EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 3:
Overview

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

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

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

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

Mid-Unit 2 Assessment	**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 2 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.

Performance Task	**VoiceThread Public Service Announcement** Students create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: "After researching the importance of fresh water, create a PSA to educate and help others become 'well aware.' State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water." (During Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their VoiceThread.) This task centers on NYSP12 ELA CCLS W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, and L.3.3b. (Note: Although W.3.1 is listed as a part of this performance task, the VoiceThread itself is not a formal writing assessment. Students already will have written opinion paragraphs as a part of earlier assessments in the module. Here, the focus is on organizing and presenting that opinion clearly through a public speaking task.)

Content Connections
This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below. **NYS Social Studies Core Curriculum** • 3.10 "People living in communities around the world depend on, adapt to, and modify their physical environments in different ways." **NYS Science** • 3.7.a "The earth comprises continents, oceans, and other physical features, all of which help define distinct geographic regions around the world."

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

NYS Common Core ELA Curriculum • G3:M4:U3: Overview • November 2013 • 3

EXPEDITIONARY LEARNING

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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Reading Closely to Become "Well Aware": Launching Our Performance Task	• I can ask questions to deepen my understanding of informational text. (RI.3.1) • I can answer questions using specific details from informational text. (RI.3.1) • I can identify the main message or lesson of a story using key details from the text. (RI.3.2)	• I can ask questions to deepen my understanding of "becoming well aware." • I can answer questions with specific details about "becoming well aware." • I can identify the main message of "becoming well aware."	• Main Idea and Key Details recording form • Exit Ticket: My Initial Thinking: What Should Be Done?	
Lesson 2	Determining the Main Idea and Key Details: "Dry Days in Australia	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can make connections between specific sentences and paragraphs and the overall text. (RI.3.8)	• I can determine the main idea of "Dry Days in Australia." • I can determine the key details of "Laying Down the Law" or "Using Less" from "Dry Days in Australia."	• Students' annotated text "Dry Days in Australia"	• Being Well Aware • Power Words/Water Words • Determining the Main Idea and Key Details

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Determining the Main Idea and Key Details: "Tackling the Trash"	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can tell the difference between related words and synonyms (e.g., knew, believed, suspected, heard, wondered). (L.3.5c)	• I can determine the main idea of "Tackling the Trash." • I can determine the key details from "Tackling the	• Students' annotated text "Tackling the Trash" • Commitment cards (from Lesson 2 homework)	• Being Well Aware • Determining the Main Idea and Key Details • Back-to-Back, Face-to-Face protocol
Lesson 4	Determining the Main Idea and Key Details: "Ryan Hreljac: The Boy Who Built a Well"	• I can answer questions using specific details from informational texts. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in informational text. (RI.3.4)	• I can determine the main idea of "Ryan Hreljac: The Boy Who Built a Well." • I can determine the key details from "Ryan Hreljac: The Boy Who Built a Well.	• Students' annotated text "Ryan Hreljac: The Boy Who Built a Well" • Idea from "Tackling the Trash" to include in VoiceThread	• Determining the Main Idea and Key Details • Being Well Aware

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Discussion Circles: What's One Thing We Should Do?	• I can effectively participate in a conversation with my peers and adults. (SL.3.1)	• I can effectively participate in a discussion circle about one thing we should do to ensure there is clean water for everyone. This means: • I can follow our class norms when I participate in a conversation. (Review from Module 1 and 2A.) • I can prepare for the conversation by using evidence from research texts and One Well: The Story of Water on Earth. • I can ask questions so I am clear about what is being discussed. • I can ask questions on the topic being discussed.	• Preparing Evidence and Questions for Discussion Circles recording form • Discussion Circle Criteria Checklist	• Participating in a Discussion Circle • Concentric Circles protocol
Lesson 6	Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?	• I can write an opinion piece that supports a point of view with reasons. (W.3.1) • I can introduce the topic of my opinion piece. • I can create an organizational structure that lists reasons for my opinion. • I can identify reasons that support my opinion. • I can use linking words to connect my opinion and reasons. • I can construct a concluding statement or section for my opinion piece.	• I can write an opinion piece that tells my reader one thing we should do to ensure everyone has clean water.	• Mid-Unit 3 Assessment • Tracking My Progress, Mid-Unit 3 recording form	• Becoming Well Aware

NYS Common Core ELA Curriculum • G3:M4:U3: Overview • November 2013 • 6

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Crafting Your VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion	• I can identify reasons that support my opinion. (W.3.1) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)	• I can revise my paragraph to strengthen my reasons to better support my opinion.	• VoiceThread PSA Script: Opinion recording form	• Back-to-Back, Face-to-Face protocol
Lesson 8	Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message	• I can speak clearly and at an understandable pace. (SL.3.4) • I can create an organizational structure that lists reasons for my opinion. (W.3.1) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)	• I can pronounce all words clearly so the listener easily understands my message. • I can organize my ideas logically to send a clear message to my listener.	• VoiceThread PSA Script: Water on Earth, Water Challenges, and Opinion recording forms	• Criteria from the Performance Task Rubric
Lesson 9	Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message	• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • I can use facts and details to tell about a story or experience. (SL.3.4)	• I can use appropriate facts and descriptive details from the research to support my message. (SL.3.4)	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form	• Linking Words and Phrases • Criteria from the Performance Task Rubric

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas	• I can speak clearly and at an understandable pace. (SL.3.4) • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • I can use linking words and phrases to connect ideas within categories of information. (W.3.2) • I can express ideas using carefully chosen words. (L.3.3)	• I can vary my volume and expression to present my message. • I can use linking words and phrases to connect my ideas. • I can choose specific and interesting words to "hook" my listener.	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form	• Criteria from the Performance Task Rubric • Linking Words and Phrases • Back-to-Back, Face-to-Face protocol
Lesson 11	Preparing to Record Your VoiceThread PSA Script: Using Peer Feedback to Speak Fluently in an Engaging Manner	• I can speak clearly and at an understandable pace. (SL.3.4) • I can compare how people use language when they write versus when they talk. (L.3.3) • I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) • I can use facts and details to tell about a story or experience. (SL.3.4)	• I can speak at an understandable pace: not too fast and not too slow. • I can describe the difference between how to use language when I write versus when I talk. • I can speak clearly so my listener easily understands my message. • I can speak with varied volume and expression to present my message.	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form • Praise-Question-Suggest protocol recording forms	• Praise-Question-Suggest protocol
Lesson 12	End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script and Giving Peer Feedback	• I can speak clearly and at an understandable pace. (SL.3.4) • I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) • I can use facts and details to tell about a story or experience. (SL.3.4) • I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)	• I can speak clearly so my listener easily understands my message. • I can speak with varied volume and expression to present my message. • I can speak at an understandable pace: not too fast and not too slow. • I can use appropriate facts and descriptive details from the research to support my message.	• End of Unit 3 Assessment • Exit Ticket: Successes and Challenges	• Criteria from the Performance Task Rubric • Praise-Question-Suggest adapted protocol (anchor chart size) • Praise-Question-Suggest adapted protocol

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	End of Unit 3 Assessment, Continued: Presenting Your VoiceThread PSA Script and Giving Peer Feedback	• I can speak clearly and at an understandable pace. (SL.3.4) • I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) • I can use facts and details to tell about a story or experience. (SL.3.4) • I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)	• I can speak clearly so my listener easily understands my message. • I can speak with varied volume and expression to present my message. • I can speak at an understandable pace: not too fast and not too slow. • I can use appropriate facts and descriptive details from the research to support my message.	• End of Unit 3 Assessment • Tracking My Progress, End of Unit 3 recording form	• Praise-Question-Suggest adapted protocol (anchor chart size) • Praise-Question-Suggest adapted protocol

Optional: Experts, Fieldwork, And Service

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

Fieldwork:
- Visit a water treatment center and investigate how water is cleaned.
- Visit a local stream or river with a naturalist to explore how pollution has affected a local site.

