students that the work they have done over the past two lessons is about where water is on earth. Have students share the main idea they identified. An example of what you might say could be: "I heard _____ share with _____ that the main idea of the text is that the earth's water is connected. _____, what was a key detail that supported your main idea?" • Display the **Writing Prompt recording form** and read the prompt aloud: "Write a paragraph that explains where water is on earth. Use specific facts, definitions, and details from the text to support your writing." • Tell students that you know they will not know everything about where water is on earth, that this is a check-in to see what they understand thus far. Explain to them that this is also a time for them to demonstrate who they are as writers. Remind them that they have been writing paragraphs all year long. • Underline the sentence: "Use specific facts, definitions, and details from the text to support your writing." Explain that this means they need to use evidence from the text on pages 4–7 and the information they gathered on their Close Reading recording form. • Then, tell students that an informational paragraph is a summary and that they wrote a summary in the last module. • Display and read aloud the ***Rain School* Model Summary Paragraph** to remind students of what a summary paragraph looks like. • Explain that even though this summary and the one they wrote was about fiction, the criteria for writing an informational summary are similar. Review the term *criteria*: the requirements that make something good. • Display the **Three Column Criteria feedback form**. Ask students to read each learning target with a partner and identify one target they feel confident with and one they want to work on today. Remind them that these learning targets should look familiar because they used the same ones while writing their summaries about *Peter Pan* in Module 3. They should give a thumbs-up to signal when they are ready. Cold call students to share. • Give students time to write their paragraphs. Circulate and provide support as needed.	• Consider asking students who struggle with on-demand writing to talk with a partner before they respond to the question in writing. • Struggling writers may benefit from having paragraph frames as a scaffold for the on-demand informational paragraph.

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Homework	Meeting Students' Needs
• Revisiting the main idea: What does the phrase "global well" mean? Use evidence from the text to support your thinking. Draw an illustration to show what this phrase means. • Continue to read your independent reading book or begin a new book from the Unit 1 Recommended Texts list. Be sure to complete your Independent Reading recording form. *Note: Review students' on-demand informational paragraphs from today's lesson. Many of the paragraphs may sound alike. This is OK. Students are working on synthesizing their understanding of the text, which includes being able to determine a main idea and restate key details to support the main idea. This writing is good practice before students dive into the performance task in Unit 3.* *Use the Three Column Criteria feedback form to assess the writing. This will support students' success on the mid-unit assessment in Lesson 5.* *In Lesson 3, students practice writing simple, compound, and complex sentences using their paragraphs from today's lesson. Pay attention to the use of complex sentences in students' writing from this lesson. Select examples to present to the class, either ones that are exemplary or ones that are well suited for whole group revisions.* *Use professional judgment to determine whether students need to work on a different skill than the one addressed in Lesson 3.*	• Encourage students to select an independent reading book from the Recommended Texts list. Students may read this book for homework and also during reading times in class.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 2
Supporting Materials

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Close Reading Recording Form

Learning Targets:

- I can identify the main idea of pages 4-5 of *One Well: The Story of Water on Earth* by reading the text closely.
- I can list key details in the text on pages 4-7 of *One Well* that support the main idea on pages 4-5.

Part 1: Main Idea and Key Details

- Text title and page numbers: *One Well: The Story of Water on Earth* (pages 4-7)
- Topic:

Main idea of the text on page 4:
Key details from the text that help me understand the main idea:
Key details from the illustrations that help me understand the main idea:

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Vocabulary Recording Form

Learning target:
I can determine the meaning of unknown words using context clues.

"All water on Earth is connected, so there is just one **source** of water—one **global well**—from which we all **draw** our water."

Word	What I think it means	How I figured it out
source		
global		
well		
draw		

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Power Words/Water Words anchor chart

For Teacher Reference

Power Words	Water Words
[create list for power words here]	[create list for water words here]

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Asking and Answering Questions about Mystery Excerpts

Learning targets:

- I can identify the main idea of pages 4 and 5 of *One Well: The Story of Water on Earth* by reading the text closely.
- I can list key details in the text on pages 4–7 of *One Well* that support the main idea on pages 4 and 5.

Part 1: Main Idea and Key Details

- Text title and page numbers: *One Well: The Story of Water on Earth (pages 4–7)*

1. Part 1: Mystery Text Quotes

Main idea of the text on page 4:
Key details from the text that help me understand the main idea:

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On-Demand Informational Paragraph Recording Form

Learning target: I can write an informational paragraph to explain where water is on earth.

Prompt: Write a paragraph that explains where water is on earth. Use specific facts, definitions, and details you have learned about water to support your writing.

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Rain School Model Summary Paragraph
(For Teacher Reference)

Rain School is a powerful story about Thomas, a boy who lives in the country of Chad. Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building. His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass. Then they get to learn how to read and write with their wonderful teacher. At the end of the school year big rains come, and they totally wash the school building away. Thomas and the other children are sad. The teacher tells the children that they will rebuild the school again next year. It was interesting to read about a school so far away. Thomas's school is like our school, since kids learn to read and write, but also very different from our school.

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Three Column Criteria Feedback Form

Name:

Date:

Learning target: I can write an informational paragraph to explain where water is on earth.

Criteria	Supporting Learning Targets	Teacher Feedback
IDEAS (CONTENT AND ANALYSIS): the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text (COMMAND OF EVIDENCE): the extent to which the essay presents evidence from the provided text to support analysis and reflection **Note: To suit the task and to adapt to student-friendly language, two categories were merged.*	• I can clearly explain where water is on earth. • I can use specific facts, definitions, and details from the texts to support where water is on earth.	

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Three Column Criteria Feedback Form

Criteria	Supporting Learning Targets	Teacher Feedback
ORGANIZATION (COHERENCE, ORGANIZATION and STYLE): the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.	• I can use a topic sentence to clearly explain where water is on earth. • I can organize my ideas logically to explain where water is on earth clearly to my reader. • I can use a variety of sentences to make my writing interesting. • I can use a concluding sentence to wrap up my writing.	
CONVENTIONS (CONTROL of CONVENTIONS): the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	• I can use conventions to send a clear message to my reader. • I can use beginning and ending punctuation. • I can capitalize names of water and land forms.	

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Sample Informational Paragraph: *Where Is Water on Earth?*

Water is everywhere on earth. Did you know that the amount of water on earth has stayed the same for billions of years? Almost 70 percent of our planet is covered in water. Water can be found in lakes, seas, and rivers, but our water is mostly found in oceans. Water is also in places on earth where you would not think to look for it! It is in our atmosphere, and it is frozen in polar icecaps. It is even under the ground we walk on! All water on earth is connected and comes from one well.

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Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Use this chart to keep track of what you read.

Where	Who	What

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Independent Reading Recording Form

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

   I think this word is precise because

2. Write down any word or words you found that you are unsure about.

Words:

I think this means:

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 3

Language Workshop: Simple, Compound, and Complex Sentences

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can write simple, complex, and compound sentences. (L.3.1) With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use information from a physical map to understand where water is on earth. • I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences.	• Students' paragraph revisions

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Where Is Water on a Map? (10 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Guided Practice: Simple, Compound, and Complex Sentences (20 minutes) B. Revising Your Paragraph (20 minutes) 3. Closing and Assessment A. Share: Concentric Circles (5 minutes) 4. Homework A. Simple, Compound, and Complex Sentences Homework sheet. B. Continue reading in your independent reading book for this unit at home.	• During Work Time A, students engage in an inquiry activity in which they grapple with simple, compound, and complex sentences before they are taught the formal definition of these types of sentences. During this time, offer encouragement as students experiment. Provide limited support as they have a chance to grapple with this writing concept on their own, as well as build independence and perseverance. • In Module 3, students worked on simple and compound sentences; complex sentences are new to them. However, they may need more work on simple and compound sentences, including conjunction work. If so, consider extension activities to reinforce this work at a different time. • As a part of this lesson, students revise a few sentences of their paragraph from Lesson 2. They do not need to revise the full paragraph; the purpose is to independently practice writing a variety of sentences before the mid-unit assessment in Lesson 5. In advance: Copy the "Let's Get Physical!" article so it fits onto one page. Copy and cut up Simple, Compound, and Complex Sentence strips. • Review: Fist to Five checking for understanding technique, Think-aloud protocol, and Concentric Circles protocol (Appendix).

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Lesson Vocabulary	Materials
physical map, revise, simple, compound, complex, conjunction, mnemonic, dependent clause	• Clipboards (one per student) • "Let's Get Physical!" article (one per student) • Document camera or projector • Power Words/Water Words anchor chart • Sentence Sort recording form (one per student) • Simple, Compound, and Complex Sentence strips (one strip per student) • Simple, Compound, and Complex Sentences recording form (one per student) • Students' paragraphs and their Three Column Criteria feedback forms (from Lesson 2) • Simple, Compound, and Complex homework sheet (one per student) • Independent Reading recording form (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Where Is Water on a Map? (10 minutes) • Gather students in the whole group area. They should have access to a clipboard and pencil. Say: "Yesterday we looked at how illustrations from One Well helped us as readers understand the text. Maps also provide information to help us understand text." • Distribute **"Let's Get Physical!"** to students and display the map on the **document camera** or **projector**. • Post and share today's first learning target: "I can use information from a physical map to understand where water is on earth." Underline the word *physical map* and say: "In Module 1, we explored how to read a map and worked with physical maps. Let's use the text from this article to review what a physical map is." • Have the class read the first two sentences of the second paragraph of the text silently. • Cold call students to explain what a physical map is and ask them what context clues are in the text to help them figure this out. • Next, ask: "Where in the world is water? With a partner, circle information on the physical map that tells you where water is on earth." • After a few minutes, stop students and have them share the information they circled that tells the reader where water is on earth. As students share, add the water words to the appropriate category on the **Power Words/Water Words anchor chart**. If students name places on the map, such as the Pacific Ocean, guide them to name the water word, ocean, so you can add it to your anchor chart. As an example, add "Pacific Ocean" next to ocean. • Finally, have students share what information from the physical map they used to help them understand where water is on earth. Look for responses such as: "I used the text box and read the terms," or "I know that water is blue on a map, so I looked for water words where it is blue."	• Discussing and clarifying the language of learning targets helps build academic vocabulary. • ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving evidence, you might use a magnifying glass. • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.

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Opening (continued)	Meeting Students' Needs

B. Unpacking the Learning Targets (5 minutes)
• Post and read aloud today's second learning target:
  * "I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences."
• Remind students that yesterday they wrote an on-demand informational paragraph about where water is on earth. Tell them that effective writers revise their writing, or look at it again to change things and make it stronger. Point out that they've worked hard to revise their writing throughout the year; refer to specific writing they've accomplished. Review what the word *revise* means: The prefix *re* means "again," and *vise* means "to look." They are looking at their writing again to see how to make it even better.
• Underline the words *simple, compound*, and *complex*. Invite students to share what they know about these words. Remind them that they have already worked on revising their writing to include simple and compound sentences in Module 3A.
• Define the terms for the class:
  * *Simple*: easy or basic
  * *Compound*: made up of two parts; the prefix com means "together"
  * *Complex*: not simple; made up of many parts
• Explain that today students are going to review simple and compound sentences. They are also going to learn what a complex sentence is and practice writing a variety of sentences.	

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Work Time	Meeting Students' Needs
A. Guided Practice: Simple, Compound, and Complex Sentences (20 minutes) • Explain to students that they are going to sort sentences into categories. The categories are simple, compound, and complex. Share with students that this is a way for them to independently review what simple and compound sentences are and to learn what a complex sentence is. Tell them you know that they may not know what a complex sentence is yet, but that you want them to try to figure it out on their own. • Place students in pairs. Tell them that they will first read the sentence aloud, then work together to decide whether it is a simple sentence, a compound sentence, or a complex sentence and place it in the appropriate category. • Display the **Sentence Sort recording form** on a document camera, along with a compound sentence to use as a model. Think-aloud the steps for students. A Think-aloud might sound like: "First, I'm going to read aloud a sentence. 'All water on Earth is connected, so there really is just one source of water.' Hmmmm ... there seem to be two sentences in the sentence! 'All water on Earth is connected' and 'there really is just one source of water.' I know those are simple sentences. This could be a compound sentence. Compound means made up of two parts, and there are two parts. They are joined by a word, so. I think I remember that when two simple sentences are joined by a word like so, it's a compound sentence. I'm going to place it in the compound sentence category." • Distribute the **Simple, Compound, and Complex Sentence strips** and the Sentence Sort recording form. Circulate and listen in as students work. Offer assistance as needed, but let them grapple with the activity as they try to figure out where sentences should be sorted. • Have students stop working after 10 minutes. Invite them to share where they placed their sentences on the recording form. Ask them to explain what makes the sentence they share a simple, compound, or complex sentence. • Then display the **Simple, Compound, and Complex Sentences recording form**. Read the definitions and examples for a simple sentence as students follow along. Point out that the examples are the sentences they used for their sort. • Next, read aloud the definition of a compound sentence. Explain that while students worked on compound sentences earlier in the year, they used *conjunctions* to connect their sentences. Underline the first letter in each conjunction: F-A-N-B-O-Y-S. Ask students what they notice the letters spell. Say: "Why, yes! It spells FANBOYS. This is a *mnemonic*, a way for you to remember conjunctions to use when writing compound sentences."	• Use thoughtful pairings of students. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. • When reviewing graphic organizers or recording forms, using a document camera to display the document supports students who struggle with auditory processing. • If special education teachers, teachers of ELLs, teaching assistants, etc., are available, consider having students whom need additional assistance work in a small group facilitated by an adult.

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Work Time (continued)	Meeting Students' Needs
• Finally, carefully read the definition of a complex sentence. Underline the dependent clauses in the examples and point out how they do not make sense on their own. For example, say: "'When you think about where water is on Earth'—that is not a complete thought. What happened when you thought about where water is on earth? This clause depends on the other part of the sentence to make sense." Circle the conjunctions that begin the dependent clauses. Tell students that the conjunctions listed are just a sampling from a longer list. • Check for understanding using the Fist to Five technique. Answer any clarifying questions as needed.	

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Work Time (continued)	Meeting Students' Needs
B. Revising Your Paragraph (20 minutes) • Remind students that they are going to revise their paragraphs so they have a variety of sentences. Refer to today's learning target: "I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences." • Say: "You need to know how to write these types of sentences so you can include a variety of sentences to make your writing interesting and lively. Too many simple sentences will sound choppy. Too many long sentences make your writing difficult to read and hard to understand. But first, let's practice writing complex sentences together." • Display page Part B of the Simple, Compound, and Complex Sentences recording form on a document camera. Read aloud the sentence: "All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water." Ask students: * "What type of sentence is this? Why?" • Point out the simple sentences the writer decided to combine using the conjunction so to form a compound sentence. • Tell students you are going to show them how to revise this compound sentence so that it is a complex sentence. Think aloud (which may sound something like this): "First I'm going to read through the list of conjunctions that I might use in my complex sentence. [read through the list] Hmmm ... I wonder if I could use even though in a complex sentence? 'Even though all water on Earth is connected, there is really just one source.' Wait! That doesn't make sense. I think I need to change the wording for it to sound right. Let me try this again: 'Even though it seems like lakes and oceans are not from one source, all water on Earth is connected.' That's what I mean." • Explain that you had to revise the sentence so it made sense; you had to change some of the words and phrases. Tell students that when writing complex sentences, you can't just combine the two simple sentences or the compound sentence with a different conjunction. Refer to the definition of complex sentence to elaborate. • Have them record this sentence in Part C on the Simple, Compound, and Complex Sentences recording form. • Share with students that they are now going to revise their paragraphs, looking for places where they might be able to combine simple sentences or change compound sentences into a complex sentence. There also may be places where they could combine simple sentences into a compound sentence or even break a compound sentence into two simple sentences. • Distribute students' **on-demand informational paragraphs**, along with their completed **Three Column Criteria feedback form** (both from Lesson 2). Tell them that although their task is to revise to include a variety of sentences to make their writing interesting, they should also read over the teacher feedback so they know what to work on in their writing.	• Read the text excerpts aloud to support ELLs and other students who might be challenged by this task. • Consider providing fewer text excerpts to students who may be challenged by large amounts of text.

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Work Time (continued)	Meeting Students' Needs
• Give students 15 minutes to independently revise their paragraphs to include simple, compound, and complex sentences. • As students revise, circulate and confer. Provide support by helping them identify sentences that could be revised if they are stuck. Remind them to use their Simple, Compound, and Complex Sentences recording form as a reference if needed.	

Closing and Assessment	Meeting Students' Needs
A. Share: Concentric Circles (5 minutes) • Ask students to first circle sentences they revised to create simple, compound, and complex sentences. Then, invite students to bring their revised paragraphs and gather in the whole group area. Have half the class form an inside circle, facing out; the other half forms an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio. • Ask students to share a sentence or two that they revised during today's writing. As they share with a peer, they may use the sentence frame: "I changed the sentence(s) _____ to _____." Be sure each student has an opportunity to speak. • When the signal is given, the inside circle rotates one spot to the left. Repeat twice.	• For students who need additional support, offering a sentence frame assists with language production and provides the structure required.
Homework	**Meeting Students' Needs**
• Please complete the Simple, Compound, and Complex Sentences Homework sheet. • Continue reading in your independent reading book for this unit at home. Remember to complete the **Independent Reading recording form**. *Note: Collect students' revised paragraphs. Look for the sentences they circled to indicate revisions. Using the Three Column Criteria feedback form, assess the learning target: "I can use a variety of sentences to make my writing interesting." Be prepared to return the students' paragraphs and their Three Column Criteria feedback forms in Lesson 5.*	

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 3
Supporting Materials

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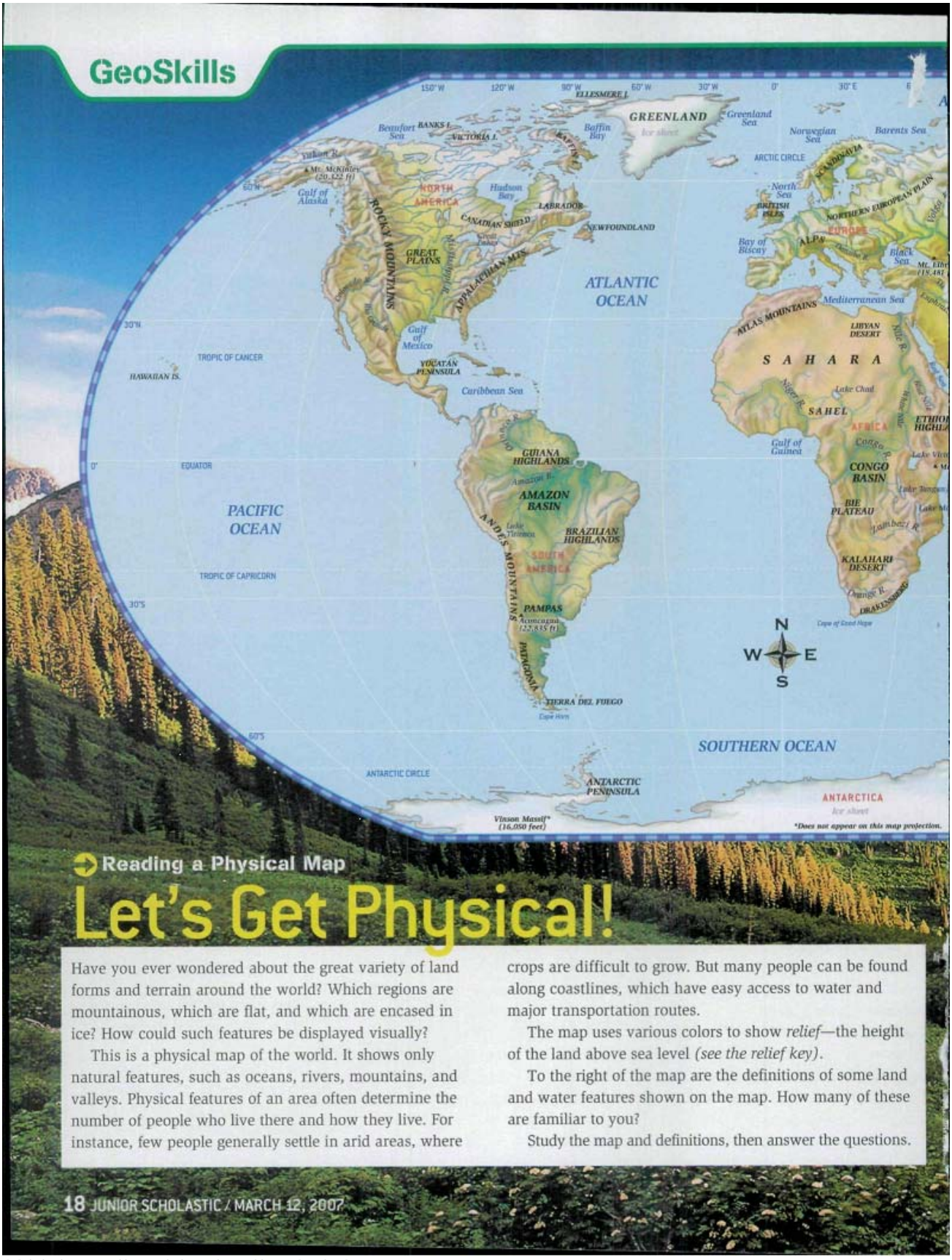

Reading a Physical Map

Let's Get Physical!