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

Optional: Extensions

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

Preparation and Materials
Locate and listen to the Model VoiceThread at http://www.engageny.org/resource/grade-3-ela-module-4. See Unit 3, Lesson 1 teaching notes for details.
Students will record their final performance task presentation into a VoiceThread recording. Review the supporting materials that are included in Lesson 1 of this unit. These documents describe how to use VoiceThread, options for alternative ways to record the final performance assessment if the school does not have the appropriate technology, and a note that details the scaffolding for the VoiceThread recordings. Review these before beginning Unit 3.
Determine the technology access that students will need for this final recording. If your school has a technology room or a technology teacher, collaborate with him or her to determine how and when students will record their presentation. Additionally, contact your media specialist to collaborate in preparation for students' final performance task. Students do not record their performance task within the body of Unit 3 lessons. These lessons focus on creating a strong presentation and recording first. Time for the actual recording of the lessons will need to be determined based on the technology availability at your individual school.
VoiceThread Access and Cost In order to create, edit, and revise a VoiceThread PSA for these lessons, a license from VoiceThread must be purchased. It isn't possible to just use the Web site on an individual basis. Individuals, schools, districts, and states have different options for purchasing the licenses for students to use this technology. Determine the best option for your school or district by going to the following Web site: http://voicethread.com/products/k12/school/.

Grade 3: Module 4: Unit 3:
Recommended Texts

EXPEDITIONARY LEARNING

The list below includes texts with a range of Lexile® text measures about taking a stand to help with water challenges. 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 A 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 (under 420L)			
Let's Save Water!	Sara E. Nelson (author)	Informational	300
Kids Can Keep Water Clean	Cecilia Minden (author)	Informational	300*
Saving Water	Charlotte Guillain (author)	Informational	360
Keeping Water Clean	Helen Frost (author)	Informational	410

Lexile based on a conversion from Accelerated Reading level;

EXPEDITIONARY
LEARNING

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
South Sudan	Lisa Owings (author)	Informational	750
Deserts: Surviving in the Sahara	Michael Sandler (author)	Informational	790*
Sudan in Our World	Ali Brownlie Bojang (author)	Informational	925*
Lexile text measures within band level (420–820L)			
Clean Water	Beth Geiger (author)	Informational	930
A Tale of One Well in Malawi	Sarah Levete (author)	Informational	630
Water World	Precious McKenzie (author)	Informational	710
Clean Water	Elizabeth Thomas (author)	Informational	740*
Kids Care!: 75 Ways to Make a Difference for People, Animals & the Environment	Rebecca Olien (author)	Informational	750*
Keeping Water Clean	Courtney Farrell (author)	Informational	760*
Save Water	Kay Burnham (author)	Informational	790
Ryan and Jimmy: And the Well in Africa That Brought Them Together	Herb Shoveller (author)	Informational	810

Lexile based on a conversion from Accelerated Reading level.

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
Down the Drain	Anita Ganeri (author)	Informational	825*
Wonderful Water	Helen Lanz (author)	Informational	890*
Water for Everyone	Sarah Levete (author)	Informational	880
Avoiding Hunger and Finding Water	Andrew Langley (author)	Informational	900
Protecting Earth's Water Supply	Ron Fridell (author)	Informational	925*

Lexile based on a conversion from Accelerated Reading level.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2012 MetaMetrics.

Grade 3: Module 4: Unit 3: Lesson 1
Reading Closely to Become "Well Aware":
Launching Our Performance Task

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can ask questions to deepen my understanding of informational text. (RI.3.1) I can answer questions using specific details from informational text. (RI.3.1) I can identify the main message or lesson of a story using key details from the text. (RI.3.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can ask questions to deepen my understanding of "becoming well aware." • I can answer questions with specific details about "becoming well aware." • I can identify the main message of "becoming well aware."	• Main Idea and Key Details recording form • Exit Ticket: My Initial Thinking: What Should Be Done?

Agenda	Teaching Notes

1. Opening
 	
   A. Reviewing End of Unit 2 Assessments (5 minutes)
 	
   B. Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Close Reading Recording Form, Part 1 (20 minutes)
 	
   B. Close Reading Recording Form, Part 2 (15 minutes)
 	
   C. Launching Performance Task: What Should Be Done to Help Others Become "Well Aware"? (10 minutes)
 	
3. Closing and Assessment
 	
   A. Exit Ticket: My Initial Thinking: What Should Be Done? (5 minutes)
 	
4. Homework
 	
   A. Reread pages 28–29 of One Well: The Story of Water on Earth to someone at home.
 	
   B. Explain to someone at home what you will do to help people become "well aware."
	• In this lesson, students review their End of Unit 2 Assessments and identify something they did well. This helps them look closely at the rubric and teacher feedback and increases their ownership of the assessment.
	
	• Based on the extent of the feedback you provide on students' assessments, they may need more time to review that feedback. Consider lengthening the time frame of this lesson.
	
	• This lesson officially launches students' work on their final performance task. Students are introduced to a VoiceThread and listen to a model multiple times. The purpose of this listening exercise is for them to understand how a VoiceThread is organized.
	
	• Students begin to develop their ideas about what can be done to conserve, protect, and provide access to clean water for everyone. This will support them as they work toward creating their own VoiceThread presentation.
	
	• In the following three lessons, students will step back from the public service announcement (PSA) model and consider solutions to becoming more "well aware." In Lessons 2–4, students will focus on reading informational texts about the things people are doing to conserve, protect, and provide access to clean water. In these lessons, note the signals for helping students link their learning back to their own PSA. Once students have learned more about the solutions, they will return to the VoiceThread model and begin thinking about their "one thing."
	
	• The VoiceThread model in this lesson mirrors the work that students will produce. In this unit, students use their existing writing from Units 1 and 2 to build their VoiceThread presentation. As students build their own presentation, they will examine the model to understand how to incorporate their writing from Units 1 and 2 into their PSA.
	
	• For more information about VoiceThreads and how to implement them, see VoiceThread: An Overview for Teachers and the extended teaching note in the supporting materials.
	
	• Keep the VoiceThread Main Idea recording form with students' ideas, as this will be used again in Lesson 7.
	
	• Review: Performance Task (In Module-level documents)
	
	• Review VoiceThread Model Recording, which is an audio file. This recording was created by Expeditionary Learning for instructional purposes. The audio file can be found at http://www.engageny.org/resource/grade-3-ela-module-4

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • 2

Lesson Vocabulary	Materials
"well aware," anchors, exhaust, public service announcement	• VoiceThread: An Overview for Teachers (for teacher reference) • Extended Teaching Note: VoiceThread Recordings • End of Unit 2 Assessment with rubric (from Unit 2; returned in this lesson with teacher feedback) • Equity sticks • *One Well: The Story of Water on Earth* (book; one per student) • Close Reading recording form (one per student) • Performance Task Invitation (one per student and one to display) • Document camera • VoiceThread Model Recording • VoiceThread Main Idea recording form (one to display) • Exit Ticket: My Initial Thinking: What Should Be Done? (one per student)

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • 3

Opening	Meeting Students' Needs
A. Reviewing End of Unit 2 Assessments (5 minutes) • Before the lesson, use VoiceThread: An Overview for Teachers to help you create a VoiceThread account and get oriented to how the slide show works. • Have students sit at their tables for the beginning of this lesson. Ensure they have a partner next to them. Return students' End of Unit 2 Assessments with rubric with your scoring and feedback. • Give students a minute to review their rubric and feedback. Be sure they understand that the purpose of this time is to help them use assessment information to further their learning. • Then, invite students to partner with a person next to them. Ask students: * "When you look at your End of Unit 2 Assessment, what is one thing you did well as a writer?" • Give them a few minutes to talk to their partner about something they did well. As students are talking, circulate and listen for them to name things like: "I had a good conclusion," "I had good details in my writing," or "My writing was organized well."	

B. Unpacking Learning Targets (5 minutes)
• Direct students' attention to the posted learning targets. Invite students to read them aloud:
  – "I can ask questions to deepen my understanding of 'becoming well aware'."
  – "I can answer questions with specific details about 'becoming well aware'."
  – "I can identify the main message of 'becoming well aware.'"
• Tell students these targets should be familiar to them and that they have developed many skills as readers. Ask:
  * "What do you have to do as a reader to 'answer questions with specific details' and 'identify the main message'?"
• Give students time to think, then talk to the person next to them.
• Using **equity sticks**, invite one or two students to share their thinking. Listen for students to say things like: "You have to go back and reread to find the specific details," or "You have to think about the gist of the text first."
• Guide students to engage with the learning targets; this promotes ownership and engagement.	

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • 4

Work Time	Meeting Students' Needs

A. Close Reading Recording Form, Part 1 (20 minutes)
 	
• Distribute students' texts, ***One Well: The Story of Water on Earth***, and tell them they will read the conclusion today. Ask them to turn to pages 28 and 29 and do a quick preview of the text to orient themselves.
 	
• Then, explain that they are going to read these two pages and complete their recording form. Explain that this is going to give them a terrific jumping-off point to think about how they can act on their newfound knowledge about the challenges of having clean water for everyone.
 	
• Remind students that throughout this module, they have been reading with greater independence because their skills as readers have become stronger. Affirm for students that they have built strong reading power throughout their year as third-graders.
 	
• Distribute the **Close Reading recording form**. Give students a minute to review this recording form and note its familiarity.
 	
• Tell students that first they are going to do ONLY Part 1 of this recording form. Tell them not to worry about Part 2 yet.
 	
• Answer any clarifying questions. Tell students they can read with a neighbor to support their reading if they choose.
 	
• Release students to read. As they read, circulate and confer with them.
 	
  – Ask students to identify vocabulary they might be unsure of.
 	
  – Say: "Tell me what you are thinking about as you read these pages. What does the author want you to know? Can you find a specific place in the text that gives you that thought?"
 	
  – If students are struggling, read a short passage aloud. Ask a specific question about what you read aloud.
 	
  – If more than one partnership is struggling, pull them together and start from the beginning of page 28. Ask students what they understand about the text so far. Then, tell them you are going to read the first paragraph aloud. Explain that their job is to listen carefully for a specific detail from that paragraph. After students identify specific details, support them in writing it on their recording form.
 	
  – For students who read these pages and complete their recording form more quickly, pull them together and give them the opportunity to think about and talk about the following question: "What did you think the most important thing to become more well aware of was in the text? Which one would make the most difference in your opinion?"
	• Provide struggling learners with smaller chunks of the text at a time.
	
	• Additionally, consider providing struggling learners with sticky notes that have a focus question for them as they read, such as: "What does 'becoming well aware' mean?"
	
	• Consider reading the two pages aloud to a smaller group of struggling learners. The goal is for students to read this text with much greater independence; however, use teacher judgment about whether some students need the support of hearing it read aloud first.

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • 5

Work Time (continued)	Meeting Students' Needs

B. Close Reading Recording Form, Part 2 (15 minutes)
• After about 20 minutes, call the class to attention. Ask students to look at Part 2 of their Close Reading recording form.
• Tell students that even though they might have been reading with a partner, when they answer these questions, they should do so on their own. This will help them be sure that they understand what they read. Answer any clarifying questions. Then, ask students to complete the text-dependent questions.
• Give students about 15 minutes to work on Part 2 of their recording form. As they work, support them with conferring questions that help them look back into the text, such as:
  * "Can you restate what the question is asking you?"
  * "Where might you look back in the text to support your answer?"
	• Consider asking struggling learners to answer just one text-dependent question. This focuses them on the reading, but gives them a more manageable focus.

C. Launching Performance Task: What Should Be Done to Help Others Become "Well Aware"? (10 minutes) • Gather students in the whole group area. Give them specific, positive feedback about their reading process. For example, you might note students who were being careful to look back through their text. • Then, tell students that because they now know so much about water and how important it is for everyone to have clean water, they can help others become more "well aware." Explain to them, with enthusiasm, that they are going to create something called a VoiceThread presentation in which they tell their listeners what should be done to provide clean water to everyone. • Distribute the **Performance Task Invitation** to students and display one copy using a **document camera.** Explain to students that a *public service announcement*, or PSA, is something people create to teach others about a topic. • Read the Performance Task Invitation aloud. • Tell students that they are going to listen to a PSA model. Set a purpose for listening: Tell students they should listen to what the speaker is trying to teach the listener. • Play the VoiceThread Model Recording. • After students have listened to the VoiceThread model, ask them to, first, think on their own about what the speaker was trying to teach the listener. Then, give them a couple of minutes to share what they heard with a partner. • Cold call or use equity sticks to have a few students share their thoughts. Listen for them to share things like: "The speaker was trying to teach us about building wells," or "The speaker was teaching us about water and the challenges to having clean water for everyone." Tell students this model is just like what they will create.	

Work Time (continued)	Meeting Students' Needs
• Display the **VoiceThread Main Idea recording form.** • Tell students you are going to play the VoiceThread model again. Explain that there are three main parts to this model and you are going to stop after each part. Their job is to listen for what they think the main idea is for just that one part. • Play the first part of the VoiceThread model. Stop at the end of the first part. Give students time to think first. • Then, invite a few volunteers to share what they think the main idea is for that part. Listen for students to say things like: "It tells the reader facts about water," or "It teaches the reader things about water in our world." Write this on the displayed recording form. • After a minute, repeat this process with the second and third parts of the VoiceThread model. • For the second part, listen for students to identify the main idea as the challenges to having clean water. • For the third part, listen for them to state that the speaker is expressing an opinion about what should be done. • It is important for students to develop an idea of the three main parts of the VoiceThread so that they understand the organization. This will help them write effectively. Be sure to record students' main-idea statements for each part on the recording form on the displayed version. • After listening to the three parts, refer to the displayed recording form and summarize how the VoiceThread is organized. This will help students see the big picture of the Performance Task Invitation and get them excited about what they are going to do next. • Your summary could sound something like this: "OK, so this VoiceThread is going to help our listeners learn how to be 'well aware.' Each part does something important. The first part teaches the listener about water in the world. The second part teaches about the challenges to water. The third part tells the reader what the speaker thinks should be done about having clean water. • "You already have done all the work for the first and second parts. Think about the writing you did teaching your reader about water in our first unit and the writing you just looked at in your End of Unit 2 Assessment. • "All that's left is to think about what can be done. That's our next step! You are now going to learn about how different people are solving the challenges to having clean water. Then, you get to decide what you think is one thing that can be done about it. This is going to involve a lot of fun learning!"	

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: My Initial Thinking: What Should Be Done? (5 minutes) • Distribute the **Exit Ticket: My Initial Thinking: What Should Be Done?** • Remind students that in Unit 2, when they began their research about the challenges, they started with their initial questions. • Tell them that today they will consider their initial thoughts about what should be done to protect clean water for everyone. Explain that they might not have a concrete idea just yet. If they don't, they might write a question. • Give students time to complete their exit ticket. Circulate to provide support. Ask questions such as: "What's something that you think might be done to help with pollution?" • Collect students' exit tickets. Tell them that in the next lesson they will learn about things people are doing to protect our water.	

Homework	Meeting Students' Needs
• Reread pages 28–29 of *One Well: The Story of Water on Earth* to someone at home. • Explain to someone at home what you will do to help people become "well aware."	

EXPEDITIONARY LEARNING

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

VoiceThread:
An Overview for Teachers

"A VoiceThread is a collaborative, multimedia slide show that holds <u>images, documents, and videos</u> and allows people to navigate slides and leave comments...." VoiceThreads can be shared with friends, students, and community members, all over the world, for them to record comments too. (http://voicethread.com/about/features/)

Step 1: Creating an Account
- To create a free account with VoiceThread, you will need an email address.
- Go to: <u>www.voicethread.com</u>.
- Click on "Register" in upper right corner of home page.
- Then create user names and passwords for your students.
- Record students' user names and passwords on a separate document for future use.

Step 2: Getting Oriented
You and your students can go to the following places to get oriented:
- For an overview of how to use VoiceThread, go to: <u>http://voicethread.com/about/features/</u>.
- YouTube.com has excellent resources. Enter the search term "VoiceThread Introduction" or "VoiceThread Examples" to find instructional videos and examples of others' VoiceThreads.