Have you ever wondered about the great variety of land forms and terrain around the world? Which regions are mountainous, which are flat, and which are encased in ice? How could such features be displayed visually?

This is a physical map of the world. It shows only natural features, such as oceans, rivers, mountains, and valleys. Physical features of an area often determine the number of people who live there and how they live. For instance, few people generally settle in arid areas, where crops are difficult to grow. But many people can be found along coastlines, which have easy access to water and major transportation routes.

The map uses various colors to show *relief*—the height of the land above sea level *(see the relief key)*.

To the right of the map are the definitions of some land and water features shown on the map. How many of these are familiar to you?

Study the map and definitions, then answer the questions.

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Sentence Sort Recording Form

Name:

Date:

Simple Sentences	
	What makes these sentences simple?

Compound Sentences	
	What makes these sentences compound?

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Sentence Sort Recording Form

Complex Sentences	
	What makes these sentences Complex?

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Sentence Sort Recording Form

Answer Key for Teacher Reference

Simple Sentences	**All water on Earth is connected.**
	The amount of water on Earth has been the same for billions of years.
	We live on a watery planet.
	What makes these sentences simple?
	The sentences have a person, place, or thing and a verb or action. They are also a complete thought.

Compound Sentences	**All water on Earth is connected, so there really is just one source of water.**
	Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
	Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.
	What makes these sentences compound?
	There are two sentences in the sentence, and they are joined by the words *so*, *and*, and *yet*.

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Sentence Sort Recording Form

Answer Key For Teacher Reference

Complex Sentences	**When you think about where water is on Earth, you don't realize water can be found under the ground.**
	After I read the text, I realized Earth's water comes from one global well.
	Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!
	What makes these sentences Complex?
	There seem to be two sentences in the sentence, but one sentence doesn't make sense without the other one.

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Simple, Compound, and Complex Sentence Strips

All water on Earth is connected.
The amount of water on Earth has been the same for billions of years.
We live on a watery planet.
All water on Earth is connected, so there really is just one source of water.
Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.
When you think about where water is on Earth, you don't realize water can be found under the ground.
After I read the text, I realized Earth's water comes from one global well.
Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!

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Simple, Compound, and Complex Sentences Recording Form

Name:

Date:

Examples:
- All water on Earth is connected.
- The amount of water on Earth has been the same for billions of years.
- We live on a watery planet.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *for, and, nor, but, or, yet, so.*

Examples:
- All water on Earth is connected, so there really is just one source of water.
- Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
- Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.

A **complex sentence** is a simple sentence joined by one or more dependent clauses. A **dependent clause** contains a subject and a verb, but it does not make sense on its own. A conjunction is a connecting word that begins the dependent clause, like although, after, as, as long as, because, before, even though, even if, if, since, though, unless, until, when, whenever, wherever, while.

Examples:
- When you think about where water is on Earth, you don't realize water can be found under the ground.
- After I read the text, I realized Earth's water comes from one global well.
- Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!

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Simple, Compound, and Complex Sentences Recording Form

Part B: Is this a simple, compound, or complex sentence?

"All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water."

This sentence is _____ .

Part C: Create a complex sentence using the compound sentence in Part B.

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Simple, Compound, and Complex Sentences Homework

Name:

Date:

Simple, Compound, and Complex Sentences
A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:
- All water on Earth is connected.
- The amount of water on Earth has been the same for billions of years.
- We live on a watery planet.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *for, and, nor, but, or, yet, so.*

Examples:
- All water on Earth is connected, so there really is just one source of water.
- Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
- Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.

A **complex sentence** is a simple sentence joined by one or more dependent clauses. A **dependent clause** contains a subject and a verb, but it does not make sense on its own. A **conjunction** is a connecting word that begins the dependent clause, like *although, after, as, as long as, because, before, even though, even if, if, since, though, unless, until, when, whenever, wherever, while.*

Examples:
- When you think about where water is on Earth, you don't realize water can be found under the ground.
- After I read the text, I realized Earth's water comes from one global well.
- Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!

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Simple, Compound, and Complex Sentences Homework

Part B: Create a complex sentence using these simple sentences.

The amount of water on Earth hasn't ever changed. It has been the same for billions of years.

_____

_____

_____

Part C: Read a page in your independent reading book and try to find at least two simple, compound, and complex sentences.

Simple Sentences	

Compound Sentences	

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Simple, Compound, and Complex Sentences Homework

Complex Sentences	

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Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Use this chart to keep track of what you read.

Where	Who	What

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Independent Reading Recording Form

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

   I think this word is precise because

2. Write down any word or words you found that you are unsure about.

Words:

I think this means:

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 4

Finding Key Details in Informational Text: Where in the World Is Water?

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can answer questions using specific details from informational text. (RI.3.1) I can retell key ideas from an informational text. (3.2) I can determine the meaning of unknown words in informational text. (RI.3.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can answer questions about "Where in the World Is Water?" • I can identify key details about water sources from the text "Where in the World Is Water?" • I can determine the meaning of unknown words using context clues.	• Where in the World Is Water: Key Details recording form • Vocabulary recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Reviewing Simple, Compound, and Complex Sentences Homework (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Finding Key Details about Water Sources (30 minutes) B. Using Context Clues to Determine Word Meaning (15 minutes) 3. Closing and Assessment A. Vocabulary Share (5 minutes) 4. Homework A. "Where in the World is Water" homework sheet	• Throughout this unit, students will be asked to read informational text with greater independence. In this lesson, they first grapple with the text on their own but with a partner nearby for support as needed. You circulate to observe and support, reading aloud only if students need that additional scaffold. • After students read, they discuss with their partner and then again work independently to find the key details of water sources. If students struggle, bring them back together for a "catch" and provide modeling according to the support they might need. • During Part B of Work Time, students work with vocabulary in the text. Note the simple student-friendly distinction between domain-specific science vocabulary (in this case, "words about water") and academic vocabulary (words students "might see in other books and that are important to know"). Given the emphasis on academic vocabulary in the CCLS, it is important that students continue to focus on building their "word power." Consider harkening back to the early work in Module 1 and the importance of building one's vocabulary as one "reading superpower." • Post: Learning targets.

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Lesson Vocabulary	Materials
surface, continually, portion, compresses	• Simple, Compound, and Complex Sentences homework (from Lesson 3) • *One Well: The Story of Water on Earth* (one copy for display) • "Where in the World Is Water?" article (one per student) • Clipboards or another hard surface for students' texts • Where in the World Is Water?: Key Details recording form (one per student) • Vocabulary recording form (one per student) • Equity sticks • Answering Questions about "Where in the World is Water?" homework sheet

Opening	Meeting Students' Needs
A. Engaging the Reader: Reviewing Simple, Compound, and Complex Sentences Homework (5 minutes) • Gather students in the whole group area. Return their **Simple, Compound, and Complex Sentences homework** from the previous day. Ask students to form triads. Tell them that they are now going to review their homework together. As students work, circulate and listen to their sentences. Note anyone who might be confused and offer clarification. Give students about 5 minutes to share their homework. Then, gather their homework sheets for you to review later.	• Provide nonlinguistic symbols above important words in the learning targets (e.g., a question mark above the word *question*) to help students understand the targets.
B. Unpacking the Learning Targets (5 minutes) • Invite individual students to read the targets aloud. Answer any clarifying questions about the language of the targets. These targets should be familiar to students. • Ask: * "How do these targets help you become stronger readers?" • Give students time to think and talk together. Pull **equity sticks** for responses to share with the whole group. Reinforce the idea that the targets represent what readers do when they read text so that they can learn more and build their own reading power. Explain that the more they practice with these targets, the more they learn.	

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Work Time	Meeting Students' Needs

A. Finding Key Details about Water Sources (25 minutes)
• Display page 7 from *One Well: The Story of Water on Earth*.
• Connect to the conversation students had about what surprised them in the last lesson. Read aloud the water sources that are listed in "Where in the World Is Water?" (oceans, glaciers, etc.).
• Explain to students that today they are going to learn more about where water comes from by reading about each of these water sources.
• Tell students that first they are going to read this text together with a partner, just as they did when reading Peter Pan. Remind them that their job is to read the text on their own but check in with their partner if they get stuck on a word or have a question.
• Distribute the text **"Where in the World Is Water?"** and hard surfaces like **clipboards**. Display a copy of the text. Explain to students that if they find a word they are uncertain about, they should circle it.
• Tell them they will have about 10 minutes to read independently. (Keep students in the whole group area as they read independently, so you can listen in more easily.)
• As students read, circulate to observe and support partnerships as needed. For those who need additional help, read aloud as they read along in their heads.
• After about 10 minutes, put students together in groups of four. Ask:
  * "What did you find out?"
  * "Where in the world is water?"
• Give students a few minutes to talk together about what they read.
• Refocus students whole group. Ask:
  * "When the text says: '97 percent of our water is found in the oceans,' what do you think that means? Think about that number for a minute and then talk to your group about what that means."
• Give them a minute to think, then talk together.
• Invite one or two students to share. Guide students to clarity about 97 percent; draw a bar graph representing 97 out of 100 on the board or on the article itself to show it visually. If students are still unclear, draw the number 10 percent on the bar graph for comparison. Before students record key details, they should have a concept of how the text is giving information through numbers.
	• Use thoughtful pairings of students. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
	• Struggling learners benefit from chunking the text into smaller pieces at a time. Focus their attention on one water source first and ask them to complete the recording form about that one water source (e.g., oceans). If they are then ready to move on to the next paragraph, they can.
	• Be strategic when placing students in their groups of four. If there is a pair of struggling learners, place them in a stronger partnership. This allows the struggling learner partnership to share the key details from the smaller chunk they read and the other partnership to share something from the rest of the text.

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Work Time (continued)	Meeting Students' Needs
• Display the **Where in the World Is Water: Key Details recording form**. Invite a few students to share something they talked about. Probe to get them to share key details. Restate what they shared as a key detail about a certain water source. For example, if a student shares: "We talked about the Pacific Ocean," ask students to tell you something specific about the Pacific Ocean. They might say: "It is the largest ocean." Write that key detail on the recording form in the Ocean box. • Tell students that now they are going to go back into the text and find the key details about each one of the water sources they read about. Encourage them to write down at least two key details about each water source. • Encourage partners who read together earlier to continue working together. As students work, circulate and support them with specific questions when conferring. For example: * "Tell me what you learned about lakes in this reading....So, that is an important key detail. Write that on your recording form." • Give students 10 minutes to complete their recording form on their own.	

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Work Time (continued)	Meeting Students' Needs
B. Using Context Clues to Determine Word Meaning (15 minutes) • Gather students back in the whole group area with their texts and recording forms. Congratulate them on their hard work as readers. Give them specific praise based on what you noticed as they were reading. For example, give students specific praise about finding key details in the text: "I noticed that ____ and ____ were going back into the text to use the specific words and phrases about glaciers. That's using evidence from the text and helping you be a strong reader." • Display the **Vocabulary recording form**. Explain that when you were reading the text, you found some words that you thought were particularly tricky. Explain that they are going to learn a lot of words about water, but there are also words in the text that they might see in other books that are important to know. • If needed, use the first word as guided practice. Invite students to read the sentence aloud and then talk in pairs about the meaning of the word. Guide them to the right definition and write it on the recording form. Be sure students notice that on the recording form, there are two spaces for them to find their own words. Tell them that it's fine if they don't have words, but they should be sure to complete the word already given on the form. • Release students to work on their own. Ask them to continue working with their partner for support. • Give students 15 minutes to complete the Vocabulary recording form. As they are working, circulate to observe and support as needed. If students are unsure of a word, read the sentence aloud and do a brief think-aloud to model how to use context clues to figure out the word. • A think-aloud could sound like: "Hmm, *continually*. That sounds like a word I know: *continue*. And when I read the sentence, it talks about the fact that lakes need to have water *continually* flowing into them. That makes me think about how lakes always need water flowing: that it should continue or keep going."	

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Closing and Assessment	Meeting Students' Needs
A. Vocabulary Share (5 minutes) • Gather students back in the circle. Put them in groups of three to share the words they found on their recording form. • After a few minutes, use equity sticks to invite students to share words they found and what the meaning is; clear up misconceptions as needed.	• Listen first to the struggling learners as they share their words to ensure they have the meaning.
Homework	**Meeting Students' Needs**
• Reread "Where in the World Is Water?" to someone at home. Then answer the questions on your **Answering Questions about "Where in the World is Water" homework sheet.** *Note: Review students' Vocabulary recording forms. Ensure that they don't have misconceptions about the word. Review students' Where in the World Is Water: Key Details recording form.*	

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 4
Supporting Materials

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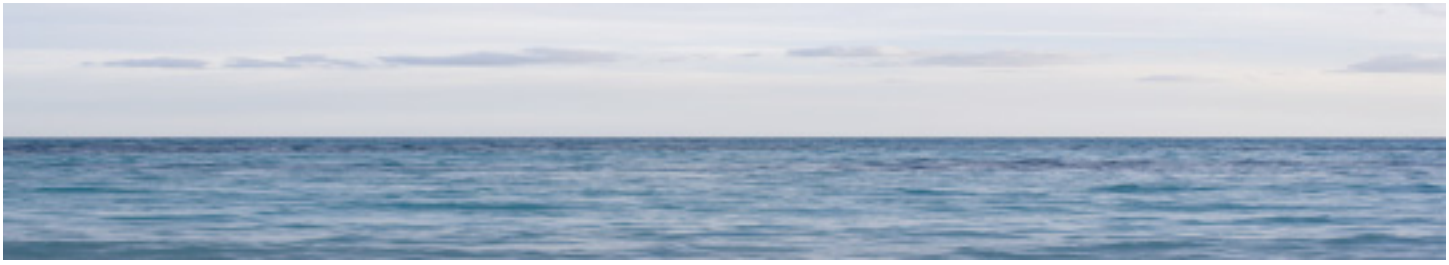
Where in the World Is Water?

When you look at a globe or a map of the world, there is a lot of blue. The blue on a map or globe represents a water form on the surface of the earth; it could be a lake, a river, an ocean, or a sea. There are many different sources of water in the world, but only a small part of that water is drinkable.

OCEANS



Ninety-seven percent of our water is found in the oceans. Across the world, there are five oceans. Even though 97 percent of the water is found in the oceans, we can't drink ocean water because it is saltwater. The oceans are still mysterious to scientists because there is so much to explore. Scientists are only now beginning to explore what lives deep in the ocean.

Pacific Ocean: The name "Pacific" comes from the Latin word "pacificus," which means peaceful. The Pacific Ocean covers twice as much space as any other ocean. If you pushed all the land on earth together, the Pacific Ocean would still be bigger. Not only is the Pacific Ocean the biggest, but it is also the deepest ocean in the world. The Mariana Trench, a narrow canyon, is more than 36,000 feet down from the surface of the ocean.

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LAKES

Lakes form when water from snowmelt, rivers, or streams finds its way into a basin (bowl shape) that has formed on the surface of the earth. Lakes need to have water continually flowing into them, or they will dry up.

Lake Superior: Lake Superior is one of the five Great Lakes of North America. It contains 10 percent of all of the earth's surface freshwater. Lake Superior is like a mini freshwater ocean. It is the coldest and deepest of the Great Lakes. It is also one of the cleanest freshwater lakes. Lake Superior is so big that it even influences the weather around it.

RIVERS

Over millions of years, moving water carved paths in the earth, forming rivers. Rivers are one of the world's freshwater sources. The water in rivers comes from melting snow high in the mountains. Sometimes it comes from water that is underground and bubbles up to the surface. Rivers have many sizes and shapes. Some have water that flows slowly and gradually. In others, water speeds down, crashing over the rocky earth. Eventually, the water from all rivers finds its way to an ocean.

Nile River: The world's longest river is the Nile on the continent of Africa. It is more than 4,000 miles long. The Nile River goes through the countries of Kenya, Eritrea, Congo, Burundi, Uganda, Tanzania, Rwanda, Egypt, Sudan, and Ethiopia. Eventually, it finds its way to the Mediterranean Sea. The Nile River is very important to the people who live by it. The river provides water to drink and rich soil for food to grow. Without the Nile, the Egyptian civilization wouldn't have grown.

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GLACIERS

Glaciers form when snow doesn't melt and piles up. Snow falls on top of old snow, creating thick layers. The snow is heavy. Over time, it compresses to form layers of glacial ice. Glaciers make up 2 percent of earth's freshwater. Glaciers also have dirt and rocks mixed in with the ice and snow. They are constantly moving from the pressure of the ice as it melts and freezes again. Icebergs are created when chunks of a glacier crack off and fall into the water. One of the biggest glaciers in North America is Hubbard Glacier in the state of Alaska. It rises 300 feet above the water and is almost 6 miles long. Only one-eighth of the glacier is visible. The rest is hidden under the water. Only the tip, or top, of an iceberg can be seen above the water line; the rest of it lies beneath the surface. Sometimes people use the phrase "tip of the iceberg" to mean that there is much more to the story than it seems at first. This expression comes from the fact that only a small portion of icebergs are seen.

GROUNDWATER

Not all of our water is on the surface of the earth. Some of it is underground. Water will find its way into the tiniest of cracks in rocks. The soil soaks up water like a sponge. Our soil holds a lot of the water on earth. Sometimes that water is deep in the ground in aquifers. An aquifer is sort of like an underground lake; the water is stored in between layers of rock, deep in the ground. People drill holes through the rock to access the water underground. This is an important source of drinking water for the world's people.

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Sources:

Beth Geiger, *Sally Ride Science: Clean Water* (New York: Roaring Brook Press, 2008), ISBN: 978-1-59643-577-3.
Trudi Strain Trueit, *The Water Cycle* (New York: F. Watts, 2002), ISBN: 978-0-53111-972-3.
http://www.onegeology.org
http://www.kidsgeo.com/

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"Where in the World Is Water?": Key Details

Groundwater															
Glaciers															
Lakes															
Rivers															
Oceans															

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Vocabulary Recording Form

I can determine the meaning of unknown words using context clues.

Word	What I think it means	How I figured it out
Surface The blue on a map or globe represents a water form on the **surface** of the earth; it could be a lake, a river, an ocean, or a sea.		
Influences Lake Superior is so big that it even **influences** the weather around it.		
Portion This expression comes from the fact that only a small **portion** of icebergs are seen.		
Compresses Snow falls on top of old snow, creating thick layers. The snow is heavy. Over time, it **compresses** to form layers of glacial ice.		

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Vocabulary Recording Form

Word	What I think it means	How I figured it out
My own word:		
My own word:		

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Answering Questions about "Where in the World Is Water?"

Homework

1. Describe the Pacific Ocean. Use specific details from the text to support your answer.

2. Why do you think Lake Superior is an important water source? Use specific details to support your answer.

3. The text says: "The Nile River is very important to the people who live by it." Why do you think the Nile River would be important for people living next to it?

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Answering Questions about "Where in the World Is Water?"