Step 3: Loading Image(s) into Your VoiceThread
- Before creating a VoiceThread, plan the order in which you want your VoiceThread to appear. It is important to upload content (pictures, video, etc.) in that order.
- Go to: <u>www.voicethread.com</u>.
- Click "Sign In" and enter your user name (email address) and the password you created in Step 1.
- Click on "Create" at the top of the screen.
- Click on "1. Upload" to add the image, or possibly multiple images, you want. You have several options for adding items:
- My Computer: click on this button if you are adding items you have already downloaded and saved to your computer.
- Media Sources: click on this if you would like to add items from other VoiceThreads you have created, from Flickr, from Facebook, or from the images available through the New York Public Library.

VoiceThread:
An Overview for Teachers

- URL: use this option if you have a web address (URL) with a picture or other media you want to include in your VoiceThread.

- My Webcam: when you click on this option, a pop-up window will appear. Click "allow." Then, you can use your webcam to take a picture or to make a video to upload.

- Add a title and description: Once you have uploaded an image or images, click on "(Title and description)" above the "1. Upload" button (this option does not appear until you have loaded at least one image). A new window appears where you can type in a title and a brief description for your VoiceThread. Click "save" when you are done.

Step 4: (Optional) Adding Audio and Typed Comments to VoiceThread Images
Note: This is an optional step in which students and others can comment on the VoiceThread recordings. This is an excellent way for students to celebrate their recordings with a wider audience.

- Click on "2. Comment"

- Initially, a small pop-up window will say, "Add a picture to this identity." Do NOT follow this prompt. Then, you will see a screen appear at the center of the page, with arrows at the bottom left and right of the screen.

- To locate an image to comment on, click on the arrows to view the images, documents and/or videos you added in "1. Upload" in the order in which you uploaded them.

- To comment on the image or document you have located, click the "comment" button at the bottom of the screen. You will have options for adding your comment using "record" or "type."

- "Record" will allow you to record your voice to accompany the image, if you have a built-in or external microphone with your computer. Once you are done speaking, click on "stop recording."

- "Type" will allow you to type comments to accompany the image, using your keyboard.

- To review your completed voice recording or typed comment, click on "save" and your audio recording and/or text will automatically play back. If you are not happy with your comment, click "cancel" to erase, then create a new comment.

- OPTIONAL: To call attention to a specific feature of the image, use the color wheel that appears at the bottom of the screen while recording or typing. You may click on any of the colors, which will allow you to make marks on the uploaded image. Use this feature if you want to draw attention to a specific feature of the image.

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • **11**

Step 5: Sharing Your VoiceThread

Once your VoiceThread is complete, you can share it with others, which lets them add comments either by typing or recording their voices.

• Click on "Share" and a new window appears.

• You will see a button labeled "add+." Click on this button and a new window appears that will allow you to add an email address and the name of the person to whom you are sending the VoiceThread. You must put in both a valid email address and a name before you will be allowed to save the contact in your account. Your contacts will save automatically.

• For each person you want to send your VoiceThread to, click "add+" to add new contacts.

• Each person's name will appear below the "Send Invite" box on your screen. Click on the box with each person's name, to highlight the contact.

• Once each contact is highlighted, click "Send Invite" and your VoiceThread will be sent to your contacts. Once your contacts receive the email invite, they will be given a link to access your VoiceThread and will be able to make comments.

Step 6: Accessing and/or Editing Existing VoiceThread Projects

• You may access a VoiceThread project you have created by clicking on the tab, at the top of the screen, labeled "My Voice."

• If you want to edit/add to a VoiceThread project, click on the "menu" icon in the lower right corner of the image related to the project you want to access. This will allow you to "edit," "share," "make a copy," or "delete" the project.

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • **12**

In this unit, students build their knowledge of what's being done to conserve, protect, and provide clean water access for everyone. Students then begin to develop opinions about what they believe is one thing that can be done. The second half of the unit moves students into pulling their writing together and using it to create a VoiceThread presentation. Instruction is given to students about how to organize ideas clearly and how to speak fluently. No time is provided for students to actually record their VoiceThread. Individual teachers and schools should consider their technology capacity when deciding how to have students record their presentations.

The End of Unit 3 Assessment is designed to support students in their presentation and speaking skills. This gives them a formal practice run and provides them with feedback about their presentation. By the end of unit assessment, students should be ready to create their final VoiceThread/PSA.

Use subsequent lesson times for students to create their recordings. Give students time to go to the VoiceThread Features site before they record their PSA. (See VoiceThread overview for site address.) Students can practice using the technology first. The structure of their practice time is again dependent upon the technology capacity of each school. Depending on the structure determined by individual schools and teachers, provide some time for students to practice logging in and exploring the VoiceThread site. Students can practice creating a simple recording before they create their PSA.

Here are sample lesson structures to consider:
If there is ample technology for everyone at once, students could all work simultaneously on their own recording. The lesson design steps could be as follows:

• Give students time to review their feedback and practice their VoiceThread again on their own by simply presenting it aloud.

• Put students back in their triads from the end of unit assessment and have them practice together one more time.

• Give students time to get oriented on VoiceThread.

• Have students begin their VoiceThread recording.

• Once they complete their recording, give them time to play it again so that they can hear their final product.

• Provide students with an independent reading option when they are finished.

Extended Teaching Note:
VoiceThread Recordings

If there is only enough technology for a few students to work on their recording at a time, the lesson design could be as follows:

• Give all students time to review their feedback and practice their VoiceThread on their own by practicing aloud.

• Put all students back in their triads. Give them an opportunity to practice with each other.

• Use available computers to provide a small group of students with time to practice and explore VoiceThread.

• Have those students record their VoiceThreads.

• As all students complete their practice, which would be the first 15–20 minutes of class, provide an option such as independent reading for the rest of the period while small groups or individuals are recording.

If VoiceThread is not a viable option for your school, there are a few options that students can use.

• Create an MP3 recording using a program such as Garage Band. Have students select an image and print it to go with their recording.

• Use small tape recorders to record their presentations. Have students select an image and print to go with their recording.

• Use another voice recording software such as: http://www.nch.com.au/software/voxrec.html.

• Use flip cameras or other video such as smartphones. Have students make their presentation on video with their image printed for students to share.

NYS Common Core ELA Curriculum • G3:M4:U3:L1 • November 2013 • **14**

Name:

Date:

Part 1: Main Idea and Key Details

Text title and page numbers: *One Well: The Story of Water on Earth* (pages 28–29)

Topic: _____

Main idea of the text on pages 28–29:

_____

_____

_____

_____

Key details from the text that help me understand the main idea:

_____

_____

_____

_____

Key details from the illustrations that help me understand the main idea:

_____

_____

_____

_____

Name:

Date:

Part 2: Text-Dependent Questions

How much water can be saved by making sure faucets don't drip?
___ 10,000 gallons
___ 2,650 gallons
___ 50 gallons
___ 26 gallons

What is one example of taking care of our water?

_____

What did Ryan Herjlac do to help people become "well aware"?
___ He built wells in Uganda and started a foundation to build wells in other places in Africa.
___ He cleaned up the water.
___ He raised money for Africa.
___ He painted fish on storm drains.

Why is becoming "well aware" important? Support your answer with evidence from the text.

_____

_____

_____

_____

E▶
EXPEDITIONARY
LEARNING

Name:

Date:

VoiceThread Public Service Announcement

After researching the importance of freshwater, create a PSA (public service announcement) 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 examples from the texts you have read about water.

_____

_____

_____

_____

_____

VoiceThread Main Idea Recording Form

Name:

Date:

Part 1
The main idea of Part 1 is...

_____

_____

_____

Part 2
The main idea of Part 2 is...

_____

_____

_____

Part 3
The main idea of Part 1 is...

_____

_____

_____

Exit Ticket: My Initial Thinking: What Should Be Done?

Name:	
Date:	

Based on what you have read and learned so far, what do you think should be done to protect our clean water?

_____

_____

_____

_____

_____

_____

_____

_____

Grade 3: Module 4: Unit 3: Lesson 2
Determining the Main Idea and Key Details: "Dry Days in Australia"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from informational texts. (RI.3.1)
I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can make connections between specific sentences and paragraphs and the overall text. (RI.3.8)

Supporting Learning Targets	Ongoing Assessment
• I can determine the main idea of "Dry Days in Australia." • I can determine the key details of "Laying Down the Law" or "Using Less" from "Dry Days in Australia."	• Students' annotated text "Dry Days in Australia"

Agenda	Teaching Notes

1. Opening
  A. Engaging the Reader: Being Well Aware (5 minutes)
  B. Unpacking Learning Targets (5 minutes)
2. Work Time
  A. Reading and Answering Questions about "Dry Days in Australia" (20 minutes)
  B. Writing the Main Idea Statement (12 minutes)
  C. Finding Key Details from the Sections "Laying Down the Law" or "Using Less" (13 minutes)
3. Closing and Assessment
  A. Adding to the New Being Well Aware Anchor Chart (5 minutes)
4. Homework
  A. Read "Water Conservation for Kids" with someone at home.
  B. Select one thing you will do to become more well aware by conserving water. Write a quick commitment card that names your commitment and why you selected this action
	• In this lesson, you build a new Being Well Aware anchor chart. This anchor chart will be added to in Lessons 3 and 4 and used in the remainder of the unit as a reference when students create their VoiceThread presentations.
	  1. During Work Time A, you read "Dry Days in Australia" aloud. This serves three purposes:
	  2. This text's Lexile is above grade level, and reading it aloud helps students access the content.
	  3. This text includes many unfamiliar proper nouns. Reading aloud exposes students to fluent reading of these new terms.
	  4. Reading aloud gives students the context so that they can challenge themselves and focus on the key details related to content.
	• "Dry Days in Australia" includes a number of examples of cause and effect. Some of these are noted in text-dependent questions. Consider drawing out others and highlighting them to reinforce standard RI.3.8, which was addressed and assessed in Unit 1.
	• In Lessons 2–4, students discuss their reading in pairs. Pair students with someone who was not in their research group from Unit 2 to give students opportunities to work with different students and to share their learning. Also, seek to pair students heterogeneously, but not at extreme ends of the range. This will ensure the students can support each other with text as needed. Based on the level of any ELLs, decide whether to partner these students with native speakers or students who speak their same home language. Consider having students work with these same partners in Lessons 3 and 4.
	• In advance: Determine which pairs will read "Laying Down the Law" and which will read "Using Less." Note that "Laying Down the Law" is a little bit simpler. If necessary, prepare a way to communicate this efficiently.
	• Cut the Subtitle Definition cards. Be sure to shuffle them so they are not in order. Consider printing them on card stock.
	• Create new copies of the Determining the Main Idea and Key Details task cards. Note that this task card was used in a previous unit, and the choice to use it again in Unit 3 was intentional, as the texts are generally more complex and the content shifts from science to social studies.

Agenda	Teaching Notes (continued)
	• Locate a world map on which Australia is clearly displayed.
	• Post: Power Words/Water Words anchor chart, Determining the Main Idea and Key Details anchor chart, learning targets.

Lesson Vocabulary	Materials
drought, severe, coping, restrictions	• Being Well Aware anchor chart (new; teacher created; see supporting materials)
	• World map (teacher-selected in advance; one to display)
	• "Dry Days in Australia" (one per student and one to display)
	• Document camera
	• Equity sticks
	• Subtitle Definition cards
	• Power Words/Water Words anchor chart (begun in Unit 1, Lesson 2)
	• Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8)
	• Determining the Main Idea and Key Details task card (specific to today's lesson; answers, for teacher reference)
	• Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6)
	• Highlighters or colored pencils (one per student)
	• Sticky notes (one per student)
	• "Water Conservation for Kids" http://www.thewaterpage.com/water-conservation-kids.htm (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Being Well Aware (5 minutes) • Continue to build excitement about creating a VoiceThread. Ask students to share with a partner one thing they discussed with someone at home about becoming well aware. • Invite a few volunteers to share their ideas. Add these to the new Being Well Aware anchor chart. • Tell students that today and for the next few lessons they will read about how people in other parts of the world are **being well aware**.	
B. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets and read the first one aloud. • Ask volunteers to share what they remember about determining the main idea. • Tell students that in today's lesson they will read about Australia. • Call on a volunteer to find Australia on the **world map**.	

Work Time	Meeting Students' Needs
A. Reading and Answering Questions about "Dry Days in Australia" (20 minutes) • Project **"Dry Days in Australia"** on the **document camera**. Read the title and subtitle aloud to students. Share some of the facts from the "At a Glance" section in simple language to expand their background knowledge about Australia. • Ask students to share with their partners their initial ideas about what they think this text will be about. • Use **equity sticks** to call on a few students. Assure them that it's OK if their ideas are incomplete. Listen for ideas like: "People in Australia have less water to use because there isn't enough rain." • Divide students into predetermined pairs (see teaching notes). • Distribute one set of **Subtitle Definition cards** to each pair. Ask students to arrange the phrases into a sentence with their partners. • When they have a sentence, prompt students to flip the cards over and write the words or phrases from the subtitle that correspond to the definition. • Call on a few volunteers to share their sentences or a word and definition. • Add *drought* to the Water Words section of the **Power Words/Water Words anchor chart**. Add the other words to the Power Words sections. • Distribute "Dry Days in Australia" to students. Read the text aloud to students. Invite them to follow along as you read the text aloud, slowly and fluently.	• Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and promoting accountability. Any student who gives the signal is communicating readiness to share. • Consider posting the questions you ask to support visual learners. • Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.

Work Time (continued)	Meeting Students' Needs
• After you finish reading, ask the following questions. After each question, give students time to return to the text to find their answers. Use a variety of strategies to elicit their responses, such as pulling equity sticks, having students turn and talk to a partner, or calling on volunteers. * "In the section "How Much Longer," what evidence does the author give that drought is "nothing new" in Australia?" (An experiment with rain-making guns was abandoned more than a century ago. The central desert has never been able to support farming or the needs of large communities.) * What words from this section explain why this drought is worse?" ("The past decade has been the driest on record for the state of Victoria…." "The current drought is more widespread.") • The author uses many examples of cause and effect in this article to help the reader understand how the drought and water restriction have impacted life in Australia. * "In the section "Laying Down the Law," the author explains many of the effects of the water restrictions. What is one of them?" (People can water their lawns only on certain days. People reuse water from their shower to water trees.) * "Reread the second sentence of "Using Less." Put this sentence in your own words." (There are more and more people, so farmers need to produce more food.) * "Why did the author include this [second] sentence?" (To explain cause and effect—when there are more people, they need more food. It takes water to grow food.)	• Consider asking struggling learners to answer just one text-dependent question. This focuses them on the reading, but gives them a more manageable focus.

Work Time (continued)	Meeting Students' Needs

B. Writing the Main Idea Statement (12 minutes)
• Distribute **the Determining the Main Idea and Key Details task card** to students and project a copy on the document camera. Remind students that this is the same task card they used in Unit 1.
• Direct students' attention to Part 1 of the task card, and read the second step aloud: "In your own words, what is the main idea of this text? Write your main idea statement on the back of your text."
• Ask students:
  * "What do you remember about writing a main idea statement?"
• Record responses on the board.
• Responses should include:
  – 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.
• Tell students that they will have about 5 minutes to discuss with a partner the main idea of "Dry Days in Australia" and then write their own main idea statements. Remind them that they can refer to the **Determining the Main Idea and Key Details anchor chart** to support their thinking.
• Circulate and observe students' work. To prompt thinking, ask questions like these to individuals, small groups, or the whole class:
  * "What is helping you determine the main idea?"
  * "What is this text mostly about?"
• You might ask follow-up questions such as:
  * "How do the text features like the titles and subtitles, text boxes, and captions help you to determine the main idea? Are there any text features that don't support the main idea?"
  * "Which picture best helps you to understand the main idea? Why?"	