Homework

4. Explain how glaciers are formed. Use specific details from the text to support your answer.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 5

Mid-Unit Assessment: Writing an On-Demand Informational Paragraph about Where Water Is on Earth

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can create a plan for my on-demand informational paragraph about where water is on earth. • I can write an on-demand informational paragraph to explain where water is on earth.	• Mid-Unit 1 Assessment: Where in the World is Water? (paragraph) • Mid-Unit 1 Assessment: Organizing Ideas recording form • Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer • Tracking My Progress, Mid-Unit 1 recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Writer (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Planning the Paragraph: Organizing Ideas (15 minutes) B. Planning the Paragraph: Completing the Paragraph Writing Accordion Graphic Organizer (10 minutes) C. Mid-Unit Assessment: On-Demand Writing of Informational Paragraph About Where Water Is on Earth (20 minutes) 3. Closing and Assessment A. Tracking My Progress (5 minutes) 4. Homework A. Continue to read your independent reading book for this unit at home. Remember to complete your Independent Reading recording form.	• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments; namely, writing to a prompt. Though the planning page itself is not formally assessed, students should be able to read a prompt and then plan and write to that prompt independently. • This lesson follows the same basic format as Lessons 10 and 11 from Module 2A. It condenses the planning and on-demand writing into one lesson instead of two. • Students will plan for their paragraphs in two ways: First, they will synthesize their knowledge about where water is on earth and then they will plan the actual paragraph using the Paragraph Writing Accordion graphic organizer. • In advance: Be prepared to return the students' paragraphs and their Three Column Criteria feedback forms from Lesson 2. • Identify important information that answers the question "Where is water on earth?" to use to model for students how to complete the Organizing Ideas recording form. • Review: Summary Writing rubric.

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Lesson Vocabulary	Materials
plan, on-demand, informational, paragraph, explain, topic sentence, logically, support, variety, concluding	• Students' revised paragraphs and Three Column Criteria feedback forms (from Lesson 2) • Mid-Unit 1 Assessment rubric (one for display, and one per student for teacher to use to assess students' paragraphs) • Document camera or projector • Three Column Criteria feedback form (one for display) • Mid-Unit 1 Assessment: Where in the World Is Water? Writing Prompt (one per student) • Mid-Unit 1 Assessment: Where in the World Is Water? Organizing Ideas recording form (one per student) • Mid-Unit 1 Assessment: Where in the World Is Water? Paragraph Writing Accordion graphic organizer (one per student) • *One Well: The Story of Water on Earth* (one per student) • Students' folders • If available, Paragraph Writing Accordion graphic organizer anchor chart from a previous module • Tracking My Progress, Mid-Unit 1 recording form (one per student) • Independent Reading recording form (from previous lessons) • Sample Informational Paragraph: Where is water on earth? (for teacher reference)

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Opening	Meeting Students' Needs
A. Engaging the Writer (5 minutes) • Gather students in the whole group area. Hand out their **revised paragraphs** and **Three Column Criteria feedback forms** from Lesson 2. Ask them to read the feedback you provided, and then turn and talk to a partner about one area that was a success and one area they need to work on. Collect the documents after students are finished discussing.	
B. Unpacking the Learning Targets (5 minutes) • Begin by acknowledging students' hard work understanding where water is on earth. They have closely read texts and maps, taken notes, and explored new vocabulary about water. Explain that today they will answer the question "Where is water on earth?" by writing an on-demand informational paragraph. • Say: "Remember when you wrote an on-demand informational paragraph about how bullfrogs survive? Well, today you are going to do the same thing, but this time you are writing about where water is on earth. *On-demand* means you are doing the best writing you can do in a limited time." • Display the first learning target: "I can create a plan for my on-demand informational paragraph about where water is on earth." Circle and discuss the words *plan*, *informational*, and *paragraph* and add visuals as necessary to ensure that students understand the target. • Briefly discuss why thoughtful writers plan before they begin writing. Cold call students and guide them toward understanding that planning is essential so that writers know what they are going to write about and can organize their ideas before they begin. Remind students of the planning they have done in previous modules. • Read aloud the next learning target: "I can write an on-demand informational paragraph to explain where water is on earth." • Display the **Mid-Unit 1 Assessment rubric** on a **document camera** or **projector**. Explain that this is the rubric used to assess their on-demand informational paragraph. Remind them that the same criteria were used when they wrote their summaries of *Peter Pan* in Module 3. Tell them that their goal is to earn a score of 3 on the rubric. • Display the **Three Column Criteria feedback form** and point out that the learning targets are the criteria from Column 3 on the Mid-Unit Assessment rubric. Say: "This looks familiar because it is the list I used to give you feedback on your practice paragraph." Read the learning targets aloud and answer any clarifying questions.	

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Work Time	Meeting Students' Needs
A. Planning the Paragraph: Organizing Ideas (15 minutes) • Using a document camera or projector, display and read aloud the **Mid-Unit 1 Assessment: Where in the World Is Water? writing prompt:** – "Write an informational paragraph that explains where water is on earth. Use specific facts, definitions, and details from the texts to support your writing." • Explain that great writers do not just start writing. Writers make sure they have good information about their topic. Students' first step in planning their paragraph will be to read over their recording forms and texts, including *One Well: The Story of Water on Earth*, in order to complete the **Mid-Unit 1 Assessment: Organizing Ideas recording form**. • Display the Organizing Ideas recording form. Model for students how to carefully read over their recording forms and texts to identify and record the information that answers the question: "Where is water on earth?" Think aloud: "What key details help me answer this question?" • Then explain that they also need to identify a main idea that brings all of the information together. Think aloud: "What is the main idea that brings my key details together?" Point out where to record this main idea at the top of the recording form. Share with students that this is one way to record this information. They may identify a main idea that answer the questions while closely reading the texts and recording forms, and then record the key details, and that is fine. • Distribute the Organizing Ideas recording form, *One Well*, and students' folders. Allow 10 minutes to work on this task. Confer with students and provide guidance as needed.	• Consider allowing students to work with a partner while planning. Students should complete their own organizer and write their own paragraph, but the thinking work can be done in pairs.

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Work Time (continued)	Meeting Students' Needs
B. Planning the Paragraph: Completing the Paragraph Writing Accordion Graphic Organizer (10 minutes) • After 10 minutes, have students stop and move on to the next step. As they have done before, students will make a plan and organize their thoughts before they start writing. • Display and distribute the **Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer**. Use the **Paragraph Writing Accordion graphic organizer anchor chart** from a previous module if available. • Remind students that they have worked with this organizer many times. Invite them to turn and talk about how to use the graphic organizer. Review what information goes in the different boxes. Ask: * "What information goes in this box? In that box?" • Finally, briefly discuss how the graphic organizer helps you as a writer. • Tell students they will have time now to plan their paragraph about where water is on earth using the graphic organizer. Circulate as the class works, supporting as needed.	• Use professional judgment whether some students need support with the planning in order to respond to the prompt at all. If there are students for whom this is the case, consider using the planning portion of the assessment to support struggling learners to get their thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions. If students were supported with the planning, note this on the rubric for reference. • For ELLs and others who need additional support, create a bank of words and phrases to use while planning and writing.
C. Mid-Unit Assessment: On-Demand Writing of Informational Paragraph about Where Water Is on Earth (20 minutes) • Display the Mid-Unit 1 Assessment: Where in the World Is Water? writing prompt again. Reread the prompt aloud for students and briefly review the learning targets from the Three Column Criteria feedback form. Answer any clarifying questions students have. • Remind them that this writing is "on-demand," meaning the best writing you can do in a limited time. Hand out the Writing Prompt recording form and give students 20 minutes to write their individual paragraph. • If students finish early, invite them to choose a text from the Recommended Reading list to read and enjoy while classmates finish their writing. • Circulate and support students by reminding them of the criteria only. Students should complete the writing independently.	• Allow ELLs additional time to complete the paragraph. They will receive extra time on New York State assessments.

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Closing and Assessment	Meeting Students' Needs
A. Tracking My Progress (5 minutes) • Praise students for their effort in writing an on-demand informational paragraph. Display the learning targets from the Three Column Criteria feedback form again. Go through them one by one, asking students to engage in a quick "target check." Tell them that after you read the target, they should give it a thumbs-up if they think they really understand it, a thumb-sideways if they think they need to practice it a few more times, or a thumbs-down if they feel really confused by this. Assess student confidence based on these responses. • Collect students' Mid-Unit 1 Assessment and recording forms. • Have students complete the **Tracking My Progress, Mid-Unit 1 recording form**.	
Homework	**Meeting Students' Needs**
• Continue to read your independent reading book for this unit at home. Remember to complete your **Independent Reading recording form**.	

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Grade 3: Module 4: Unit 1: Lesson 5
Supporting Materials

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Three-Column Criteria Feedback Form

Name:

Date:

Learning target: I can write an on-demand informational paragraph to explain where water is on earth.

Criteria	Supporting Learning Targets	Teacher Feedback
IDEAS (CONTENT AND ANALYSIS): the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text (COMMAND OF EVIDENCE): the extent to which the essay presents evidence from the provided text to support analysis and reflection **Note: To suit the task and to adapt to student-friendly language, two categories were merged.*	• I can clearly explain where water is on earth. • I can use specific facts, definitions, and details from the texts to support where water is on earth.	

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Three-Column Criteria Feedback Form

Criteria	Supporting Learning Targets	Teacher Feedback
ORGANIZATION (COHERENCE, ORGANIZATION and STYLE): the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.	• I can use a topic sentence to clearly explain where water is on earth. • I can organize my ideas logically to explain where water is on earth clearly to my reader. • I can use a variety of sentences to make my writing interesting. • I can use a concluding sentence to wrap up my writing. •	
CONVENTIONS (CONTROL of CONVENTIONS): the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	• I can use conventions to send a clear message to my reader. • I can use beginning and ending punctuation. • I can capitalize names of water and land forms.	

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Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
IDEAS **(CONTENT AND ANALYSIS)** The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text **(COMMAND OF EVIDENCE)** The extent to which the essay presents evidence from the provided text to support analysis and reflection **Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.*	W.2 R.1-9 W.2 R.1-8	• Clearly introduce topic in a manner that follows logically from the task and purpose • Demonstrate comprehension and analysis of the text • Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	• Clearly introduce a topic in a manner that follows from the task and purpose • Demonstrate grade-appropriate comprehension of the text • Develop the topic with relevant facts, definitions, and details throughout the essay	• Introduce a topic in a manner that follows generally from the task and purpose • Demonstrate a confused comprehension of the text • Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	• Introduce a topic in a manner that does not logically follow from the task and purpose • Demonstrate little understanding of the text • Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant	• Demonstrate a lack of comprehension of the text or task • Provide no evidence or provide evidence that is completely irrelevant

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Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	• Clearly and consistently group related information together • Skillfully connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows clearly from the topic and information presented	• Generally group related information together • Connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows from the topic and information presented	• Exhibit some attempt to group related information together • Inconsistently connect ideas using some linking words and phrases • Provide a concluding statement that follows generally from the topic and information presented	• Exhibit little attempt at organization • Lack the use of linking words and phrases • Provide a concluding statement that is illogical or unrelated to the topic and information presented	• Exhibit no evidence of organization • Lack a concluding statement

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Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	• Demonstrate grade-appropriate command of conventions, with few errors	• Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	• Demonstrate emerging command of conventions, with some errors that may hinder comprehension	• Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	• Minimal, making assessment of conventions unreliable

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
A response copied from the text(s) with no original student writing should be scored a 0.

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Mid-Unit 1 Assessment: Where in the World Is Water?
Writing Prompt

Writing Prompt: Where is water on earth?

Write an informational paragraph that explains where water is on earth. Use specific facts, definitions, and details from the texts to support your writing.

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Mid-Unit 1 Assessment: Where in the World Is Water?
Organizing Ideas Recording Form

Name:

Date:

Question: Where is water on earth?

MAIN IDEA that answers the question "Where is water on earth?":

KEY DETAILS from the texts that help me understand where water is on earth:

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Mid-Unit 1 Assessment: Where in the World Is Water?
Paragraph Writing Accordion Graphic Organizer

Name:

Date:

Topic:

Detail:

Explain:

Detail:

Explain:

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Tracking My Progress
Mid-Unit 1

Name:

Date:

Learning Target: I can write an on-demand informational paragraph to explain where water is on earth.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this	I understand some of this	I am on my way!
		

3.The evidence to support my self-assessment is:

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Sample Informational Paragraph: *Where is water on earth?*

(For Teacher Reference)

Water is everywhere on earth. Did you know that the amount of water on earth has stayed the same for billions of years? Almost 70 percent of our planet is covered in water. Water can be found in lakes, seas, and rivers. One important lake is Lake Superior. It provides 10 percent of the cleanest freshwater in the world. Even though 97 percent of the water is found in the oceans, we can't drink it because it is saltwater. Water is also in places on earth where you would not think to look for it! It is in our atmosphere, and it rises into the air to form clouds. It is frozen in polar icecaps. It is even under the ground we walk on! All water on earth is connected and comes from one well.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 6

Determining Main Idea: “Rivers and Streams”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the main idea of an informational text. (RI.3.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use multiple strategies to determine the meaning of unknown words in "Rivers and Streams." • I can demonstrate my understanding of the main idea of "Rivers and Streams" by writing a main idea statement.	• Students' annotated text, "Rivers and Streams"

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader and Unpacking the Learning Targets (5 minutes) 2. Work Time A. Getting Familiar with "Rivers and Streams" (15 minutes) B. Building a New Anchor Chart: Determining the Main Idea and Key Details (10 minutes) C. Writing a Main Idea Statement (15 minutes) 3. Closing and Assessment A. Debrief: Sharing Main Idea Statements (10 minutes) B. Return and Review Mid-Unit Assessment (5 minutes) 4. Homework A. If you did not complete your main idea statement, finish it at home. B. Continue reading in your independent reading book for this unit at home.	• Throughout Module 4, and particularly in Unit 1, Lessons 6–12, there is less scaffolding; students access text with greater independence (moving them toward RI.3.10). Having students work independently with text first gives you a chance to assess their ability to read text on their own and access the strategies that you have been developing throughout the year. • In Lessons 6–9, students read a pair of texts. This has two purposes: to identify the main idea and key details from texts about how water moves through the earth through rivers and the water cycle, and to give students the opportunity to compare two texts on the same topic. This second purpose aligns directly with RI.3.9. Make sure students keep the texts and recording forms from Lessons 6–8 to use in Lesson 9. • In this half of the unit, students discuss their reading in pairs. For this text, pair students heterogeneously but not at extreme ends of the range, so that they can support each other with text as needed. Consider ELLs' language level when deciding whether to partner them with native speakers or with others who speak their home language. Consider leaving partners/groups the same for Lessons 6–9, then switching groups for Lessons 10–12 to allow students to work closely with a variety of classmates. • The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. *Note: Students read just two sections of the text for this lesson: "Rivers and Streams" and "Wear and Tear." These sections allow for the tightest teaching of the ELA standards and align with the New York State and Next Generation science standards.* • The other three sections of this text, particularly "It's All Connected," extend beyond the standards. • You might consider crossing out the other three sections ("It's All Connected," "End of the Road," and "Importance of Rivers"). Alternatively, if some students want to read these sections, prompt these three optional sections when you distribute the text. • For Work Time Part A, consider posting the questions in advance.

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Agenda	Teaching Notes (continued)
	• Note that there is time set aside during the Closing and Assessment for students to look over your feedback on their mid-unit assessment. Prepare to mention two patterns of strength and one common error/concern. If you have not yet had sufficient time to review students' work, place this agenda item at some point in a future lesson. It is important that students have time to review and process your feedback. • Post: Learning targets.

Lesson Vocabulary	Materials
task, state (v), statement, source, elevated, erosion, deposit	• Text: "Rivers and Streams" (one per student) • Document camera • Power Words/Water Words anchor chart (from Lesson 3) • New anchor chart: Determining the Main Idea and Key Details • Determining the Main Idea and Key Details task card (one for display) • Determining the Main Idea and Key Details task card (for teacher reference)

Opening	Meeting Students' Needs
A. Engaging the Reader and Unpacking the Learning Targets (5 minutes) • Ask students: * "What is one thing you learned about rivers and streams so far in this unit?" • Give the class time to think and then call on a volunteer to share. Remind students that rivers and streams make up only a tiny fraction of earth's water but still play an important role in moving water through the earth. • Ask students to read the learning targets to themselves and then to turn and talk with a partner about what they think they will be doing today. Call on a few volunteers to share. Clear up any misconceptions or add information as needed. The "main idea statement" will be new to students. Tell them that you will share more about that toward the end of the lesson.	

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Work Time	Meeting Students' Needs

A. Getting Familiar with "Rivers and Streams" (15 minutes)
• Distribute the text **"Rivers and Streams."** Make sure students are clear that they will read only two sections of this text: "Rivers and Streams" and "Wear and Tear." Consider having students either put a star by these two sections or cross out the other three sections so they are clear where to focus.
• Tell students they will have 5 minutes to whisper read the text with their partner. Tell them that there may be some unfamiliar words and that they should try to figure them out from the words in the text. If pairs finish early, tell them that they can reread difficult passages or talk more about unfamiliar words.
• Circulate and observe pairs as they read. Give support with decoding only when absolutely necessary.
• Call students together. Refer to the first learning target. Then say:
  * "The author of this text uses a variety of strategies to help make difficult words clear. Let's see if we can figure out a few of these words together."
• Ask these questions to ensure that students comprehend the vocabulary in the text. Consider projecting the text and the questions on the **document camera**:
  * "In the section "Wear and Tear," what does the word *erosion* mean? How does the author let you know that this is a new word that he or she wants you to know?" Listen for students to say that the author bolded the word and that erosion means the water cuts into the earth. Add this word to the Water Words portion of the **Power Words/Water Words anchor chart**.
• Ask:
  * "In the fourth sentence of "Rivers and Streams," what word does the author use to let you know that he or she is going to give examples of *sources*?" Listen for students to point out the word like.
  * "What is a *source* in this sentence?" Listen for: "a place."
  * "In the sentence, 'The high point can be a mountain, hill, or other *elevated* area,' what does elevated mean? How do you know?" Listen for: a place that's higher than the land around it.
  * "At the end of the section 'Wear and Tear,' the author uses the words *deposits* and *deposited* over and over again but doesn't give many hints about what this means. Can anyone come up with another word for *deposits*?" Possible answers include "drops off/dropped off." For example, when you make a deposit at the bank, you drop off your money there. Add this word to the Power Words portion of the Power Words/Water Words anchor chart.
	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text.
	• Consider permitting students to draw the main idea. This allows all of them to participate in a meaningful way.
	• If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students' conversational skills.
	• When working on questions whole class, use a variety of strategies to keep students engaged and ensure that they are thinking, such as Think-Pair-Share, cold calling, wait time, silent thumb signals, white boards, etc. If using white boards, you might rephrase some questions to allow kids to draw their answers, e.g., draw land that is "elevated."
	• Consider posting text-dependent questions that are asked orally to support visual learners.

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Work Time (continued)	Meeting Students' Needs

B. Building a New Anchor Chart: Determining the Main Idea and Key Details (10 minutes)
• Remind students that throughout this year, they have been finding the main idea of texts. Ask:
  * "What is one thing you do when you are trying to find the main idea of a text?"
• Give the class a moment to think and then call on a few volunteers to respond. Add these ideas to a new anchor chart: **Determining the Main Idea and Key Details**.
• Listen for or suggest ideas like: "Pay attention to text features like titles and subtitles" or "Notice what the author writes about most."
• Give students 5 minutes to independently reread the text and think about the main idea. Observe them as they work. If a student seems to be struggling or disengaged, ask:
  * "Which one of the ideas from our anchor chart have you tried?" If needed, suggest an idea to try.
• After a few minutes, call students back together. Ask:
  * "What ideas do you have about the main idea of this text so far?" Cold call a few volunteers. Be sure they cite evidence to support their thinking.
• Follow up with text-dependent questions to direct the class toward the main idea, such as:
  * "What do the two subheadings suggest about the main idea?"
• Listen for: "It's about rivers and streams and how they change the land by wearing and tearing it."
  * "What do the photographs tell you about rivers?"
• Listen for ideas like: "The photographs show how rivers and the land around them are different." "In two of the pictures, I can see the rivers going into larger bodies of water." "In the photograph in the 'Wear and Tear' section, I can see the water running downhill, just like it explained in 'Rivers and Streams.'"	

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Work Time (continued)	Meeting Students' Needs

C. Writing a Main Idea Statement (15 minutes)
• Project the **Determining the Main Idea and Key Details task card** on the document camera. Tell students that they are going to start to learn how to work with this task card, which they will use in many lessons throughout this module. Tell students that a task is work that needs to get done. Add the word task to the Power Words section of the Power Words/Water Words anchor chart. Read the directions for Part 1 together.
• Direct students to the second question on Part 1 of the task card and read it aloud:
  * "In your own words, what is the main idea of this text? Write your main idea statement on the back of your text. Put a number 1 next to it so that you know it's your first draft." Connect this to the second learning target.
• Ask:
  * "What does it mean to *state* something?"
• Give students a moment to think, then call on a volunteer to respond. Listen for ideas like: "say." Tell students that the suffix -ment means "the act of," so a *statement* is the act of saying something in words or in writing. Add the words *state* and *statement* to the Power Words section of the Power Words/Water Words anchor chart.
• Tell students that their main idea statement should meet these criteria. Write them on the board:
  * It should address all the major sections of the text.
  * It should pull together the most important ideas.
  * It should be short, only one or two complete sentences.
• Give students 5 minutes to draft a main idea statement on the back of their text. Observe them as they work. If needed, remind them of the criteria for a main idea statement.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Sharing Main Idea Statements (10 minutes) • Call students together. Give them up to 5 minutes with their partner to share their main idea statements. Remind them to give their partners a chance to share ideas. Remind them that when there is a difference between their ideas, it is important to notice that and discuss why they are different. Be sure students are using evidence from the text. Call students together and ask: * "What did you write for the main idea of this text?" • Cold call a student to respond. Tell the class: "If you had something similar, put up a quiet thumb." If needed, ask for other students' responses to ensure that the main points of the main idea are clear. Point out the qualities of a good main idea statement by saying things like: "I notice that you included the most important idea—that this is about rivers and streams" or "I notice that you kept your statement short. It was only one sentence." • Tell students that tomorrow they will work with this text again as you find key details about the main idea. • Explain the homework.	
B. Return and Review Mid-Unit Assessment (5 minutes) • Return students' mid-unit assessments (from Lesson 5). Give students a few minutes to look over their own work. • Highlight several things that, as a class, students did well. • Address one common error or misconception.	
Homework	**Meeting Students' Needs**

• If you did not complete your main idea statement, please take home your text. Complete it with your best quality, remembering our criteria:
  * It should address all the major sections of the text.
  * It should pull together the most important ideas.
  * It should be short, only one or two complete sentences.
• Be sure to bring your text back to school tomorrow. You will need it for our lesson.
• Continue reading in your independent reading book for this unit at home.
	• If students did not complete their main idea statement, consider finding a few minutes at another time of the day rather than sending this work home (and risking it not coming back).

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 6
Supporting Materials

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Rivers and Streams

U.S. Fish and Wildlife Service

Rivers come in lots of different shapes and sizes, but they all have some things in common. All rivers and streams start at some high point. The high point can be a mountain, hill or other elevated area. Water from some source like a spring, snow melt or a lake starts at this high point and begins to flow down to lower points. As the water flows down, it may pick up more water from other small streams, springs or from rain or snow melt. These streams may slowly join together to form a larger stream or river. Small rivers and streams may join together to become larger rivers. Eventually all this water from rivers and streams will run into the ocean or an inland body of water like a lake.

NatureWorks, New Hampshire Public Television: http://www.nhptv.org/natureworks/nwep7j.htm.

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Determining the Main Idea and Key Details Anchor Chart

For Teacher Reference; Adapt to Suit Based on Student Responses

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining …

The Main Idea	Key Details
(Answers will vary) **Pay attention to text features: titles and subtitles** **Notice what the author writes about most** **Use the pictures**	**(Not completed in this lesson)**

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Determining the Main Idea and Key Details Task Card

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea
Read the text.

In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, thenwrite a **main idea** statement.

Part 2: Finding Key Details
1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

Part 3: Revising the Main Idea Statement
1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea
Read the text.

In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, thenwrite a **main idea** statement.

Part 2: Finding Key Details
2. Reread the text. As you read, highlight the **key details** that you think support the main idea.

Part 3: Revising the Main Idea Statement
2. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details Task Card

For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

(Answers will vary)
Rivers and streams change the earth as they flow downhill to lakes and the ocean.

Note: Student answers may not be this complete on the first draft. Look for something about rivers and streams changing the earth/land.

Part 2: Finding Key Details

Reread the text. As you read, highlight the **key details** that you think support the main idea.

Not completed in this lesson.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

Not completed in this lesson.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 7

Finding Key Details: “Rivers and Streams”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can determine the key details of "Rivers and Streams." • I can describe connections between sentences in "Rivers and Streams" and how they support the key details and main idea. • I can revise my main idea statement based on the key details of "Rivers and Streams."	• Students' annotated text "Rivers and Streams"

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Agenda	Teaching Notes
1. Opening A. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Noticing Words that Signal Importance to Find Key Details (20 minutes) B. Describing the Connections between Sentences (10 minutes) C. Revising the Main Idea Statement (15 minutes) 3. Closing and Assessment A. Exit Ticket (10 minutes) 4. Homework A. Tell someone at home what you learned from this text. B. Continue reading in your independent reading book for this unit at home.	• The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. • Students should be in the same pairs as in Lesson 6. • If students have not had experience using highlighters, review this skill in Work Time A. • In advance: Review student papers and select a strong main idea statement to use in Work Time A. Review Work Time C. If you choose, write your own teacher model, handwrite out this example, or select one or two student papers to use as models for revision. • Post: Learning targets.

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Lesson Vocabulary	Materials
signal, sign (n), sequence	• "Rivers and Streams" (from Lesson 6) • Determining the Main Idea and Key Details task card (one for display) • Determining the Main Idea and Key Details task card (for teacher reference) • Document camera • Highlighter or colored pencils (one per student) • Determining the Main Idea and Key Details anchor chart (from Lesson 6) • Power Words/Water Words anchor chart (from previous lessons) • Main Idea Statement Criteria and First Draft (one for display) • Slip of paper (one per student)

Opening	Meeting Students' Needs
A. Unpacking the Learning Targets (5 minutes) • Direct students to the learning targets. Ask: * "What similar words do you notice in these targets?" • Give the class time to read the targets and think. Tell students to turn to a partner and share. Affirm that they will not only be finding key details but that they may be using these details to revise their main idea statements.	

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Work Time	Meeting Students' Needs
A. Noticing Words that Signal Importance to Find Key Details (20 minutes) • Make sure students have access to **"Rivers and Streams"** (from Lesson 6). • Project the **Determining the Main Idea and Key Details task card** on the **document camera**. Tell students that today they are going to finish learning about the tasks, or work, they will need to do when they use this task card. • Direct students to Part 2, Finding Key Details, number 1, and ask for a volunteer to read it out loud. • Project "Rivers and Streams" on the document camera. Remind students that at the end of the previous lesson they shared the first draft of their main idea statements and that many of these were about rivers and streams and how they changed the earth. (Use student language if possible.) Remind students that throughout this year, they have been finding key details in texts. Tell them that they will have 5 minutes to begin to find key details to support their main idea. • Distribute **highlighters**. • Give students 5 minutes to read and highlight the text independently. After 5 minutes, ask them to share with a partner some of the strategies they used to find key details. • As students discuss, listen for strategies such as using text features (e.g., bolded words and subtitles) and add these to the Key Details section of the **Determining the Main Idea and Key Details anchor chart**. After about 5 minutes of discussion, draw the students' attention to the anchor chart and restate the strategies that you heard them discussing. • Note: Hopefully some students will notice the word "all." Adjust your language in the following section based on your observation of students. • Tell students that one strategy they can use (or that you noticed students using) to find key details is to use words that *signal* that something might be important. Tell them that a signal is a sign to pay attention. There are some words in text that should pop out to you as a sign or signal that something might be an important key detail. Add the word *signal* to the Power Words section of the **Power Words/Water Words anchor chart**. • Project the text on the document camera. Tell students: "Reread the first three sentences of the text and see if you can find a key detail." • Give them a few minutes to read and then call on a volunteer to share: * "Which sentence is a key detail? What word signals that the detail is important?" • Listen for: "*All* rivers and streams start at some high point." • Ask students who had the same answer to give a silent signal.	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text. • Consider permitting students to draw the main idea. This allows all of them to participate in a meaningful way. • If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students' conversational skills. • Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.

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Work Time (continued)	Meeting Students' Needs
• Explain that the word *all* next to the word *rivers* gives readers an important signal: This idea might be important because it has to do with every river, not just some of them. Encourage students to highlight this sentence if they have not already done so. • Add "Look for words and phrases that signal importance: All" to the Determining the Main Idea and Key Details anchor chart. • Give students 5 minutes to reread as much of the text as they can and to highlight key details. Encourage them to keep their eyes open for the signal word *all* and other signal words. Warn students that you have to be careful when using words that signal importance, because the hints don't always lead you in the direction of a key detail. • Circulate as the class works. Ask questions like: * "Did you notice any other words or phrases to signal that something might be important?" Listen for: "over time." * "Is the sentence 'As the river flows, it deposits all the stuff it carries' a key detail? Why or why not?" • After 5 minutes, call the class back together. If you noticed students highlighting sentences with the words "over time," say: "I noticed (student) highlighted the sentence 'Over time rivers change the land ...'" Point out this passage using the document camera. Say: "The phrase 'over time' signals that the detail may be important. It lets you know that something didn't happen just once, but over and over again." • If you did not see students highlighting this phrase, call their attention to it, explain it, and add it to the anchor chart.	

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Work Time (continued)	Meeting Students' Needs

B. Describing the Connections Between Sentences (13 minutes)
• Refer to the second learning target:
  * "I can describe connections between sentences in "Rivers and Streams" and how they support the key details and main idea."
• Explain that authors sometimes support the main idea and key details by using sentences that are connected.
• Project the text on the document camera. Direct students to the last five sentences of "Wear and Tear" (starting at "All of the rocks ...") Reread these sentences aloud. Then direct students to these sentences: "Large items like rocks get deposited first. Soil is deposited last." Ask:
  * "How are these sentences connected?"
• Give students a moment to share with a partner, and then cold call a student to respond. Listen for ideas like: "They show the order that the stuff in the river is deposited." If needed, follow up with a question:
  * "What words in these sentences make the *sequence*, or order, clear?" Call on volunteers to respond. Listen for: "first" and "last."
• Explain to students that showing the sequence, or order in which things happen, is one way that authors connect sentences. Sometimes, as in this example, they do this to make the key details more clear; other times, they do it to support the main idea. Add *sequence* to the Power Words section of the Power Words/Water Words anchor chart.
• Ask:
  * "What other words do you know, like 'first' and 'last,' that might show sequence?" Give students 1 minute to call out answers. Listen for words like: "second," "third," "next," "then," "finally," etc. Record these words so that students can reference them.
• Ask students to reread the first section, "Rivers and Streams," with their partner. Prompt them to circle other words that show sequence. (These words may or may not be on their list.) Monitor students as they work. Look for students who circled "begin" and "eventually." After students have had a few minutes to work, note that some students identified "begin" and "eventually." Point out these words using the document camera. Ask:
  * "How are these sentences connected?"
• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: "They show how rivers start and end."	

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Work Time (continued)	Meeting Students' Needs
• Notice that the author didn't use words like "then" or "second." Ask: * "What do you think is the most important idea that the author wants you to know about rivers and streams from the sequence of this section?" Listen for ideas like: "They all start someplace high and go downhill to an ocean or lake. Different things can happen in the middle, but all rivers do that." If a student doesn't note it, point out the word "may," which is used three times in this passage. • Tell students that over the next few lessons, they will be noticing other ways that authors connect sentences. When they notice that sentences are connected, they should think about why the author included them and how they support the key details and main idea. • Add "Notice how sentences are connected: sequence (order) of what happens" to both the Main Idea and Key Details sections of the Determining the Main Idea and Key Details anchor chart.	

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Work Time (continued)	Meeting Students' Needs
C. Revising the Main Idea Statement (12 minutes) • Again project the Determining the Main Idea and Key Details task card on the document camera. Direct students to Part 3, Revising the Main Idea Statement, and ask for a volunteer to read it out loud. Tell students that this is the last task they will do when using this task card. • Project **Main Idea Statement Criteria and First Draft** (or your own model). Read it aloud: "Rivers and streams change the earth." • Review the three criteria. Notice what you did well (it's short). Then circle the second criteria: It should pull together the key details. Tell students: "When I first read the text, this seemed like the complete main idea. Now, when I look at the key details I starred, I wonder if I left something out. This is the part I am going to work on revising." • Tell students to reread their main idea statements and compare them to the criteria. Ask them to put a check mark if they think their statement is perfect already or to write a 1, 2, or 3 to indicate which criteria they are going to revise for. After a few moments, ask students to hold up a 1, 2, 3, or a fist (no changes) to indicate the changes they are going to make. • Give students up to 5 minutes to revise their main idea statement. Invite any who are not revising their own statement to try to revise yours. • Circulate as students work. Find examples of strong statements that meet all the criteria. After 5 minutes, call students together and share the strong statements you identified. Prompt students to explain why these statements are strong. • If more practice is needed, direct the students to your statement. • Ask: * "What ideas do you think I should add?" • Give students a few moments to talk with their partners and then cold call a few to respond. Listen for: "Water flows from high points to low points (downhill)," "All water ends up in the ocean or lakes," or "Water changes the land as it moves." • Probe: * "Why is this an important idea to add?" • Listen for: "These sentences have the signal word 'all' so that you know it's all rivers, not just some of them" and "The author used sequence to show the order of the water moving downhill." Make sure students cite evidence from the text. • Rewrite your main idea statement using student suggestions. (e.g., "Rivers and streams change the earth as they flow downhill to lakes and the ocean.")	

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket (10 minutes) • Distribute a new **slip of paper** to each student. Post the question for the exit ticket and ask them to write their response: * "What did you do over the last two lessons to learn about rivers and streams? What helped you most to learn from this text?" • Preview the homework.	
Homework	**Meeting Students' Needs**
• Tell someone at home what you learned from this text. • Continue reading in your independent reading book for this unit at home.	

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 7
Supporting Materials

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Determining the Main Idea and Key Details Task Card

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

3.

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea

4. Read the text.

5. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, thenwrite a **main idea** statement.

Part 2: Finding Key Details

2. Reread the text. As you read, highlight the **key details** that you think support the main idea.

Part 3: Revising the Main Idea Statement

2. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details Task Card
For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

(Answers will vary)
Rivers and streams change the earth as they flow downhill to lakes and the ocean.

Note: Student answers may not be this complete on the first draft. Look for something about rivers and streams changing the earth/land.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

(Answers will vary.)
Look for highlights of the following:
All rivers and streams start at some high point.
As water flows down, it may pick up more water.
All water from rivers and streams will run into the ocean or an inland body of water like a lake.
Erosion is when rivers cut into the land.
Rivers change the land by carving new paths for themselves.
Rivers deposit all the stuff they carry.
River deposits can build up and create new land areas.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details anchor chart

(For Teacher Reference; Adapt to Suit Based on Student Responses)

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining …

The Main Idea	Key Details
(Answers will vary) **Pay attention to text features:** **titles and subtitles** **Notice what the author writes about most** **Use the pictures** **Notice how sentences are connected:** **Sequence (order) of what happens**	**(Answers will vary)** **Pay attention to text features:** **bold text for important words** **Look for words and phrases that signal importance:** **All** **Over time** **Notice how sentences are connected:** **Sequence (order) of what happens**

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Main Idea Statement Criteria and First Draft

Criteria for a main idea statement:

- It should address all the major sections of the text.
- It should pull together the key details.
- It should be short, only one or two complete sentences.

First draft:

Rivers and streams change the earth.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 8

Determining the Main Idea and Key Details: "River to the Sea"

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can determine the main idea of "River to the Sea." • I can determine the key details of "River to the Sea." • I can describe connections between sentences in "River to the Sea" and how they support the key details and main idea.	• Students' annotated text "River to the Sea"

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: By the Brook (5 minutes) 2. Work Time A. Determining the Main Idea: Avoiding Distractors (25 minutes) B. Sharing Main Ideas (10 minutes) C. Describing the Connections between Sentences (10 minutes) 3. Closing and Assessment A. Debrief: It's NOT All about the Main Idea (5 minutes) 4. Homework A. Take home "River to the Sea." Reread the text and look at the key details that you highlighted and starred. Then read the first draft of your main idea statement. Decide whether you need to revise it. If you write a new one, put a number 2 next to it. Put a √ if you choose not to revise. B. Continue reading in your independent reading book for this unit at home.	• The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. • Students should be in the same pairs as in Lessons 6 and 7. • In the Opening, students focus on three vocabulary words before reading the text. These words are pre-taught because the text offers little context for students to figure them out on their own. • Post: Learning targets.

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Lesson Vocabulary	Materials
distract/distractors; brook, silt, current	• Image of a brook (see supporting materials) • Power Words/Water Words anchor chart (from previous lessons) • Determining the Main Idea and Key Details anchor chart (from previous lessons) • "River to the Sea" article (one per student) • Determining the Main Idea and Key Details task card (one per student) • Highlighter or colored pencils (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: By the Brook (5 minutes) • Display the **image of a brook** with the words *silt*, *current*, and *brook*. • Invite students to turn to a partner and share a sentence using one or more of these words. • After students have shared, cold call a few volunteers to read their sentence or their partner's sentence. • If more clarification of these words is needed, point to the picture and give brief definitions of each word. ("A brook is a small river." "Current is the flow of a river. The current in this brook is very slow. It's barely moving." "Silt is fine sand or dirt carried by water.") • Add these words to the Water Words section of the **Power Words/Water Words anchor chart**. • Encourage students to be on the lookout for these words as they read a new text today.	• Show a picture of a brook to support ELLs and visual learners.

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Work Time	Meeting Students' Needs

A. Determining the Main Idea: Avoiding Distractors (25 minutes)
• Tell students that in a few minutes, they are going to try out the task card they practiced over the last few days with a new text, "River to the Sea," to see what more they can learn about rivers and streams.
• Ask:
  * "What will your first task be?"
• Call on a volunteer to respond. Listen for something like: "Read the text and determine the main idea." Affirm this response and refer the class to the first learning target.
• Refer to the **Determining the Main Idea and Key Details anchor chart**. Tell students that the approaches they named in Lesson 7 are good ones to try with this new text. Then tell them that you are going to add something new to the anchor chart. Write: "Look out for distractors in the text and pictures."
• Ask:
  * "What do you know about the word *distract*?"
• Give students a moment to think and then call on volunteers to share. They will likely share ideas such as when someone or something distracts you, they keep you from doing what you are supposed to be doing.
• Tell students that *distract* is the verb, or the action. *Distractors* are those things or people that distract you. Give an example (e.g., "If you are supposed to be doing your homework and your little brother keeps bugging or distracting you, your brother is a distractor. If it's your older sister's music that is keeping you from doing your homework, the music is the distractor.")
• Tell students that sometimes there are distractors in text or pictures that keep you from accurately determining the main idea. As they read this text, it will help them to look out for words and pictures that distract from the main idea. Often writers include lots of information that is interesting but not central to their main point.
• Add the words *distract* and *distractors* to the Power Words section of the Power Words/Water Words anchor chart.
• Distribute **"River to the Sea"** and the **Determining the Main Idea and Key Details task card** to students.
• Tell them that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea.
	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text.
	• If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students' conversational skills.
	• Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.

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Work Time (continued)	Meeting Students' Needs

• Remind students to look out for distractors as they work to determine the main idea of "River to the Sea."
• Circulate and observe students' work. To prompt thinking, ask questions like these to individuals, small groups, or the whole class:
  * "What is helping you determining the main idea?"
  * "What is this text mostly about?"
  * "Have you found any distractors?"
• You might ask follow-up questions like these:
  * "Do the pictures help you to understand the main idea? Why or why not?"
  * "Read the first sentence of the second, third, fourth, and fifth paragraphs on the second page. What are most of these paragraphs about? Which of these paragraphs do you think might distract you from the main idea?"
• After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper.
• Ask students to get with their partner and share their main idea statements. Circulate as pairs share and select a few strong main idea statements to share with the class. It's OK if these are simple first drafts as long as they have the main idea that rivers start out small and become larger and faster as they flow from the mountains to the sea.
• After a few minutes, call students together. Share the main idea statements that you pre-selected.
• Tell students that you can tell from their main idea statements that they were really looking out for distractors. Ask the class or a few students you worked with to share the distractors that they found (e.g., the pictures, the paragraph about wildlife).	