Work Time (continued)	Meeting Students' Needs
• After 5 minutes, call students together. Use equity sticks to select a few students to share. As needed, clear up misconceptions and guide students to the main idea. (There is not enough water in Australia because of droughts. People in Australia work hard to conserve water to make sure that there is enough for everyone.	

C. Finding Key Details from the Sections "Laying Down the Law" or "Using Less" (13 minutes)
• Direct students' attention to the posted learning targets. Ask a volunteer to read the second target aloud.
• Tell students they will now take a deeper look at one section of "Dry Days in Australia—either "Laying Down the Law" or "Using Less"—and work on the second part of the Main Idea and Key Details task card.
• Project the Determining the Main Idea and Key Details task card on the document camera. Ask a volunteer to read the directions for Part 2 aloud.
• Refer to the Determining the Main Idea and Key Details anchor chart. Remind students that the approaches they used in previous lessons may be helpful.
• Tell each pair which section of the text they will be working on. Distribute a **highlighter or colored pencil** to each student.
• Give students about 10 minutes to work with a partner on Part 2 of the Main Idea and Key Details task card.
• Circulate as students work. As needed, ask questions like:
  * "Why did you select this passage as a key detail?" (Listen for approaches from the Determining the Main Idea and Key Details anchor chart.)
  * "Did you notice any other words or phrases that signaled importance?" (Listen for: "many." Note: If this word is not yet on your anchor chart, you may want to add it.)
• After about 10 minutes, gather the class together. Give specific positive praise for strategies you saw students using to determine the key details such as noticing words like "most" and language that shows cause and effect, like "but," "so," and "used to."
• If students finish early, invite them to skim the text for other ways in which Australians are "well aware."
	• Consider pulling small groups for support with the text.
	• Display these questions for students to reference.

Closing and Assessment	Meeting Students' Needs

A. Adding to the New Being Well Aware Anchor Chart (5 minutes)
• Distribute one sticky note to each student.
• Give directions for a closing activity:
   1. Find a partner who did not read your section of the text.
   2. Share a few key details that you identified. Select two details (one from each section) that explain how people in Australia are well aware.
   3. Choose one detail that your <u>partner</u> shared and write it on <u>your</u> sticky note.
• Invite students to post their sticky notes on the new Being Well Aware anchor chart.
• Call out a few strong ideas that relate to the text.
• Distribute "**Water Conservation for Kids**" and preview the homework.	

Homework	Meeting Students' Needs
• Read "Water Conservation for Kids" with someone at home. • Select one thing you will do to become more well aware by conserving water. Write a quick commitment card that names your commitment and why you selected this action. • Extension: Work with an adult to research how much water that change would save in a month.	• In preparation for the next lesson, review the sticky notes. Remove any duplicates. If you choose, transcribe these on the Being Well Aware anchor chart.

EXPEDITIONARY LEARNING

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

Note: Answers will vary based on the input of the students from homework, the text, and past research. Possible answers from the text are listed below. Consider titling the sections of the anchor chart to correspond with pages 28 and 29 of *One Well: The Story of Water on Earth.* You may want to include an "Other" section.

Being Well Aware	
Learn More and Educate Others	
Join Others	• Pass laws to encourage people to save water
Conserve Water	• Limit lawn watering • Use cool water from the shower to water plants • Use buckets to wash cars • Take short showers • Use water-saving showerheads • Limit baths • Turn off leaky faucets • Design houses that save water • Drink from a cup instead of the faucet
Protect Water	
Improve Access	
Other	

World

A warning sign for boats sits on the bottom of the empty Green Hill Lake. The lake is outside the small town of Ararat, which is about 125 miles west of Melbourne. *Right:* Surfers at Point Plomer in New South Wales.

Dry Days in A

SEVERE DROUGHT HAS MILLIONS OF AUSTRALIANS COPING WITH WATER RESTRICTIONS
by Ann Weil in Melbourne, Victoria

In Australia, most people live within a 30-minute drive of the ocean. For many of them, going to the beach is a part of everyday life. So are severe **drought**, and laws that dictate how and when water can be used.

Words to Know

- **down under**: nickname for Australia, so-called because it lies so far south of the equator.
- **drought**: a prolonged, abnormally dry period when there is not enough rainfall to meet normal or expected needs.

Lachlan McDonald, 14, and his 16-year-old brother, Mitchell, live with their parents and younger sister in Beaumaris *(boh-MAR-iss)*. Their hometown is an attractive suburb of Melbourne, with spacious ranch houses on tree-lined streets. The brothers love to surf. But restrictions on freshwater have changed their routine—including the long hot showers they used to take afterward. "When you go surfing and it's freezing and

Lachlan

you want to have a hot shower, you can't," Lachlan tells *JS*. "When you can, it's too short to really warm up."

How Much Longer?

The past decade has been the driest on record for the state of Victoria, which includes Melbourne, one of Australia's largest cities. Research into Melbourne's future water supplies is not encouraging. A recent study commissioned by local water officials identified climate trends that include more hot, dry days and less rain overall,

10 JUNIOR SCHOLASTIC / NOVEMBER 26, 2007

"Dry Days in Australia"

At a Glance

ABORIGINAL PEOPLES LIVED IN AUSTRALIA FOR MORE THAN 40,000 YEARS BEFORE THE ARRIVAL OF EUROPEANS. Though treated by white settlers as a single group, Aboriginals were of many cultures, and spoke about 200 different languages. They still suffer from discrimination.

AUSTRALIA'S FIRST EUROPEAN SETTLERS WERE BRITISH CONVICTS, SENT THERE IN 1798 AS PUNISHMENT. Many were paupers who had committed petty crimes, such as stealing food. Australians were once sensitive about that ancestry, but today most are proud of their heritage.

KANGAROOS, A FAMILIAR SYMBOL OF AUSTRALIA, DO NOT GIVE BIRTH IN TIMES OF SEVERE DROUGHT. Instead, an embryo's development halts until the drought ends. After a good rainy season, a kangaroo may give birth to two joeys (baby kangaroos) of different ages!

AUSTRALIA IS IN THE SOUTHERN HEMISPHERE. Its name comes from a Latin word meaning "of the south." When North America is experiencing winter, it's summer down under. Many Australians celebrate Christmas by going to the beach.

but with more flooding during storms.

For Australia—which is a continent as well as a country—drought is nothing new. Its "red center," or desert, has always lacked enough water to support farming or the needs of large communities. But the current drought is more widespread.

Some experts believe that climate change is contributing to Australia's dry spell. Others see it as part of the continent's long-term weather pattern.

More than a century ago, a meteorologist named Clement Wragg persuaded his local government in the state of Queensland to build rain-making guns and fire them at passing clouds. Wragg was convinced that this would create a whirl-wind inside the clouds, resulting in rain. On a cloudy day in 1902, the guns were aimed at the sky, and the mayor gave the order to fire. A few drops of rain began to fall, followed by a light shower. But the next time the guns were fired, they blew up. The experiment was abandoned.

Laying Down the Law

The current drought is affecting people all over the country. Australians no longer take water for granted. "I used to drink water straight from

Mitchell

JUNIOR SCHOLASTIC / NOVEMBER 26, 2007 **11**

World

TEEN DIARY
A REPORT FROM AUSTRALIA

Ellie Vandestadt

"One Bath All Year"

I've had only one bath all year, and I felt guilty about it. I have two-minute showers, but it's pretty easy [to stick to], and you don't wash your hair every day.

I [went] on a bike trip called the Great Victorian Bike Ride. We rode about 600 kilometers [about 373 miles] over nine days and slept in tents. We rode through areas that were in stage-four water restrictions. [Even though] we were covered in dirt and sweat, we weren't allowed to shower.

[This drought] is scary. So many people who live in the country, they don't have what they need to make a living. [You save water] because if you don't do it, you're a bad person, and you feel guilty. But you don't really need that long in a shower anyway. It's no big deal. Two minutes is enough.