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Work Time (continued)	Meeting Students' Needs

B. Finding Key Details (15 minutes)
• Ask a volunteer to read the second learning target. Tell students that they will now be working on the second part of their task card, finding key details.
• Refer to the Determining the Main Idea and Key Details anchor chart. Tell students that the approaches that they named in Lesson 7 are good ones to try with this new text. Tell them to look for words that signal importance and also watch out for distractors in the key details, just as they did with the main idea.
• Distribute **highlighters**.
• Give students about 8 minutes to work with their partner on Part 2: Finding Key Details.
• Circulate as the pairs work. As needed, ask questions like:
  * "Why did you select this passage as a key detail?" (Listen for approaches from the anchor chart.)
  * "What words or sentences do you think might be distractors?" (personal stories, "I," pictures)
  * "Did you notice any other words or phrases that signaled importance?" (Listen for "most" and "often.")
• After about 8 minutes, gather the class together. Give specific praise of times you saw or heard students watching out for distractors.
• Direct the class to the third paragraph on the second page. Ask students to read along silently as you read this paragraph aloud.
• Ask:
  * "What are the distractors in this paragraph? How do you know these are distractors and not key details?"
• Give students time to think and then call on a volunteer. Listen for ideas like: "The story of the author walking in the river and riding the raft are distractors. I can tell that these aren't key details because they don't connect to the main idea directly."	

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Work Time (continued)	Meeting Students' Needs

C. Describing the Connections Between Sentences (10 minutes)
• Refer to the third learning target:
  * "I can describe connections between sentences in 'River to the Sea' and how they support the key details and main idea."
• Remind students that when they read "Rivers and Streams" (in Lesson 7), they found that authors sometimes support the main idea and key details by using sentences that are connected. And they found several sentences in "Rivers and Streams" that were connected because they described the sequence or order of events using words like "first" and "last."
• Explain that today students will again make connections between sentences, but this time they will look for sentences that are connected in a different way. Tell them that instead of explaining a sequence or order, these sentences will make a *comparison*.
• Explain that the word *comparison* comes from another word, its root word, *compare*. Explain that *compare* means to describe what is alike, or similar, and what is different about two things.
• Give students a few examples: "You might compare two video games when deciding which to buy. Or you might compare the flavors of two kinds of ice cream." Ask:
  * "What else could you compare?"
• Add the words *compare* and *comparison* to the Power Words section of the Power Words/Water Words anchor chart.
• Project the text on the document camera. Direct students to the last paragraph on page 1 and reread the first sentence aloud: "Rivers often start in the mountains with no more than a trickle." Then direct students to the last sentence of the same paragraph on page 2: "As more and more water joins a river, it gets wider and deeper and faster."
• Ask:
  * "How are these sentences connected?"
• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: "They tell what the river looks like at the beginning and what it looks after it has more water."
• If needed, follow up:
  * "What words in these sentences make the *comparison*, or what is alike and different, clear to the reader?" Call on volunteers to respond. Listen for: "wider" and "deeper" and "faster." Also listen for students to explain: "When the author says wider or deeper, it is comparing how part of the river is different from another part."	

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Work Time (continued)	Meeting Students' Needs

• Explain that these sentences *compare* the rivers beginning with what it looks like toward its end, and the author uses words with "er" at the end to signal this to the reader.
• Ask:
  * "What other word endings do you know, like 'er,' that might show comparison?"
• Give students 1 minute to call out answers. Listen for the suffix "est." If needed, prompt students by giving them additional examples: "deep, deeper, and ... deepest," "wide, wider, widest."
• Tell students that some other words, such as "also," "as," and "like," signal comparisons. Record these endings and words so that students can reference them.
• Ask students to reread the third paragraph down on page 2 of the text with their partner. Prompt them to circle other words that show comparison and monitor them as they work. Look for students who circled "strongest" and "deepest." After students have had a few minutes to work, point out these words using the document camera. Ask:
  * "How do these words signal that there will be a comparison in this paragraph?"
  * "What is being compared in the sentences of this paragraph?"
• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: "They compare the current in the shallow edge of the river and the deeper middle of the river."
• Ask:
  * "What do you think is the most important idea that the author wants you to know about rivers and streams from the comparison in this section?" Listen for ideas like: "The deeper part is moving faster."
• Explain that authors often use comparisons to help readers understand information about a topic. Here the author is comparing different parts of the river to help readers understand how the river changes from beginning to end.
• On the Determining the Main Idea and Key Details anchor chart, below "Notice how sentences are connected," add "Comparisons of details or ideas" to both the Main Idea and Key Details sections (see the supporting materials).	

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Closing and Assessment	Meeting Students' Needs
A. Debrief: It's NOT All about the Main Idea (5 minutes) • Ask: * "In this text, you noticed a lot of pictures and personal stories about the author. Why do you think an author might include information that doesn't directly support the main idea?" • Give students a moment to think and then to share with a partner. • After a few minutes, call on a few volunteers to share. Listen for ideas like: "to make the text more interesting," "to share his love of rivers," and "to help the reader imagine the river more clearly." • Emphasize that writers write informational text to teach readers, but also to share things they love. Paying attention to the details and key ideas is important, but it's also good to notice other things that may be important to the author. • Preview the homework.	

Homework	Meeting Students' Needs
• Take home "River to the Sea." Reread the text and look at the key details that you highlighted and starred. Then read the first draft of your main idea statement. Decide whether you need to revise it. If you write a new one, put a number 2 next to it. Put a √ if you choose not to revise. • Continue reading in your independent reading book for this unit at home.	• If you have students who are likely not to bring their papers back to school, make a copy of them before sending them home.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 8
Supporting Materials

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Image of a Brook

Addison, Martin, "Dolis Brook", 21 February, 2011. Online image. http://commons.wikimedia.org/wiki/File:Dollis_Brook_-_geograph.org.uk_-_870891.jpg

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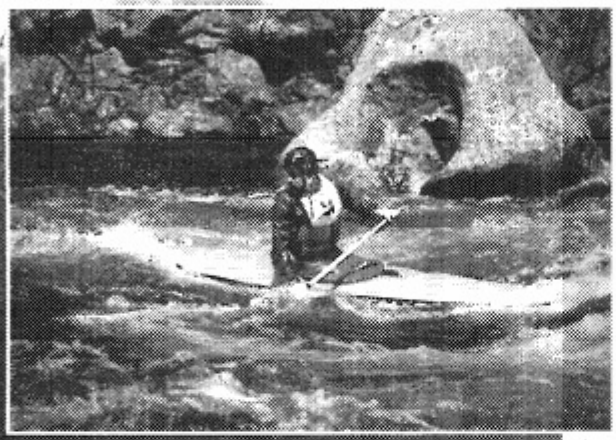
River to the Sea

By Stephen R. Swinburne

When you have a river for a neighbor, you can't help but get wet. I live beside the West River in Vermont. It's deep enough to swim in and as wide as a two-lane road. I've fished and skimmed stones on the West River. I've even fallen in. But for all the time I've spent playing in the river, I didn't know where it began or where it ended. I decided to find out.

Rivers often start in the mountains with no more than a trickle. Rain, melting snow, and water from springs have nowhere to go but down. As trickles follow the easiest paths down, they combine to form brooks. Brooks join to become streams, and streams meet to become rivers. As



A kayaker rides the current of the West River.

Rivers are connected to faraway places.

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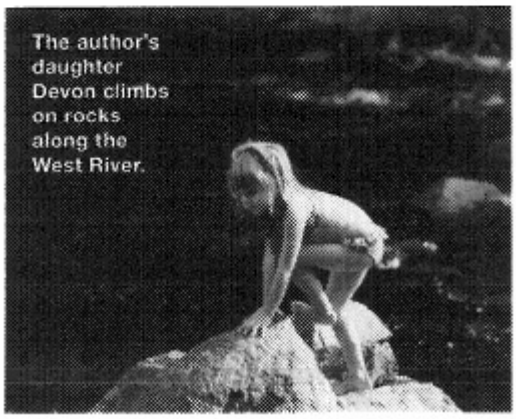
more and more water joins a river, it gets wider and deeper and faster.

That's what happens to the West River. I followed a map to learn this. I drove, then hiked, into the wooded hills about fifteen miles north of my house. I saw that the West River begins as a dribble, skinny as a pencil. By the time it reaches my town, it has become a river.

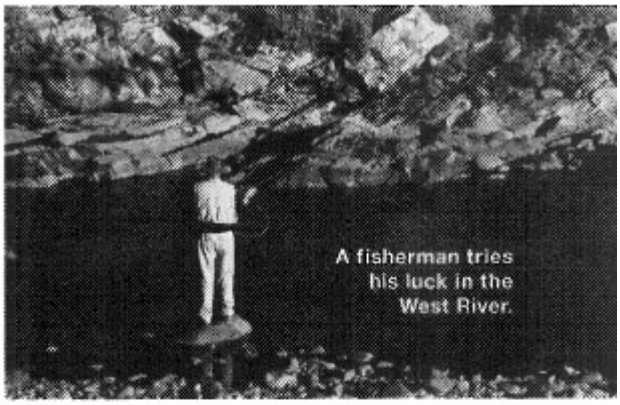
Rivers work hard. They're great diggers. The swift current of a river is a watery shovel digging up pebbles, silt, and sand. Rivers are also carriers. They carry lots of rocks and sand downstream.

In most large rivers, the current is strongest in the deepest part. I can get my feet wet and test this. When I step into ankle-deep water, I feel very little current. But as I step farther out where the water rises over my knees, the current tugs at my legs. I like to ride the river's current on my tube or rubber raft in summer.

Rivers are great places to see fish, insects, and other wildlife. Lots of animals and birds live near rivers because there's a good food supply,



The author's daughter Devon climbs on rocks along the West River.



A fisherman tries his luck in the West River.

plenty of drinking water, nesting places, and shelter. To see wildlife, I step quietly. I never know what might be around the next bend—a deer and fawn drinking, a family of ducks, a dragonfly skimming the water hunting mosquitoes. I once saw a bird called an osprey flying over the West River with a foot-long fish in its claws. Rivers are a source of life to many creatures.

Most rivers eventually empty into the sea. Once again, I got into my car with a map, this time to see where the West River goes. I followed it through the countryside of southern Vermont to find that it merges with the wide Connecticut River. The Connecticut River flows out of Vermont, south into Massachusetts, then into Connecticut. It finally joins Long Island Sound and the Atlantic Ocean.

The river outside my door is connected to faraway places. It's neat to know that if I launched a sturdy boat into the river by my house, someday it might reach the open sea. That's the best thing about a river. It's water on the move, and it knows just where to go.

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Determining the Main Idea and Key Details Task Card

Learning target: I can determine the main idea and key details of an informational text.

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, thenwrite a **main idea** statement.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details Task Card

For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

(Answers will vary)
Rivers change and change the land as they move from the mountains to the sea.

Note: Student answers may not be this complete on the first draft. Look for something about rivers and streams changing the earth/land.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

(Answers will vary. In general, key details should not include the author's personal stories.)
Rivers often start in the mountains.
Water has nowhere to go but down.
Rivers follow the easiest path.
As rivers, brooks, and streams join, they change, often getting wider, deeper, and faster.
Swift currents dig up pebbles, silt, and sand.
Rivers carry lots of rocks and sand downstream.
The current is strongest in the deepest part.
Most rivers empty into the sea.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details anchor chart

For Teacher Reference; Adapt to Suit Based on Student Responses

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining …

The Main Idea	Key Details
(Answers will vary) **Pay attention to text features:** **titles and subtitles** **Notice what the author writes about most** **Use the pictures** **Notice how sentences are connected:** **Sequence (order)of what happens** **Comparisons of details or ideas** **Look out for distractors in text and pictures**	**(Answers will vary)** **Pay attention to text features:** **bold text for important words** **Look for words and phrases that signal importance:** **All** **Over time** **Often** **Most** **Notice how sentences are connected:** **Sequence (order)of what happens** **Comparisons of details or ideas** **Watch out for things that distract from the main idea:** **Personal stories** **Pictures/photographs**

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 9

Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about Rivers and Streams

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can compare and contrast two texts about rivers and streams.	• Comparing and Contrasting Texts recording form

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Agenda	Teaching Notes
1. Opening A. Engage the Reader: Comparing and Contrasting Classmates (5 minutes) 2. Work Time A. Reviewing the Texts: Beginning the Comparing and Contrasting Anchor Chart (10 minutes) B. Comparing Texts (25 minutes) C. Contrasting Texts (15 minutes) 3. Closing and Assessment A. Debrief: Adding to the Strategies for Comparing and Contrasting Anchor Chart (5 minutes) 4. Homework A. Check over your Comparing and Contrasting Texts recording form to make sure it is complete with your best quality. B. Continue reading in your independent reading book.	• This lesson builds on Lessons 6–8, with students comparing and contrasting the two texts they read in those lessons. • During Opening A, students compare and contrast two classmates. Be thoughtful about the framing of this activity in relationship to your classroom norms. If you are not convinced that students can do this kindly, provide two pictures (e.g., two animals) for them to compare and contrast instead. • The Comparing and Contrasting Texts recording form used in this lesson, Lesson 12, and the end of unit assessment is intended to expose students to a more sophisticated tool than the Venn diagram that they used in Module 2A (Freaky Frogs). Consider having Venn diagrams available for students who have the skill to compare and contrast but may struggle with the new format. • In advance: Review students' annotated texts from Lessons 6–8 and make sure they have determined both the main ideas and key details. Make sure all students have access to these annotated texts from Lessons 6–8. • Students should be in the same pairs as in Lessons 6–8. • Post: Learning target.

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Lesson Vocabulary	Materials
compare, contrast, similar/similarity(-ies), different/difference(s)	• Power Words/Water Words anchor chart (from previous lessons) • Students' annotated texts, "Rivers and Streams" and "River to the Sea" (from Lessons 6-8) • Chart paper for new anchor chart: Comparing and Contrasting • Comparing and Contrasting Texts recording form (one per student and one for display) • Comparing and Contrasting Texts recording form (for teacher reference) • Document camera

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Opening	Meeting Students' Needs

A. Engage the Reader: Comparing and Contrasting Classmates (5 minutes)
• Collect students' homework for use with Lesson 11.
• Tell the class: "In a minute, I am going to ask for two volunteers. You will have a chance to describe them using what you *know* about them, not what you *see*."
• Ask:
  * "What sorts of things might we share about our volunteers?"
• Give students time to think, then elicit responses. These might include ideas such as: things they like, sports they play, the makeup of their families, things they are good at, etc.
• Ask for two student volunteers to stand in front of the class. Ask the class to think and then talk with a partner:
  * "How can we compare (name) and (name)? What is *similar* about them?"
  * "How can we contrast (name) and (name)? What is *different*?"
• After partners get a chance to talk, solicit responses from three to five students. As students compare and contrast their classmates, reinforce the vocabulary of similarities and differences by responding with comments like: "That's a great *similarity*" or "You named a big *difference* between them."
• Remind students that in Lesson 8, they learned the words *compare* and *comparison*. Explain that today you are introducing a few new words: *contrast*, *similar*, and *different*. Explain that when you compare two things, you think about what is similar, or alike, and what is different, but when you contrast two things, you are focusing only on what is different.
• Point out the parts of speech of the words *similar/different* (adjectives) and *similarities/differences* (nouns). Add the words *compare*, *contrast*, *similar*, *similarities*, *different*, and *differences* to the Power Words section of the **Power Words/Water Words anchor chart**.
• Remind students that in Lesson 8, they examined comparisons in sentences and paragraphs within a text. Explain that today they will compare and contrast two different texts.
• Direct students to the learning target. Tell them that today they will be comparing and contrasting (or finding the similarities and differences between) the two texts that they have read about rivers and streams. Tell them that this is much like the work they did when they compared poison dart frogs (in Module 2A).	

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Work Time	Meeting Students' Needs

A. Reviewing the Texts: Beginning the Comparing and Contrasting Anchor Chart (10 minutes)
• Ask students to sit with their partners and their annotated texts from the previous lessons: **"Rivers and Streams"** (from Lessons 6–7) and **"River to the Sea"** (from Lesson 8).
• Tell students: "Talk with your partner. What are some of the similarities and differences between these two texts? How would you compare and contrast them?"
• As pairs work, circulate and observe the approaches they are using for finding similarities and differences. Take note of any effective methods to add to the Comparing and Contrasting anchor chart in the next section of the lesson.
• After 5 minutes, ask:
  * "What did you and your partner do to find similarities and differences between these texts?"
• Challenge each pair to come up with at least one or two ideas. After they have had a chance to work, cold call a few students to share ideas. Add these to the **Comparing and Contrasting anchor chart**. As each group shares, invite other students who had the same idea to give a silent signal. Continue sharing until the class has shared at least two or three ideas for both similarities and differences. Listen for ideas like: "Read the main idea statements for both texts. Think: How is the main idea the same? How is the main idea different?" or "Reread the key details that you have starred. Circle words and phrases that have the same meaning" or "Make notes in the margin about similarities."
	• If students were absent for one of the two previous lessons, provide an annotated text or have them look on with their partner.
	• If students complete preparation early, give one of these options:
	  – Support your partner.
	  – Share the similar ideas that you found.
	  – Talk with your partner about the strategies you used.
	  – Investigate the text to see if there are additional similarities.

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Work Time (continued)	Meeting Students' Needs

B. Comparing Texts (25 minutes)
• Distribute the **Comparing and Contrasting Texts recording form**. Point out that this tool is different from the Venn diagram that they used in Module 2, but it serves the same purpose.
• Ask:
  * "Why is it important to try different tools?"
• Give students time to think and then call on a few to respond. Listen for ideas like: "Different tools can help you get the job done better," "There is often more than one tool that will work," and "You have to figure out which one is best for you."
• Direct the class to the first section, Similarities. Call on a student to read the question in this box aloud.
• Tell the class: "Your first task is to work with your partner to write down words and phrases in the Similar Ideas to Include box. Remember, you want to write down similar ideas. It's OK if the words the authors use are a little different."
• Give pairs about 5 minutes to work.
• Observe them as they are working. As you observe, take notes about effective strategies partners are using to identify similar ideas to include (circling similar phrases/ideas, taking notes in the margin, cross-checking texts, and writing phrases in the Ideas to Include box) and to support each other to share with the class (e.g., asking each other questions, comparing their recording forms, trying to craft sentences together).
• As pairs work, ask them questions like:
  * "What are the similar ideas that both authors want you to know about rivers and streams?"
  * "What evidence is there from BOTH texts to support this idea?"
• After about 5 minutes, gather students together. Ask for one or two volunteers to share some of their Similar Ideas to Include. Tell students to give a silent signal if they have written down similar ideas.
• Direct the class to the Similarities Statement section of the recording form. Say: "Now you are going to take your ideas to include and turn them into a statement. This is a lot like the main idea statements that you wrote in the previous lessons."
• Ask: "What do you think these statements should include?" Solicit ideas from the class, such as:
  * It should address the major similarities between the texts.
  * It should pull together the key details.	

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Work Time (continued)	Meeting Students' Needs
* It should be short, only two or three complete sentences. * Ideas should connect. • Write these on the board for reference. • Give students about 5 minutes to write their own similarities statement. Circulate as they work, directing them to the criteria as needed. Notice which students have strong similarities statements to share with the class. • After about 5 minutes, gather students together. Share a few of the students' statements. Tell students to give a silent signal if they have written similar statements. Name what makes these statements strong. (For example: "I notice that (student) included the major similarities from both texts" and "I noticed (student) used words like *as* to make the ideas connect.")	
C. Contrasting Texts (15 minutes) • Project the Comparing and Contrasting Texts recording form on the **document camera**. Direct the class to the second section, Differences. Call on a student to read this box aloud. Tell students that they will now contrast texts, or find the things that are different, just as they did with their classmates this morning. Give a few examples of the differences they named in the classmate comparison. • Refer the class to the Comparing and Contrasting anchor chart. Tell students that if they get stuck, they can use these ideas to find the differences between the texts. • Tell pairs that they will have 5 minutes to work together to complete the Differences section of the Comparing and Contrasting Texts recording form. Tell them that they can write words and phrases if they choose. • As pairs work, circulate and record effective strategies that you see them using. After 5 minutes, stop the students. Call out a few effective strategies that you observed. If needed, pull a small group or the whole class together for a mini lesson. For example, you might have students compare the sections on erosion in the two texts. • If no mini lesson is needed, give students 5 additional minutes to work independently on the Differences section of their recording form. Tell them they can get support from their partner if they need it.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Adding to the Strategies for Comparing and Contrasting Anchor Chart (5 minutes) • Gather students together. Ask them to share a few of the differences they recorded. Give them think time, then solicit a few responses. • Ask: * "Which was easier, finding similarities or finding differences?" • Ask students who thought it was easier to find similarities to raise their hands. Then ask students who thought it was easier to find differences to raise their hands. Call on a few from each group to share their best strategy. If there are any new strategies, record them on the anchor chart. • Commend students for their effort. Tell them that they will have another chance to try this after they read two more texts. • Preview the homework.	• Physical movement supports ELLs and students with different learning styles. • Reading the text from *One Well* promotes fluency and may provide some students with deeper understanding of the text.
Homework	**Meeting Students' Needs**
• Check over your Comparing and Contrasting Texts recording form to make sure it is complete with your best quality. Don't forget to bring home your texts. • Continue reading in your independent reading book for this unit at home.	• Before Lesson 12, carefully review the students' Comparing and Contrasting Texts recording forms to determine the specific support they may need. A few possible mini lessons are shared in Lesson 12.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 9
Supporting Materials

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Comparing and Contrasting Texts Recording Form

Text 1: _____ **Text 2:** _____

Similarities: What are the similar main ideas and key details that both authors want you to know?
Similar ideas to include:
Similarities statement:

Differences: What different details does each author include to support the big idea?

Text 1:	**Text 2:**

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Comparing and Contrasting Texts Recording Form

For Teacher Reference

Text 1: "Rivers and Streams" **Text 2:** "River to the Sea"

Similarities: What are the similar main ideas and key details that both authors want you to know?
Similar ideas to include: **(Answers will vary but should mostly connect to the answer below)** **Start in high places; run downhill; streams join to form rivers; carry rocks with them; rivers connect to oceans.**
Similarities statement: **(Answers will vary but should mostly connect to the ideas above)** **Rivers and streams start at high points like mountains. As water moves downhill, small streams and rivers join other small streams and rivers until they become large rivers. As rivers flow, they cut into the land and carry rocks and sand downstream. Eventually, the rivers connect to larger bodies of water like oceans.**

Differences: What different details does each author include to support the big idea?	
Text 1: **(Answers may vary; full sentences are not necessary)** **Erosion is cutting into the land.** **River deposits can create new land.**	**Text 2:** **(Answers may vary; full sentences are not necessary)** **As rivers, brooks, and streams join, they often get wider, deeper, and faster.** **Current is strongest in the deepest parts of the rivers.**

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Comparing and Contrasting Anchor Chart

For Teacher Reference; Adapt to Suit Based on Student Responses

Comparing (Finding Similarities)	Contrasting (Finding Differences)
Read the main idea statements for both texts. Think: How is the main idea the same? **Reread the key details. Code words and phrases that have the same meaning.** **Make notes in the margin about similarities.** **Cross-check texts.**	**Read the main idea statements for both texts. Think: How is the main idea different?** **Reread key details. Code words and phrases that are different.**

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 10

Determining the Main Idea and Key Details:

"Recycling Water in the Well" from Page 8 of *One Well*

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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 use the meaning of root words to help me determine the meaning of new words with the same root. (L.3.4c)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use root words to help determine the meaning of unfamiliar words in "Recycling Water in the Well." • I can determine the main idea and key details of "Recycling Water in the Well." • I can answer questions using specific details from "Recycling Water in the Well."	• Students' annotated text, "Recycling Water in the Well"

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Things That Get Recycled (5 minutes) B. Unpacking the Learning Targets (5 minutes) 2. Work Time A. Determining the Main Idea (25 minutes) B. Finding Key Details (15 minutes) C. Revising the Main Idea Statement (5 minutes) 3. Closing and Assessment A. Naming the Parts of the Water Cycle (5 minutes) 4. Homework A. Read page 9 of *One Well*. Talk to someone at home about the fact that is most interesting to you. Draw a picture to illustrate this fact. Be ready to share: "Why do authors use illustrations?"	• The Scattergories activity in Opening A is intended to engage students by getting them to think about the many things that they know are recycled. This will support them in thinking about the more abstract concept of recycling water. • This activity is also intended to introduce students to the use of root words to determine the meaning of unfamiliar words. Learning root words, in addition to affixes, is an excellent way for students to build their vocabulary skills. In this lesson, students focus on the roots *cycle* and *vapor* to help them determine the meaning of words in the text such as *recycle* and *evaporate*. • Lessons 10–12 follow a similar pattern to Lessons 6–9: Students read two texts and then compare them. In this lesson, the class works with the task card from Lessons 6–8 with increased independence. • Students will work with the texts from Lesson 10 and 11 again in Lesson 12 and during the end of unit assessment. Be sure they hold on to all of their texts and recording forms. • For Lessons 10–12, consider changing partners. For these texts, heterogeneous groupings, particularly pairing visual/spatial learners with less visual/spatial learners, may be supportive, as the text of Lesson 11 is graphically dense. • The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. Complement this lesson with hands-on science experiments or demonstrations. • Students are asked to code the text in this lesson. To keep the books clean for future classes, have students code on a transparency on top of the text. To prepare: Use a paper clip to attach a transparency to page 8 of *One Well* for each student. Students will write on these with a wet erase marker rather than directly annotating the text. (If multiple classes use the text, have enough transparencies for each student so that you can keep these for Lessons 12 and 13.) Alternatively, students could use sticky notes, although this will take additional instruction. • Post: Learning targets.

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Lesson Vocabulary	Materials
cycle, recycle, vapor, evaporate/evaporation, condensation, precipitation, vapor, droplets	• Stopwatch/timer • Power Words/Water Words anchor chart (from previous lessons) • Determining the Main Idea and Key Details anchor chart (from previous lessons) • *One Well: The Story of Water on Earth* (one per student) • Determining the Main Idea and Key Details task card (from Lesson 8) • Determining the Main Idea and Key Details task card (specific to today's text; for teacher reference) • Slip of paper or index card • Wet erase markers (one per student) • Clear piece of plastic/transparency (one per student; see Teaching Notes) • Paper clips (two per student; see Teaching Notes)

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Opening	Meeting Students' Needs

A. Engaging the Reader: Things That Get Recycled (5 minutes)
• Play a game of Scattergories with the students. Say: "We're going to play a game of Scattergories. In this game, your goal is to come up with as many ideas as you can about a topic in 1 minute. Your topic today is 'Things That Get Recycled.' Take a minute to think of a few things to share. Then, when I say 'go,' start calling out words."
• Give students a few moments to think, then set a **timer** for 1 minute or give a student a **stopwatch**. Record the ideas that the students call out without commentary. When time is up, congratulate students on their list and their teamwork. Call out a few of the things that are commonly recycled. There is no need to discuss every item or to debate items that are questionable.
• Add the word *recycle* to the Power Words portion of the **Power Words/Water Words anchor chart**. Say: "You know a lot of things that get recycled. Let's see what we can figure out about the word recycle. Can any one tell me what the root or main part of the word *recycle* is?"
• Give the class think time, then call on a student to respond. Ask:
  * "What do you know or remember about the word *cycle*?"
• Students will likely share words/concepts they know that include the suffix *cycle* (e.g., bicycle, tricycle). They may remember "life cycle" from Module 2. Tell them that a *cycle* is a series of steps that repeats. Like the wheel on a bicycle, *cycles* go round and round. Add the word *cycle* to the Power Words portion of the anchor chart.
• Tell students that when they add the prefix "re" to the root word *cycle*, the word's meaning changes. Explain that "re" means again, so *recycle* means to go through a series of steps again and again.
• Explain that the roots, or main parts, of a word are important to know because they can help readers understand unfamiliar words by making connections to words they already know, like *bicycle* and *recycle*.
• Next, write these words on the board: *evaporate, evaporation, vapor*. Ask students to turn to a partner and discuss:
  * "What do these words have in common? Can you see a root?"
• Listen for students to notice that the word *vapor* is a root for all of these words. Explain that knowing the meaning of this root will help them understand what the words *evaporate* and *evaporation* mean. Tell students that the word *vapor* refers to tiny pieces of liquid that float in a gas. Give students an example: "Sometimes water vapor can be seen in your breath on a cold morning."
	• Consider using smaller groups to engage more students simultaneously.

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Opening (continued)	Meeting Students' Needs
• Explain that as students read today, they will use the root word vapor to help them understand what the words *evaporate* and *evaporation* mean.	
B. Unpacking the Learning Targets (5 minutes) • Direct students to the first learning target for this lesson. Ask: * "Who can tell us in their own words the topic that we will be learning about today?" • Tell students that over the next few days, they will read two new texts about how water is recycled. Then, as in the previous lessons about river and streams, they will compare and contrast them.	

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Work Time	Meeting Students' Needs

A. Determining the Main Idea (25 minutes)
• Tell students that today they will read page 8 of *One Well* and work independently on the task card that they used in the previous lessons.
• Remind the class that the first step will be to determine the main idea. Refer to the **Determining the Main Idea and Key Details anchor chart** and tell students that many of the approaches they named in previous lessons will be good ones to try with this new text. Show page 8 of *One Well*. Say:
  * "Look over our anchor chart and think about what you will try first. Give a silent signal when you know."
• Read a few of the approaches listed on the anchor chart. Ask students to raise their hand if they are planning to try this first.
• Distribute the materials students will need, including ***One Well***, the **Determining the Main Idea and Key Details task card**, a **slip of paper**, and **wet erase markers**. Tell students that rather than writing directly in their books, they should use the wet erase markers and their **piece of plastic/transparency sheets**. Instruct them to write their main idea statements on the slips of paper and to attach them to the paper clip.
• Tell students that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea.
• Circulate and observe as they work. Ask questions like these to individuals, small groups, or the whole class to prompt thinking:
  * "What is helping you determine the main idea?"
  * "What is this text mostly about?"
  * "How does water recycle?"/"How does the diagram at the bottom of the page help you to understand how water recycles?"
  * "How does the diagram at the bottom of the page help you to understand the fourth paragraph?"
• After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper.
• After 15 minutes total, call students together with their partners.
• Ask them to share their main idea statements with their partners and give their partners a chance to share their ideas as well. Remind them that when there is a difference between their ideas, it is important to notice that and discuss why they are different. Be sure students are using evidence from the text.
	• In this lesson, as in Lessons 6–8, students read independently in service of RI.3.10. If a student cannot grapple with the text independently, read the text aloud to the student or suggest that partners whisper read the text together. Note that you will not be able to assess RI.3.10 with this support.
	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text.
	• Use thoughtful grouping.
	• ELLs' language acquisition is facilitated by interacting with native speakers of English who provide models of language.
	• Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.

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Work Time (continued)	Meeting Students' Needs
• Circulate as pairs work and select a few strong main idea statements to share. It's OK if these are simple first drafts as long as they include the main idea that water cycles continuously. • After a few minutes, call students together. Share the main idea statements that you pre-selected. • Ask: * "Did anyone discover a new way to determine the main idea?" Call on volunteers to share and add their ideas to the Determining the Main Idea and Key Details anchor chart.	• Consider writing and displaying steps for close reading. Add nonlinguistic symbols to each step so students can return to the steps to make sure they are on track. • Consider allowing students to draw their observations, ideas, or notes when appropriate.

B. Finding Key Details (15 minutes)
• Tell students that they will now work on the second part of their task card.
• Refer to the Determining the Main Idea and Key Details anchor chart and tell students that the approaches they named in previous lessons may be good ones to try with this new text. Tell them that they may discover other ways of finding the key details, too.
• Remind students that they should not write directly in their books. Instead, they should use the wet eraser markers to highlight.
• Give students about 8 minutes to work on Part 2: Finding Key Details with a partner.
• Circulate as pairs work. As needed, ask questions like:
  * "Why did you select this passage as a key detail?" (Listen for new approaches to add to the anchor chart.)
  * "Which sentence best defines the process of *condensation* or what happens when water vapor *condenses*?"
  * "Which are examples of *precipitation*?"
  * "Did you notice any other words or phrases that signal that there might be a key detail?" (Listen for "over and over" and "year after year.")
• After about 8 minutes, gather the students together with their partners. Say:
  * "See if you can find at least two key details that you both highlighted. Discuss why you selected these details."
• Circulate as students discuss, listening to ensure that they accurately identified key details. If there are common errors, note these to incorporate in the next lesson.	

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Work Time (continued)	Meeting Students' Needs
C. Revising the Main Idea Statement (5 minutes) • Direct students to the third part of the task card. Tell them that they will have 5 minutes to reread their main idea statement and revise it, if they choose, based on their new learning from the key details.	

Closing and Assessment	Meeting Students' Needs
A. Naming the Parts of the Water Cycle (5 minutes) • Gather students. Tell them that the key details in the text they read today contain a lot of new words about water. Ask: * "What water cycle words should we add to our Water Words anchor chart?" • Give think time, then call on a few students to respond. Listen for words like: *evaporate/evaporation*, *condensation*, *precipitation*, *vapor*, and *droplets*. Add these words to the Water Words portion of the Power Words/Water Words anchor chart. • Distribute the homework.	• Physical movement supports ELLs and students with different learning styles. • Reading the text from *One Well* promotes fluency and may provide some students with deeper understanding of the text.
Homework	**Meeting Students' Needs**
• Read page 9 of *One Well*. Talk to someone at home about the fact that is most interesting to you. Draw a picture to illustrate this fact. Be ready to share: "Why do authors use illustrations?"	

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 10
Supporting Materials

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Determining the Main Idea and Key Details Task Card

For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

- **The same water has always been on earth. It recycles by moving through the water cycle.**

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

(Answers will vary.)
(any idea from the first paragraph)
"The amount of water on Earth doesn't change."
"The same water just keeps going through a cycle over and over again."
"Water evaporates.... It rises into the air as water vapor."
"Droplets form clouds."
Droplets fall.
"Precipitation returns to oceans, lakes, and rivers."
"Water continuously circulates through the water cycle."
Diagram shows water rising from the ocean into clouds, rain falling from clouds, and then rain flowing back to the ocean.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details anchor chart

For Teacher Reference; Adapt to Suit Based on Student Responses

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining …

The Main Idea	Key Details
(Answers will vary) **Pay attention to text features:** **titles and subtitles** **Notice what the author writes about most** **Use the pictures** **Notice how sentences are connected:** **Sequence (order) of what happens** **Comparisons of details or ideas** **Look out for distractors in text and pictures**	**(Answers will vary)** **Pay attention to text features:** **bold text for important words** **Look for words and phrases that signal importance:** **all** **over time** **often** **most** **over and over** **year after year** **Notice how sentences are connected:** **Sequence (order) of what happens** **Comparisons of details or ideas** **Watch out for things that distract from the main idea:** **Personal stories** **Pictures/photographs**

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 11

Determining the Main Idea and Key Details: "The Water Cycle" (from the USGS)

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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 use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can make connections between specific sentences and paragraphs and the overall text. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use words and illustrations to determine the main idea and key details of "The Water Cycle." • I can describe connections between sentences in "The Water Cycle" and how they support the key details and main idea.	• Students' annotated text, "The Water Cycle"

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Sharing Pictures of Water Facts (3 minutes) B. Unpacking the Learning Targets (2 minutes) 2. Work Time A. Determining the Main Idea (25 minutes) B. Finding Key Details (15 minutes) C. Describing the Connections between Sentences (10 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Complete the third part of your task card. Reread your main idea statement and revise it using the key details you identified today. B. If you did not finish determining the main ideas and key details of "The Water Cycle," please complete it with your best quality. Be sure to bring your text and task card back to use in our next lesson.	• Students will work with the texts from Lesson 10 and 11 again in Lesson 12 and the end of unit assessment. Be sure students hold on to all of their annotated texts. • Students should be in the same pairs as in Lesson 10. • If, during Lesson 10, you noticed common misconceptions in identifying the main idea or key details, make a plan for addressing them here in Lesson 11. • This text exposes students to concepts that extend beyond the third-grade science standards. It is not expected that they will master these scientific concepts as part of this ELA unit. • The goal of this lesson is for students to build scientific knowledge while becoming better readers. This lesson does not fully address science content standards or replace hands-on, inquiry-based science. Please see the Unit 1 overview for suggested science resources. Complement this lesson with hands-on science experiments or demonstrations. • Post: Learning targets.

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Lesson Vocabulary	Materials
diagram, atmosphere, solid, liquid, gas, runoff, groundwater, cause, effect	• Power Words/Water Words anchor chart (from previous lessons) • Document camera or projector • "The Water Cycle" (one per student) • Determining the Main Idea and Key Details anchor chart (from previous lessons) • Determining the Main Idea and Key Details task card (from Lesson 8) • Determining the Main Idea and Key Details task card (specific to today's text; for teacher reference) • Highlighter or colored pencil (one per student) • Slip of paper

Opening	Meeting Students' Needs
A. Engaging the Reader: Sharing Pictures of Water Facts (3 minutes) • Gather students together with their homework. Have them share their homework with a partner. Select a few illustrations to share with the class. Ask: * "Why do authors use illustrations?" • Give students a few minutes of think time, then call on a few volunteers. Listen for ideas like: "to make the meaning more clear" and "to make the text more interesting."	• Illustrations support visual learners.
B. Unpacking the Learning Targets (2 minutes) • Read the first learning target aloud. Tell students that just as they might use illustrations to help make the meaning more clear and interesting, authors also use illustrations. Read the second target and remind students that authors organize sentences and paragraphs to help readers understand key details and the main idea, and they will make connections between sentences in this text just as they did with "Rivers and Streams" and "River to the Sea."	

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Work Time	Meeting Students' Needs

A. Determining the Main Idea (25 minutes)
• Tell students that today they will study a *diagram* and read text about the water cycle, working again with the task card they used in previous lessons. Tell them that a diagram is simply an illustration that explains the parts of something. Add the word *diagram* to the Power Words section of the **Power Words/Water Words anchor chart**.
• Using the **document camera** or **projector**, project the diagram from **"The Water Cycle."**
• Give the class a few minutes to look at this diagram. Then ask students to discuss with a partner:
  * "How did knowing the meaning of the root word *vapor* help you understand the meaning of the word *evaporate* in the text?"
• Give pairs a few minutes to talk, then cold call a student to share. Listen for: "Knowing that *vapor* means the water is a gas helped me infer that *evaporate* means when water turns from liquid to gas."
• Add the words *vapor*, *evaporate*, and *evaporation* to the Water Words section of the Power Words/Water Words anchor chart.
• Ask:
  * "What did the author do to help make the meaning clear?"
• Give pairs a few minutes to talk, then cold call a student to share. Listen for ideas like: using text features (bold text, arrows) to help make meaning clear. Add these to the "Text Features" section of the **Determining the Main Idea and Key Details anchor chart**.
• Ask:
  * "What did the author do to make the diagram more interesting?" Listen for: the cute faces, slides, etc. Refer to the Determining the Main Idea and Key Details anchor chart and explain that just like in "River to the Sea," the things an author does to make the text more interesting can also be distractors. Ask students to share a few specific examples of distractors from this text (e.g., water drops having a picnic, sunbathing water drop, etc.).
• Distribute "The Water Cycle" and the **Determining the Main Idea and Key Details task card**.
• Tell students that they will have 15 minutes to work with this text independently and complete Part 1: Determining the Main Idea.
	• This text/diagram will likely be challenging for students. As students work toward RI 3.10, it is important that they struggle with text and times and independently use strategies to make meaning.
	• Explanation of timing helps students to manage their own time, as they will need to do in many situations, including test taking.
	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text.

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Work Time (continued)	Meeting Students' Needs

• Circulate and observe as they work. Ask questions like these to individuals, small groups, or the whole class to prompt thinking:
  * "How does the diagram help you understand the main idea?"
  * "Did you notice any text that was used more than once? Why do you think this text was repeated?" Listen for: "The first paragraph/blurb at the top of the diagram is repeated. It's the main idea."
  * "What text features are you using to determine the main idea?" Listen for: title, subtitles, bolded text on diagram.
• After 10 minutes, tell students that they will have 5 more minutes to work and to record the first draft of their main idea statement on the back of their paper. As they work, consider pre-selecting a few strong main idea statements to share.
• After 15 minutes total, call students together with their partners.
• Call on a few volunteers or pre-selected students to share their main idea statements. It's OK if these are simple first drafts as long as they include the main idea that there are many ways water moves through the earth.
• Project the diagram. Ask:
  * "How does the diagram help you understand the main idea?"
• Give students a moment to think, then call on a volunteer. Add any new ideas to the Determining the Main Idea and Key Details anchor chart.
• If students do not name it on their own, tell them that sometimes you need to sit back and take a big-picture view. Ask them to share with their partners:
  * "Just from looking at the picture, what do you think the author of this text most wants you to know about the water cycle? How do you know?"
• Give pairs time to discuss, then cold call a few students to share. If needed, prompt them for evidence. Listen for ideas like: "The pictures of all the rain drops in the water, the sky, and going down the mountains tells me that the water on earth is busy; it's moving around all the time" or "There are many ways that water moves through the water cycle, not just one way. I know because of all different ways the water droplets are shown on the page."	