—Ellie Vandestadt, 18

the tap," Mitchell tells JS. "But now I use a cup. We are always conscious of the amount of water we use."

Victoria lawmakers introduced water-saving rules in 2005. Additional water restrictions kick in whenever water reserves fall below specified levels. Current restrictions put strict limits on lawn-watering. People may water their gardens only at certain times on certain days, using only watering cans or hoses with trigger-spray nozzles.

Many Australians keep buckets in the shower to catch the cool water while they wait for it to get warm. Then they tip the cool water out in the yard to water plants and trees. They also use a bucket of water to wash their cars, because doing it with a handheld hose is now illegal.

"We used to have a sprinkler on the lawn that we would play in," recalls Lachlan. "But we couldn't do that now."

Using Less

Most Australians—about 90 percent—live in big cities hugging the coasts. The population continues to grow, so farmers must produce more food. Since many of them irrigate with river water, waterways are being reduced to muddy trickles. The price of food has skyrocketed.

A prolonged drought has led to more bush fires [above] and flooding storms [below].

"I am scared about the drought," Mitchell admits. "I think everyone is. When I was much younger, my family and I were down at the beach. I saw a tap that was broken, and we could not turn it off. I went to sleep crying, because I was so scared that we would have no water left.

"If the drought keeps up the way it's been going, many people will have to move away or we will have no water," Mitchell adds. "I do think my future will be affected by the drought. I am looking to be an architect, so if I become one, I will have to design houses that are water-saving houses."

Australians are encouraged to use water-saving showerheads that limit the flow of water. Some have timers in their bathrooms to remind family members to take shorter showers.

Although people may be fined for using sprinklers or washing their cars, the government is not peeking into people's bathrooms to see how long they are in the shower. So why don't they cheat?

Lachlan says that he feels a moral responsibility. "You see people on the news, and they don't have water, and they can't grow stuff. I am not taking all the water for myself. I can use a little less and get by." JS

12 JUNIOR SCHOLASTIC / NOVEMBER 26, 2007

Subtitle Definition Cards

A really bad	time of no rain	has Australians
dealing with	limits on how much water they can use	

A really bad	time of no rain	has Australians
dealing with	limits on how much water they can use	

Determining the Main Idea and Key Details Task Card
Answers for Teacher Reference

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 the **main idea** of this text? On the **back** of your text, write a #1, then write a **main idea** statement.

(Answers will vary. Look for: There is not enough water in Australia because of droughts. People in Australia work hard to conserve water to make sure that there is enough for everyone.)

Note: Students will generate this with a partner, then as a class.

Part 2: Finding Key Details

Reread the text. As you read, highlight the **key details** that you think support the main idea.
(Answers will vary. Look for: Australians sometimes keep buckets in their shower to save water. Some Australians use timers to remind them to take shorter showers.

Part 3: Revising the Main Idea Statement

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

Note: Students are not asked to revise their main idea in this lesson.

Are You Ready? | **Appendix A**

Appendix A:
Water Conservation Tips

Indoor Water
Conservation Tips

General

- Never pour water down the drain when there may be another use for it. Use it to water your indoor plants or garden.
- Repair dripping faucets by replacing washers. One drop per second wastes 2,700 gallons of water per year!
- Check all plumbing for leaks. Have leaks repaired by a plumber.
- Retrofit all household faucets by installing aerators with flow restrictors.
- Install an instant hot water heater on your sink.
- Insulate your water pipes to reduce heat loss and prevent them from breaking.
- Install a water-softening system only when the minerals in the water would damage your pipes. Turn the softener off while on vacation.
- Choose appliances that are more energy and water efficient.

Bathroom

- Consider purchasing a low-volume toilet that uses less than half the water of older models. **Note:** In many areas, low-volume units are required by law.
- Install a toilet displacement device to cut down on the amount of water needed to flush. Place a one-gallon plastic jug of water into the tank to displace toilet flow (do not use a brick, it may dissolve and loose pieces may cause damage to the internal parts). Be sure installation does not interfere with the operating parts.
- Replace your showerhead with an ultra-low-flow version.
- Place a bucket in the shower to catch excess water for watering plants.
- Avoid flushing the toilet unnecessarily. Dispose of tissues, insects, and other similar waste in the trash rather than the toilet.
- Avoid taking baths—take short showers—turn on water only to get wet and lather and then again to rinse off.
- Avoid letting the water run while brushing your teeth, washing your face, or shaving.

Kitchen

- Operate automatic dishwashers only when they are fully loaded. Use the "light wash" feature, if available, to use less water.
- Hand wash dishes by filling two containers—one with soapy water and the other with rinse water containing a small amount of chlorine bleach.
- Clean vegetables in a pan filled with water rather than running water from the tap.
- Start a compost pile as an alternate method of disposing of food waste or simply dispose of food in the garbage. (Kitchen sink disposals require a lot of water to operate properly).
- Store drinking water in the refrigerator. Do not let the tap run while you are waiting for water to cool.

191

Appendix A | Are You Ready?

- Avoid wasting water waiting for it to get hot. Capture it for other uses such as plant watering or heat it on the stove or in a microwave.
- Avoid rinsing dishes before placing them in the dishwasher; just remove large particles of food. (Most dishwashers can clean soiled dishes very well, so dishes do not have to be rinsed before washing)
- Avoid using running water to thaw meat or other frozen foods. Defrost food overnight in the refrigerator or use the defrost setting on your microwave oven.

Laundry

- Operate automatic clothes washers only when they are fully loaded or set the water level for the size of your load.

Outdoor Water Conservation Tips

General

- Check your well pump periodically. If the automatic pump turns on and off while water is not being used, you have a leak.
- Plant native and/or drought-tolerant grasses, ground covers, shrubs, and trees. Once established, they do not need water as frequently and usually will survive a dry period without watering. Small plants require less water to become established. Group plants together based on similar water needs.
- Install irrigation devices that are the most water efficient for each use. Micro and drip irrigation and soaker hoses are examples of efficient devices.
- Use mulch to retain moisture in the soil. Mulch also helps control weeds that compete with landscape plants for water.
- Avoid purchasing recreational water toys that require a constant stream of water.
- Avoid installing ornamental water features (such as fountains) unless they use recycled water.

Car Washing

- Use a shut-off nozzle that can be adjusted down to a fine spray on your hose.
- Use a commercial car wash that recycles water. If you wash your own car, park on the grass so that you will be watering it at the same time.

Lawn Care

- Avoid over watering your lawn. A heavy rain eliminates the need for watering for up to two weeks. Most of the year, lawns only need one inch of water per week.
- Water in several short sessions rather than one long one, in order for your lawn to better absorb moisture.
- Position sprinklers so water lands on the lawn and shrubs and not on paved areas.

192

Are You Ready? | **Appendix A**

- Avoid sprinklers that spray a fine mist. Mist can evaporate before it reaches the lawn. Check sprinkler systems and timing devices regularly to be sure they operate properly.
- Raise the lawn mower blade to at least three inches or to its highest level. A higher cut encourages grass roots to grow deeper, shades the root system, and holds soil moisture.
- Plant drought-resistant lawn seed.
- Avoid over-fertilizing your lawn. Applying fertilizer increases the need for water. Apply fertilizers that contain slow-release, water-insoluble forms of nitrogen.
- Use a broom or blower instead of a hose to clean leaves and other debris from your driveway or sidewalk.
- Avoid leaving sprinklers or hoses unattended. A garden hose can pour out 600 gallons or more in only a few hours.

Pool

- Install a new water-saving pool filter. A single back flushing with a traditional filter uses 180 to 250 gallons of water.
- Cover pools and spas to reduce evaporation of water.