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Work Time (continued)	Meeting Students' Needs

B. Finding Key Details (15 minutes)
• Distribute **highlighters** or **colored pencils**. Tell students that they will now be working on the second part of their task card.
• Refer to the Determining the Main Idea and Key Details anchor chart and tell students that the approaches they named in previous lessons may be good ones to try with this new text. Tell them that they may discover other ways of finding the key details, too.
• Give students about 8 minutes to work on Part 2: Finding Key Details with a partner.
• Circulate as students work. As needed, ask questions like:
  * "Why did you select this passage as a key detail?" Listen for new approaches to add to the anchor chart.
  * "What text features would be best to use to determine the key details? Why?" Listen for: bolded vocabulary words, little pictures next to subheadings, etc.
  * "Why do you think the author included pictures of slides to illustrate runoff? What words from the text help you to understand this?" Listen for: "Water that flows downhill is runoff."
  * "What can you learn about groundwater from looking at the diagram that you can't learn from the text?" Listen for: "Some groundwater goes into plants or comes out of the ground as springs" and "Water soaking into the ground is called seepage."
  * "Did you notice any words or phrases that signal that there might be a key detail?" Listen for: "most" and "always."
• After about 8 minutes, gather the students together with their partners. Say:
  * "See if you can find at least two key details that you both highlighted. Discuss why you selected these details."
• Circulate as pairs discuss, listening to ensure that students accurately identified key details.
• If many students are misidentifying key details, pull the whole class or a small group together and ask some of the text-dependent questions listed above. If necessary, forgo Work Time C to ensure that students are competent at finding key details.	

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Work Time (continued)	Meeting Students' Needs

C. Describing the Connections Between Sentences (10 minutes)
• Refer to the third learning target:
  * "I can describe connections between sentences in 'The Water Cycle' and how they support the key details and main idea."
• Remind students that when they read "Rivers and Streams" (in Lesson 7) and "River to the Sea" (in Lesson 8), they found that authors sometimes support the main idea and key details by using sentences that are connected. They found several sentences in "Rivers and Streams" that were connected because they described the sequence, or order, of events using words like "first" and "last." In "River to the Sea," they found sentences that were connected because they made comparisons.
• Explain that today students will again make connections between sentences, but this time they will look for sentences that are connected in a different way. Instead of explaining a sequence or making a comparison, these sentences show *cause* and *effect*.
• Explain that the word *cause* means something that makes something else happen. Give examples: "Traffic causes the school bus to be late" or "Eating too much ice cream may cause a stomachache." Go on to explain that the word *effect* is what results from a cause. Give examples: "The school bus being late was the effect of traffic" and "The stomachache was the effect of eating too much ice cream."
• Tell students that today they will see how an author can connect sentences to show *cause* and *effect*.
• Add the words *cause* and *effect* to the Power Words section of the Power Words/Water Words anchor chart.
• Project the text on the document camera. Direct students to read along as you read the sentence in the text (not the diagram) under the subheading "The Sun":
  * "The sun makes the water cycle work by providing energy, in the form of heat."
• Then read the sentence that follows under the subheading "Evaporation":
  * "The sun causes liquid water to evaporate, or turn from a liquid to a gas (water vapor)."
• Ask:
  * "How are these sentences connected?"
• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: "One talks about how the sun gives heat to make the cycle work, and the other says it causes water to turn to evaporate."	

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Work Time (continued)	Meeting Students' Needs

• If needed, follow up:
  * "What word in these sentences shows the reader how the ideas in the sentences are connected?" Call on volunteers to respond. Listen for: "causes."
• Explain that these sentences help the reader understand the key details about the sun's effect on the water cycle, and the word causes helps the reader make this connection.
• Point out that sentences that show cause and effect might not have these words in them, though.
• Direct students to read along as you read the text under the subheading "Precipitation": "The tiny cloud droplets combine with each other and grow into bigger water drops. When they get heavy enough, the water drops fall to Earth as precipitation, such as rain and snow. In cold climates, precipitation builds up as snow and ice, solid forms of water."
• Ask:
  * "Which two sentences in this paragraph show cause and effect?"
• Give students a moment to share with a partner, then cold call a student to respond. Listen for ideas like: "The first sentence talks about water drops combining, and the second sentence talks about how this causes precipitation."
• Students may struggle to explain how these two sentences are connected to show cause and effect. Point out the word *they* in the second sentence and ask:
  * "What does the word *they* mean in this sentence?"
• Students should notice that this word refers to the "droplets" in the prior sentence.
• Ask:
  * "Why do you think it is important for readers of this text to understand cause and effect?" Listen for ideas like: "Because in the water cycle, one thing causes another thing to happen, like the sun causing evaporation."
• Explain that authors often use sentences that show cause and effect to help readers understand information about a topic. Here the author is explaining what causes different parts of the water cycle to happen.
• On the Determining the Main Idea and Key Details anchor chart, below "Notice how sentences are connected," add "Cause and effect" to both the Main Idea and Key Details sections.	

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket (5 minutes) • Distribute a **slip of paper** to each student. Post the question for students' exit ticket and ask them to write their response: * "How did the diagram help you to learn more about the water cycle?" • Preview the homework.	

Homework	Meeting Students' Needs
• Complete the third part of your task card. Reread your main idea statement and revise it using the key details you identified today. • If you did not finish determining the main ideas and key details of "The Water Cycle," please complete it with your best quality. Be sure to bring your text and task card back to use in our next lesson.	• If students did not complete the task card for this text, consider finding a few minutes at another time of the day to finish it rather than sending this work home (and risking it not coming back).

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 11
Supporting Materials

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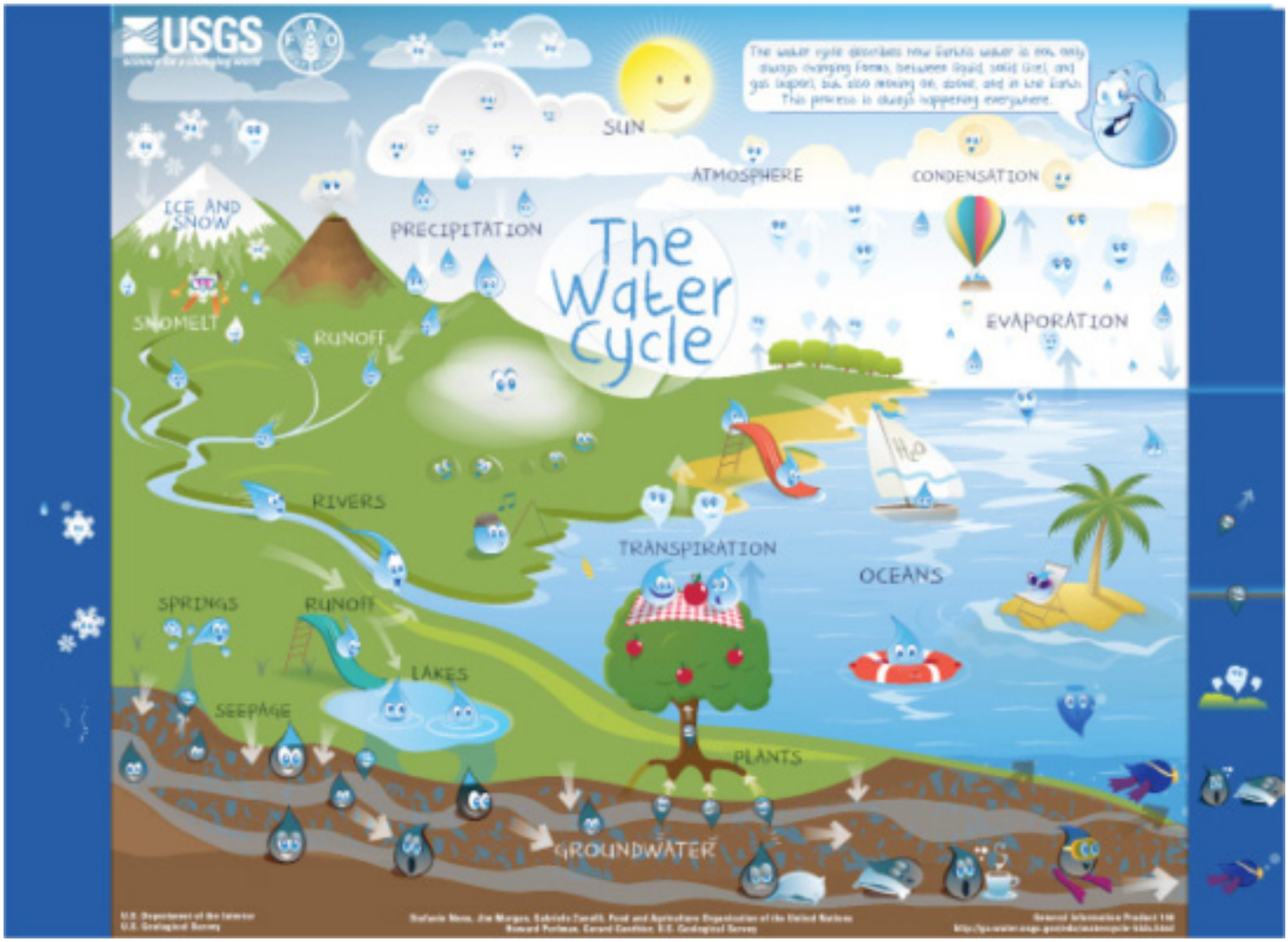
The Water Cycle



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The Water Cycle

The water cycle describes how Earth's water is not only always changing forms, between liquid (rain), solid (ice), and gas (vapor), but also moving on, above, and in the Earth. This process is always happening everywhere.

The sun

The sun makes the water cycle work by providing energy, in the form of heat.

Evaporation

The sun causes liquid water to **evaporate**, or turn from a liquid to a gas (water vapor). The invisible water vapor floats high into the **atmosphere** (the air that surrounds the earth). Most evaporation happens from the oceans, since oceans cover 70% of the Earth's surface. Any water can evaporate, even the snow on the top of mountains or the water in the leaves of trees!

Condensation

The colder temperatures high in the atmosphere cause the water vapor to turn back into tiny liquid **water droplets**—the clouds. This is condensation, the opposite of evaporation. Winds in the atmosphere blow the clouds all around the globe.

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The Water Cycle

Precipitation

The tiny cloud droplets combine with each other and grow into bigger water drops. When they get heavy enough, the water drops fall to Earth as precipitation, such as rain and snow. In cold climates, precipitation builds up as snow and ice, solid forms of water.

Runoff

When rain hits the land or snow melts, it flows downhill over the landscape. This is called **runoff,** which provides water to rivers, lakes, and the oceans.

Groundwater

Some precipitation and runoff soaks into the ground to become **groundwater.** Plants use groundwater to grow. The water underground is always moving, with most of it ending up back in the oceans.

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Determining the Main Idea and Key Details Task Card
For Teacher Reference

Part 1: Determining the Main Idea

1. Read the text.

2. In your own words, what is **main idea** of this text? On the **back** of your text, write a number 1, then write a **main idea** statement.

The water on earth is always changing forms and location as it moves through the water cycle.

Part 2: Finding Key Details

1. Reread the text. As you read, highlight the **key details** that you think support the main idea.

(Answers will vary.)
The sun provides energy to make the water cycle work.
Sun causes liquid water to evaporate.
Most evaporation happens from the ocean.
When water vapor turns to water droplets it makes clouds.
Precipitation is rain and snow.
In cold climates, precipitation builds up.
Water flowing downhill is runoff.
Most runoff goes to rivers, lakes, and the ocean.
Some runoff soaks in and becomes groundwater.

Part 3: Revising the Main Idea Statement

1. If needed, revise your main idea statement. Write a number 2 next to it. Put a √ if you choose not to revise.

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Determining the Main Idea and Key Details anchor chart

For Teacher Reference; Adapt to Suit Based on Student Responses

Note: If you see a COLON on the list, leave space for additional items (e.g., other text features) to be added in future lessons. Use the language appropriate to your classroom.

Strategies for Determining …

The Main Idea	Key Details
(Answers will vary) **Pay attention to text features:** **titles and subtitles** **Notice what the author writes about most** **Use the pictures** **Notice how sentences are connected:** **Sequence (order) of what happens** **Comparisons of details or ideas** **Cause and effect** **Look out for distractors in text and pictures** **Take a "big picture" look**	**(Answers will vary)** **Pay attention to text features:** **bold text for important words** **Look for words and phrases that signal importance:** **all** **over time** **often** **most** **over and over** **year after year** **always** **Notice how sentences are connected:** **Sequence (order) of what happens** **Comparisons of details or ideas** **Cause and effect** **Watch out for things that distract from the main idea:** **personal stories** **pictures/photographs** **Match text to the illustrations**

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 12

Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about the Water Cycle

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GRADE 3: MODULE 4: UNIT 1: LESSON 12

Comparing and Contrasting:
Finding the Similarities and Differences between Two Texts about the Water Cycle

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	
Supporting Learning Targets	**Ongoing Assessment**
• I can describe the relationship of words about the water cycle using a relational word wall. • I can compare and contrast two texts about the water cycle.	• Comparing and Contrasting Texts recording form

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Agenda	Teaching Notes
1. Opening A. Engage the Reader: Water Cycle Words (5 minutes) 2. Work Time A. Creating a Relational Word Wall (20 minutes) B. Preparing to Compare and Contrast Texts (15 minutes) C. Comparing and Contrasting Texts (15 minutes) 3. Closing and Assessment A. Exit Ticket: Note to Self (5 minutes) 4. Homework A. Continue reading in your independent reading book for this unit at home.	• This lesson follows the pattern of Lesson 9. Students compare and contrast the two texts they read in Lessons 10 and 11. Make sure all students have their annotated texts from Lessons 10 and 11. • The Comparing and Contrasting Texts recording form used in this lesson and the end of unit assessment is intended to expose students to a more sophisticated tool than the Venn diagram that they used in Module 2A (Freaky Frogs). Consider having Venn diagrams available for students who have the skill to compare and contrast but may struggle with the new format. • In advance: Review students' Comparing and Contrasting Texts recording forms from Lesson 9. Determine what, if any, mini lessons you may need to offer. See supporting materials for suggested mini-lessons, or design your own mini lesson to meet the needs of your students. • In advance: Review students' annotated texts from Lessons 10 and 11 to be sure they are complete. Provide additional support as needed. Form groups of four (for Work Time A). Consider forming these quads by combining two pairs of students from Lessons 10 and 11. If possible, review the homework from Lesson 11 and select three papers that use rich and varied water vocabulary. Be prepared to share these during Opening Part A. If this is not possible, decide whether to use a teacher model or to select volunteers to share. • Post: Learning targets.

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Lesson Vocabulary	Materials
relational, relationship, related; groundwater, atmosphere, runoff, water vapor, condensation, precipitation, evaporation (Note: Content vocabulary was taught in Lessons 10 and 11.)	• Sticky notes or small pieces of paper and a roll of tape (for every four students) • Power Words/Water Words anchor chart (from previous lessons) • Relational Word Wall directions • Document camera • A large piece of chart paper for every four students • One to four markers for every group of four students (teacher's choice based on whether you want kids to discuss and share a marker for illustrations or more efficiently add illustrations) • Students' annotated texts, "Recycling Water from the Well" and "The Water Cycle" (from Lessons 10 and 11) • Comparing and Contrasting anchor chart (from Lesson 9) • Comparing and Contrasting Texts recording form (one per student) • Comparing and Contrasting Texts recording form (for teacher reference) • Annotated teacher copies of page 8 of *One Well*, "Recycling Water in the Well" and "The Water Cycle" for the mini lesson • Slip of paper (one per student)

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Opening	Meeting Students' Needs
A. Engage the Reader: Water Cycle Words (5 minutes) • Gather students together with their homework and a pen or pencils. Ask for volunteers to read their homework papers: "I need two volunteers who really challenged themselves to use new vocabulary to slowly read aloud their homework to the class." • Distribute a small stack of **sticky notes** to each student. Say: "As you listen to the volunteers read, write down the words you hear that are *related to* or about the water cycle. Write only one word on each sticky note. Don't worry if you don't get down every word or you don't know how to spell them perfectly." • Ask the first volunteer to read his or her paper SLOWLY, pausing briefly after each sentence. At the end of the passage, ask students to share some of the words they captured. Make sure that the words are related to the water cycle and that they have written only one word per sticky note. • Tell the students that as the second volunteer reads, they should again write down words related to the water cycle. They do not need to write words that they have already written. • After both volunteers have shared, have students set aside their sticky notes.	• If you are concerned about students being able to write all the words quickly enough, pair students or have them work in small groups to record words. Alternatively, assign someone to be the "listener" and someone else to be the "writer."

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Work Time	Meeting Students' Needs
A. Creating a Relational Word Wall (20 minutes) • Refer to the first learning target. Tell students that they are going to use the words they just recorded to create a *relational* word wall of the water cycle. • Ask: "What other words do you know that sound like relational?" Affirm that *relationship* and *related* are related forms of this word. Tell the class that unlike a regular word wall, the relational word wall will show the relationship between words based on their placement to each other and illustrations. Add relational to the Power Words section of the **Power Words/Water Words anchor chart**. • Place students in groups of four. Tell them to spread out the words they collected in the middle of their group. Say: "Your goal in the next 2 minutes is to create a set of important words related to the water cycle. Make sure that the most important words are all there. If you have duplicate words, keep the one with the best spelling and neatest writing. Set the others aside." Clarify directions as needed. • Post these **Relational Word Wall directions** on chart paper or on the board: 1. Take turns selecting one word to place on your chart paper in relationship to the other words. 2. Explain the placement of your word to the group each time you take a turn. 3. Continue taking turns until everyone has placed at least two words. 4. If you finish early, keep placing words or add images to make the placement of your words clear. • Briefly model for students how to place words. Use the **document camera** (or magnets on the board) to model something like the following: "I am going to put precipitation near the top of the page because it falls from the sky." Emphasize steps three and four. Ask: * "Where would you place the word *condensation*?" • Give students a moment to think and then to share with a partner. Call on a volunteer to respond. Listen for an answer like: "I would put condensation above precipitation because rain falls from clouds." • Tell students that once they have each placed at least two words, they can add images to make the relationships on their word wall clearer. Demonstrate how you might add raindrops falling from the word *precipitation* or a cloud around *condensation*.	• Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students' thinking as they write or speak about their text. • If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students' conversational skills. • Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.

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Work Time (continued)	Meeting Students' Needs
• Distribute **chart paper** and **markers** to each group. Give groups at least 10 minutes to place at least eight words (two per person) on their relational word wall and to add images. • As groups work, circulate to clarify directions, make sure everyone is participating, and ensure that all have these words: *groundwater, atmosphere, runoff, water vapor, condensation, precipitation*, and *evaporation*. If needed, cue students to take words from the Water Words portion of the Power Words/Water Words anchor chart. • After about 10 minutes, collect and display the relational word walls. Ask: * How do our word walls show the relationship between words about the water cycle? What is alike? What is different?" • Give students time to think. Then call on two or three volunteers to share their comparisons.	
B. Preparing to Compare and Contrast Texts (5 minutes) • Refer students to the second learning target. Tell them that today they will be comparing page 8 of *One Well* and "The Water Cycle." Tomorrow they will read a new text about the water cycle and compare it to "Recycling Water in the Well." Be sure students have their ***One Well*** book and annotations (Lesson 10) and their annotated text **"The Water Cycle"** (from Lesson 11). • Say: "It's really important that you take responsibility for your learning today and make sure that you can compare and contrast two texts independently. Get the help you need from your partner or me to make sure you can do this." • Ask: * "What strategies do you remember from comparing and contrasting texts about rivers and streams?" • Give students think time, then ask them to share with their partners. • After the pairs have had a chance to work, cold call a few students to share ideas. As students respond, refer to or add to the Comparing and Contrasting anchor chart. As each group shares, invite other students who had the same idea to give a silent signal.	

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Work Time (continued)	Meeting Students' Needs

C. Comparing and Contrasting Texts (15 minutes)
• Distribute the **Comparing and Contrasting Texts recording form**. Ask:
  * "What do you remember about what you need to do in the Similarities box?"
• Give the class time to think and then call on a volunteer. If needed, remind students that they should capture notes in the Similar Ideas to Include box before writing their two- or three-sentence similarities statement.
• Then direct students to the two Differences boxes. Ask:
  * "What do you need to do in these boxes?"
• Give students time to think and then call on a volunteer. Tell them to use words or phrases from the texts to make the differences clear.
• Ask a student to restate the directions. Then say:
• "Remember, you will need to be able to do this on your own for your assessment tomorrow. During the next 15 minutes, you can work independently. If you get stuck, feel free to work with your partner, or you can join me for a mini lesson on ... "(tell students about any mini lesson(s) you will be offering).
• Based on your assessment of the Comparing and Contrasting Texts recording form from Lesson 9, offer a mini lesson that will meet the needs of your students (see **Sample Mini Lesson** in the supporting materials). Let all students know what mini lesson you are offering so they can opt in if they choose. Invite students to participate based on your assessment.
• If no mini lesson is needed, or after you finish the mini lesson, circulate to observe students as they work.
• If a student appears to be struggling, ask:
  * "How have you used our anchor chart to help you to find the similarities/differences between the texts?"
• If the student cannot name an approach, suggest one from the anchor chart.
• After about 15 minutes, call all students together. Ask them to share one similarity and one difference with their partners.	

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Note to Self (5 minutes) • Distribute a **slip of paper** to each student. Post the question for the exit ticket: * "What is the most important thing to remember when comparing and contrasting texts? • Have students write the answer on a slip of paper. Collect the exit tickets. • Preview the homework.	• Review the students' exit tickets. Notice common strategies to share with the class. If you notice any patterns that suggest a common struggle or misconception, be ready to address this in the beginning of Lesson 13.
Homework	**Meeting Students' Needs**
• Continue reading in your independent reading book for this unit at home.	

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 12
Supporting Materials

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Comparing and Contrasting Texts Recording Form

Text 1: _____ **Text 2:** _____

Similarities: What are the similar main ideas and key details that both authors want you to know?
Similar ideas to include:
Similarities statement:

Differences: What different details does each author include to support the big idea?	
Text 1:	**Text 2:**

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Comparing and Contrasting Texts Recording Form

For Teacher Reference

Text 1: Recycling Water from the Well

Text 2: The Water Cycle

Similarities: What are the similar main ideas and key details that both authors want you to know?
Similar ideas to include: (answers will vary) evaporation, condensation, precipitation; precipitation returns to lakes, streams, oceans; happens all the time
Similarities statement: (answers will vary) Water moves continuously through the water cycle. Water vapor rises or evaporates from earth, then condenses into clouds. Finally it drops again in the form of precipitation and usually flows back to lakes, streams, or the ocean.

Differences: What different details does each author include to support the big idea?

Text 1: (answers will vary) The amount of water on earth does not change. The same water has been used for many things over time/the history of the earth.	**Text 2:** (answers will vary) The sun provides energy to make the water cycle work. Groundwater can end up in oceans and streams, or be taken in by plants. Water can be in liquid, solid, or gas form. Wind moves clouds. Most water evaporates from the ocean.

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Sample Mini Lesson: Using Highlights to Find Similarities (5 to 10 minutes)

For Teacher Reference

Gather a small group of students or the whole class. Say: "The way I get started when I compare and contrast texts is to find the similarities. I want to model for you what I've figured out."

Show your annotated texts. Tell students: "First I start with my main idea statements. I put them side by side. When I find a word or an idea that is the same, I put a + next to it. Then I copy these words into the Similar Ideas box. Then I look at the rest of my text. I select one text to start with and read over my highlights. When I find one that I think I remember reading about in the other text, I go and look for it."

Point out the section "Evaporation" and read the phrase, "water vapor floats high into the air" from "The Water Cycle." Point out the paragraph about evaporation in *One Well* on page 8. Locate the sentence: "It rises into the air as water vapor." Tell students that it's OK if the words aren't exactly the same. You are looking for the same ideas. In the Similar Ideas box, write: "evaporation = water vapor rising."

In "The Water Cycle," read the sentence: "Some precipitation and runoff soaks into the ground to become **groundwater."** Tell students to look in the last paragraph of *One Well* page 8 to see if they can find a similar idea. Once they locate the sentence: "It also seeps into the soil and down into the groundwater," ask:

"What is *it?* How do you know?" Listen for: "It is precipitation. It's in the previous sentence.") Have students work with a partner to decide what they would write in the Similar Ideas to Include box (e.g., "groundwater = water soaked into the ground").

Give students an opportunity to try this with their own texts.

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 13

End of Unit Assessment: Comparing and Contrasting Two Texts about the Water Cycle

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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. (e.g., *comparison, cause/effect, first/second/third in a sequence*). (RI.3.8) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9) I can use the meaning of root words to help me determine the meaning of new words with the same root. (e.g., *company, companion*). (L.3.4c)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use words and illustrations to determine the main idea and key details of "Earth's Water Cycle." • I can compare and contrast two texts about the water cycle.	• End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle • Tracking My Progress, End of Unit 1 recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts (3 minutes) B. Unpacking the Learning Targets (2 minutes) 2. Work Time A. End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (50 minutes) 3. Closing and Assessment A. Tracking My Progress (5 minutes) 4. Homework A. Share something you have learned about the water cycle with someone at home. See if you can share a fact that the person does not know. B. Look for a 1-gallon plastic container (like the kind of container that milk comes in). Rinse it out and bring it to school in the next few days.	• In this assessment, students compare and contrast one text they have read previously (One Well page 8: "Recycling Water in the Well") with a new text. • Be sure that students have their Comparing and Contrasting Texts recording forms from Lesson 9. • Because this is a reading assessment, do not read the new text aloud. • The assessment text, "Earth's Water Cycle," contains two concepts—respiration and transpiration— that go beyond the third-grade science standards. These terms are bolded and defined in the text and present an opportunity for students to consider text structure. It is not expected that they will master these scientific concepts as part of this ELA unit. • Post: Learning targets.

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Lesson Vocabulary	Materials
Note: Do not preview vocabulary in the assessment texts.	• Annotated text from page 8 of *One Well*: "Recycling Water in the Well" (from Lesson 10) • End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (one per student) • "Earth's Water Cycle," http://www.dec.ny.gov/education/51515.html (assessment text; one per student) • End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (for teacher reference) • Highlighters or colored pencils (one per student) • Comparing and Contrasting anchor chart • Determining the Main Idea and Key Details anchor chart (from previous lessons) • 2-Point Rubric: Writing from Sources/Short Response (for teacher reference) • Tracking My Progress, End of Unit 1 recording form (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts (3 minutes) • Tell students that they are going to play a game of Scattergories to warm up their brains for the assessment. Tell them that the topic today is "Things Readers Do to Compare and Contrast the Main Ideas and Key Details of Two Texts." • Give students a few moments to think, then set a timer for 1 minute or give a student a stopwatch. Record the ideas that the students call out without commentary. When time is up, congratulate students on their list and their teamwork. Call out a few key things to do when comparing and contrasting texts.	• If you are concerned about students being able to write all the words quickly enough, pair students or have them work in small groups to record words. Alternatively, assign someone to be the "listener" and someone else to be the "writer."
B. Unpacking the Learning Targets (2 minutes) • Read each of the targets aloud. Tell students that today they will closely read a new text, "Earth's Water Cycle," for main idea and key details. Then they will compare and contrast the main idea and key details of this text with "Recycling Water in the Well" from page 8 of *One Well*, which they read in a previous lesson. • Emphasize that there is no "trick" to this assessment. Students will simply be doing the same kind of thinking they have been doing analyzing and comparing texts throughout this part of the unit.	

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Work Time	Meeting Students' Needs
A. End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle (50 minutes) • Help students prepare their materials for the assessment: – **Annotated text from page 8 of *One Well*, "Recycling Water in the Well"** – **End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle** – **"Earth's Water Cycle" (assessment text)** – **Highlighter** • Point out the directions at the top of the assessment: 1. Read "Earth's Water Cycle." Complete Part 1: Determining the Main Idea. 2. Reread the text and complete Part 2, Finding Key Details, and answer the questions. 3. Complete Part 3. Compare and contrast "Earth's Water Cycle" with "Recycling Water in the Well" and answer the question. • Remind students to use the **Comparing and Contrasting anchor chart** and the **Determining the Main Idea and Key Details anchor chart** to help them if they need it. • Answer any clarifying questions. • Give students 35 minutes to complete the assessment. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text? This information can be helpful in preparing students for future assessments and standardized tests. • For students who finish early, possible extensions include the following: revise their main idea statement, reread the text, read their independent reading book, illustrate another caption from page 9 of *One Well*, illustrate a component of the water cycle. • Collect students' end of unit assessments to formally assess.	• Consider focusing struggling readers on a limited amount of text. • Set a time limit for these students or ask them to read only the second paragraph: "Rivers often start in the mountains ..." • Provide extra time for ELLs and other students to complete this assessment.

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Closing and Assessment	Meeting Students' Needs
A. Tracking My Progress (5 minutes) • Gather students together. Explain that the end of unit assessment they completed today is a wonderful way to show what they have learned as readers. Congratulate them on their focus and hard work. • Distribute the **Tracking My Progress, End of Unit 1 recording form**. Tell them to focus their reflections on how well they are doing in meeting the target of being able to compare and contrast text.	
Homework	**Meeting Students' Needs**
• Share something you have learned about the water cycle with someone at home. See if you can share a fact that the person does not know. • Look for a 1-gallon plastic container (like the kind of container that milk comes in). Rinse it out and bring it to school in the next few days.	

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EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 1: Lesson 13
Supporting Materials

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle

Read "Earth's Water Cycle." Complete Part 1: Determining the Main Idea

Reread the text and complete Part 2, Finding Key Details, and answer the questions.

Complete Part 3. Compare and contrast "Earth's Water Cycle" with "Recycling Water in the Well" and answer the question.

Part 1: Determining the Main Idea

- Read the text.
- In your own words, what is the main idea of this text? On the back of your text, write a main idea statement.

Part 2. Finding Key Details

- Reread the text. As you read, highlight the **key details** that you think support the main idea.
- Answer these questions:

1. In what direction does groundwater flow?

   a. Every direction it can
   b. Over rocks
   c. Downhill toward lakes and streams
   d. It doesn't flow. It just seeps in.

2. What details from the words and/or illustrations support your answer to the first question?

_____

_____

3. According to the text, what powers the water cycle?

   a. Precipitation
   b. Energy from the sun
   c. Evaporation
   d. Clouds

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle

4. What details from the words and/or illustrations support your answer to Question 3?

5a. Reread the second and third paragraphs. How would you describe the connection between these paragraphs?

a. They show the sequence of the water cycle.
b. They compare two parts of the water cycle.
c. They explain the cause and effect between two parts of the water cycle.

5b. Which two sentences best support your answer?

a. "When water falls on the earth's surface, it moves quickly along and forms streams and rivers" and "Water in the ground flows slowly through the tiny spaces."
b. "It then flows into lakes" and "Some water seeps into the ground and fills the spaces between soil particles and in porous rocks."
c. "When water falls on the earth's surface, it moves quickly along and forms streams and rivers" and "It then flows into lakes."

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle

5c. Why do you think the author included these two paragraphs?

6a. This article explains that the movement of water on earth is *cyclical.* What is the root word of *cyclical?*

6b. Select the BEST answer. If something is cyclical, it ...

a. has a lot of steps
b. is fast
c. follows the same steps over and over again
d. is round like a bicycle

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle

Text 1: _____ **Text 2:** _____

Similarities: What are the similar main ideas and key details that both authors want you to know?
Similar ideas to include:

Can the water cycle begin in different places? Use examples from either of the texts to support your answer.	
Text 1:	**Text 2:**

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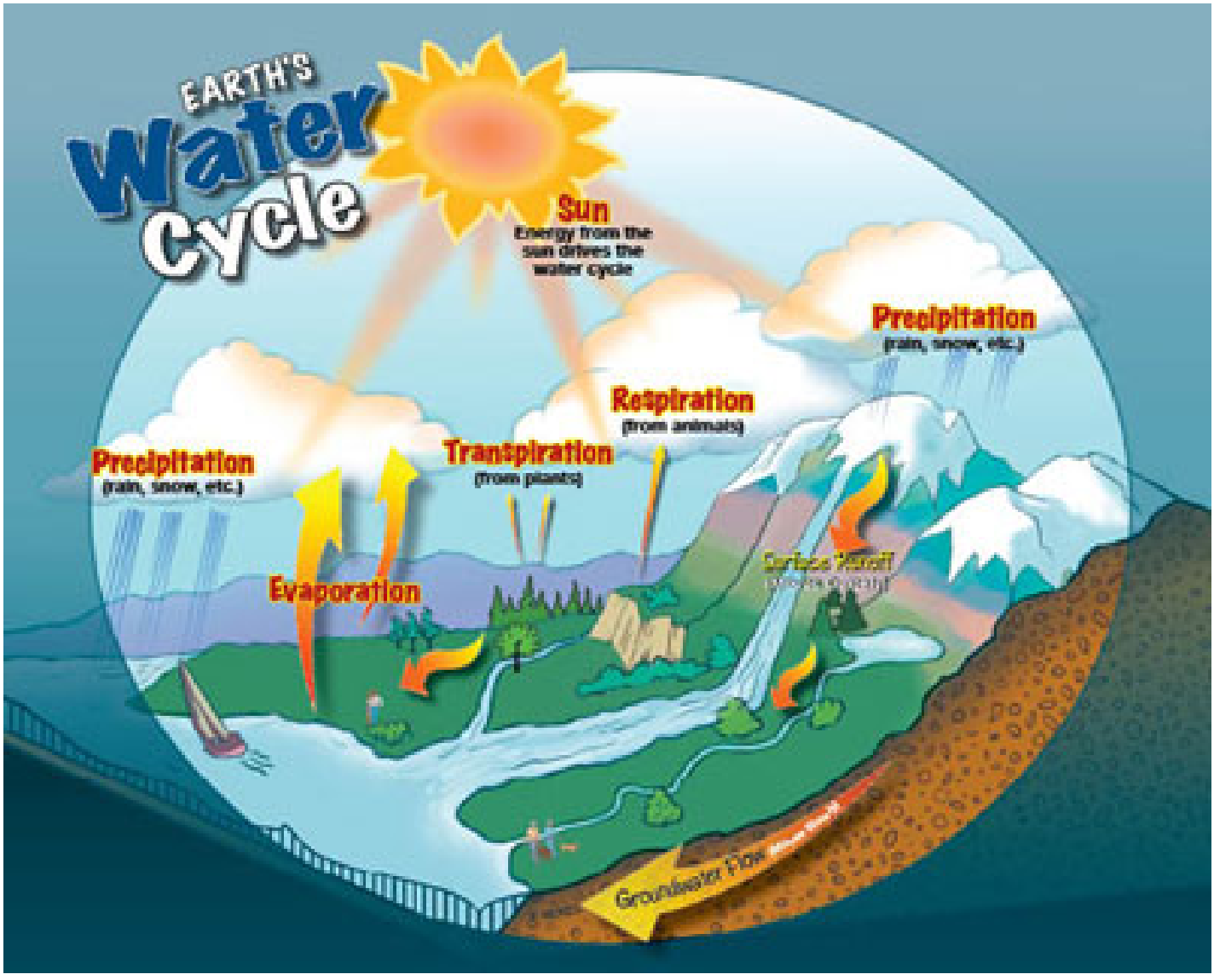
Earth's Water Cycle (Assessment Text)

By Gina Jack

New water can't be made. What we have is all we get. Earth's water cycles through many uses and through different forms. It may be liquid water, solid ice or water vapor in the air. It is reused over and over again. The water you drink today is the same water dinosaurs drank millions of years ago!



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When water falls to the earth's surface **(precipitation)** it moves quickly along **(surface runoff)** and forms streams and rivers. It then flows into lakes and oceans.

Some water seeps into the ground and fills the spaces between soil particles and in porous rocks. Water in the ground **(groundwater)** flows slowly through the tiny spaces. After a long time, sometimes years, it reaches the surface in low-lying areas and joins streams and lakes.

Water at the surface is warmed by the sun's heat energy and evaporates into the air. Water vapor is also added from the breath of animals, including people **(respiration)**. (When you see your breath on a cold day, you're seeing the water vapor.) Plants give off water vapor, too **(transpiration)**. The water vapor in the air condenses and forms clouds. The cycle continues as water from the clouds once again falls to the Earth's surface.

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle

(Answers, For Teacher Reference)

1. Read "Earth's Water Cycle." Complete Part 1: Determining the Main Idea
2. Reread the text and complete Part 2, Finding Key Details, and answer the questions.
3. Complete Part 3. Compare and contrast "Earth's Water Cycle" with "Recycling Water in the Well" and answer the question.

Part 1: Determining the Main Idea

- Read the text.
- In your own words, what is the **main idea** of this text? On the **back** of your text, write a **main idea** statement.

(Answers will vary)
Water can't be made. The same water cycles through the earth over and over again.

Part 2. Finding Key Details

- Reread the text. As you read, highlight the **key details** that you think support the main idea.
- Answer these questions:

1. In what direction does groundwater flow?

   a. Every direction it can
   b. Over rocks
   c. Downhill toward lakes and streams
   d. It doesn't flow. It just seeps in.

2. What details from the words and/or illustrations support your answer to the first question?
In the illustration, there is an arrow pointing downhill toward a lake. The text says after a long time, it reaches streams and lakes.
3. According to the text, what powers the water cycle?

   a. Precipitation
   b. Energy from the sun
   c. Evaporation
   d. Clouds

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle
(Answers, For Teacher Reference)

4. What details from the words and/or illustrations support your answer to Question 3?
In the illustration, there is a big sun at the top with rays shooting out in all directions. It says: "Energy from the sun drives the water cycle."

5a. Reread the second and third paragraphs. How would you describe the connection between these paragraphs?

a. They show the sequence of the water cycle.
b. They compare two parts of the water cycle.
c. They explain the cause and effect between two parts of the water cycle.

5b. Which two sentences best support your answer?

a. "When water falls on the earth's surface, it moves quickly along and forms streams and rivers" and "Water in the ground flows slowly through the tiny spaces."
b. "It then flows into lakes" and "Some water seeps into the ground and fills the spaces between soil particles and in porous rocks."
c. "When water falls on the earth's surface, it moves quickly along and forms streams and rivers" and "It then flows into lakes."

5c. Why do you think the author included these two paragraphs?

The author included these paragraphs to show the differences between groundwater and runoff and to explain that all water stays in the cycle., even if it moves in different ways.

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle
(Answers, For Teacher Reference)

6a. This article explains that the movement of water on earth is *cyclical.* What is the root word of *cyclical?*

cycle

6b. Select the BEST answer. If something is cyclical, it ...

a. has a lot of steps
b. is fast
c. follows the same steps over and over again
d. is round like a bicycle

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End of Unit 1 Assessment: Comparing and Contrasting Two Texts about the Water Cycle

(Answers, For Teacher Reference)

Text 1: Recycling Water from the Well

Text 2: Earth's Water Cycle

Similarities: What are the similar main ideas and key details that both authors want you to know?
Similar ideas to include: **Similar ideas to include:** **(Answers will vary)** **The amount of water on earth doesn't change; water goes through the water cycle over and over again; precipitation, evaporation, condense/condensation**

Can the water cycle begin in different places? Use examples from either of the texts to support your answer.	
Text 1: **(Answers will vary. Any plausible answer that uses evidence from the text is acceptable.)** **Yes! Whether the author starts explaining the water cycle with evaporation, like in "Recycling Water in the Well," or with precipitation, like in "Earth's Water Cycle," the water cycle is the same. There is no beginning and end. It's a continuous cycle that goes on and on forever.**	**Text 2:**

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2-Point Rubric: Writing from Sources/Short Response

(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

[1]From New York State Department of Education, October 6, 2012.

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Tracking My Progress
End of Unit 1

Name:

Date:

Learning Target: I can compare and contrast the main ideas and key details in two texts on the same topic.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

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