193

"Are you Ready: Water Conservation Tips."FEMA.GOV. http://www.fema.gov/pdf/areyouready/appendix_a.pdf

Grade 3: Module 4: Unit 3: Lesson 3
Determining the Main Idea and Key Details:
"Tackling the Trash"

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can answer questions using specific details from informational texts. (RI.3.1)
I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can tell the difference between related words and synonyms (e.g., knew, believed, suspected, heard, wondered). (L.3.5c)

Supporting Learning Targets	Ongoing Assessment
• I can determine the main idea of "Tackling the Trash." • I can determine the key details from "Tackling the Trash."	• Students' annotated text "Tackling the Trash" • Commitment cards (from Lesson 2 homework)

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Reader: Sharing Conservation Commitments (5 minutes)
 	
   B. Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Determining the Main Idea of "Tackling the Trash" (15 minutes)
 	
   B. Answering Questions about "Tackling the Trash" (10 minutes)
 	
   C. Finding Key Details and Revising the Main Idea Statement (15 minutes)
 	
3. Closing and Assessment
 	
   A. Sharing Ways to Be Well Aware (10 minutes)
 	
4. Homework
 	
   A. Share three things Chad did to make a difference.
 	
   B. Continue reading your independent reading book.
 	
   C. Begin completing your Independent Reading recording form
	• In this lesson, students share their commitment cards with partners using the Back-to-Back, Face-to-Face protocol. Their ideas should be added to the Being Well Aware anchor chart and taken into consideration for use in their VoiceThreads. Continue to prompt students to think about what their VoiceThreads might include.
	
	• Then, students read and reread "Tackling the Trash" to figure out the text's main ideas and key details. Jill Esbaum wrote "Tackling the Trash" in 2002. However, work by Chad Pregracke (pronounced "Per-grack-ee") continues through his organization Living Lands and Waters. For more information, see his website: http://www.livinglandsandwaters.org.
	
	• As they read this text, students also focus on synonyms, in support of NYSP12 ELA CCLS L.3.5. This text provides an opportunity to focus students' attention on how authors use different words with the same meaning to make their writing more interesting and precise. This work with synonyms is an important connection that helps students build their vocabulary and their understanding of word meanings.
	
	• Students use Determining the Main Idea and Key Details task cards to complete their synthesis of "Tackling the Trash." These are the same task cards that were used in Lesson 2, as well as Unit 1, Lessons 6–11. In advance, decide whether students would benefit from having new copies of these task cards or whether they can reuse the original ones.
	
	• In advance: Gather highlighters or colored pencils for students to use when they complete Part 2 of the Determining the Main Idea and Key Details task card.
	
	• Post: Learning targets.

NYS Common Core ELA Curriculum • G3:M4:U3:L3 • November 2013 • 2

Lesson Vocabulary	Materials
act out (perform), pantomime, synonym, trash, litter, junk, clutter, landfill, determined/determination, grant, donate/donation	• Being Well Aware anchor chart (begun in Lesson 2) • "Tackling the Trash" (one per student and one to display) • Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8) • Determining the Main Idea and Key Details task card (specific to today's lesson; answers, for teacher reference) • Document camera • Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6) • Highlighters or colored pencils (one per student) • Equity sticks • Independent Reading recording form (from Unit 2, Lesson 4; one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Sharing Conservation Commitments (5 minutes) • Ask students to refer to the commitment cards they made for homework. • Invite them to determine how they can act out or silently perform their commitments for one another (pantomime). • Review the Back-to-Back, Face-to-Face protocol with students, and ask them to stand back-to-back with a partner. • Tell students: "When I say, 'Front-to-front,' turn around and silently act out your commitment. Watch what your partner does, and call out your guess. The only rule is that you have to stay in the same place." • Call out, "Front-to-front." Give students 30 seconds to 1 minute to share with their partner. • Then say, "Back-to-back" and ask students to find a new partner. • Repeat as time permits. • Refocus students whole group. Commend them on their efforts to be well aware. Invite the class to share some of the ways to save water that are not yet on the **Being Well Aware anchor chart**. Add these to the chart. • Remind students that they may use some of these ideas in their VoiceThread.	• Physical movement supports ELLs and students with different learning styles.
B. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets. Ask students to read them silently. • Acknowledge that they have worked on main ideas and key details many times this year. Then ask students to turn and discuss the following with a partner: * "Why do you think we have spent so much time on main ideas and key details?" • Cold call a few students to share out. Listen for ideas like: "The main idea is what the author wants you to know. If you can't find the main idea, you may not be learning what you are supposed to from the text. The key details help you to understand the main idea more deeply and make sure that you got it right."	

Work Time	Meeting Students' Needs
A. Determining the Main Idea of "Tackling the Trash" (15 minutes)	• In support of RI.3.10, students are asked to read this text independently. If students need support with the text, have them whisper-read with their partners or pull together a small group to whisper-read with your support .
• Distribute **"Tackling the Trash"** and the **Determining the Main Idea and Key Details task card**. Tell students this text tells the story of a young man named Chad Pregracke, who is well aware.	
• Read the directions for Part 1 of the Determining the Main Idea and Key Details task card aloud. Tell students they will have 10 minutes to complete Part 1 of the task card.	
• Encourage students to think about how they might include ideas from this text in their VoiceThread.	• Consider pulling small groups for support with the text .
• Circulate and observe students as they read. Give support with decoding only when necessary.	
• As students begin to work on their main idea statements, ask questions like the following to individuals, small groups, or the whole class:	
* "What is helping you determine the main idea?"	
* "What is this text mostly about?"	
• You might ask follow-up questions like:	
* "How do the text features like the title, pictures, and border help you to determine the main idea?"	
* "How do the illustrations along the border reinforce the main idea?"	
• Refocus students' attention whole group.	
• Ask students to turn to a neighbor and share their main idea statements. If students have not yet written their main idea statements, they can write these with their partners.	
• Remind students to give their partners a chance to share ideas. Remind them that it is important to notice and discuss differences between their ideas. Be sure students are using evidence from the text.	
• Circulate and select a few strong main idea statements to share. It's OK if these are simple first drafts as long as they have the main idea that Chad took action on pollution by cleaning up the river around his home and getting the help of others.	
• After a few minutes, call students together. Share the main idea statements that you selected.	

NYS Common Core ELA Curriculum • G3:M4:U3:L3 • November 2013 • 5

Work Time (continued)	Meeting Students' Needs
B. Answering Questions about "Tackling the Trash" (10 minutes)	• Consider posting the questions you ask to support visual learners .
• Display a copy of "Tackling the Text" on a **document camera**.	
• Direct students' attention to the displayed text.	
• Ask:	
* "With your partner, look over the first three paragraphs of the text. What synonyms, or words that mean nearly the same thing, can you find for the word 'garbage'?"	
• Ask for volunteers to call out a few words they found ("trash," "junk," "clutter," "litter").	
• Ask:	
* "Why do you think the author used these different words for garbage?"	
• Call on a volunteer. If needed, note that authors often use synonyms to make their writing more interesting and precise. Point out the first sentence in the third paragraph, "Spring floods added to the clutter."	
• Ask:	
* "Why do you think that the author used the word 'clutter' in this sentence instead of just saying 'trash'?"	
• Again give students a few moments to think; then call on a volunteer to respond.	
• Direct students to the last paragraph on the first page. Read the sentence: "When his boat was full, he took the load to the landfill." Ask:	
* "What is a synonym for 'landfill'?"	
• Cold call a few students to respond.	
• Read Paragraphs 3 and 4 on the second page aloud.	
• Refer students to the word donate. Tell them that sometimes people give away things like food, clothes, or money to help people or a cause, such as cleaning up the river. The thing that they donate is called a donation.	
• Ask:	
* "In the fourth paragraph, which word do you think is a synonym for a donation of money?"	
• Cold call partners to respond. Listen for: "grant."	

Work Time (continued)	Meeting Students' Needs

C. Finding Key Details and Revising the Main Idea Statement (15 minutes)
• Redirect students' attention to the posted learning targets. Ask a volunteer to read the second learning target aloud.
• Tell students they are now going to complete Part 2 of the task card with their partners.
• Suggest to students that—especially on the second page—they figure out the main idea one paragraph at a time. If not already listed, add this strategy to the **Determining the Main Idea and Key Details anchor chart**.
• Distribute one **highlighter or colored pencil** to each student.
• Give students about 10 minutes to complete Part 2.
• Circulate as students work. As needed, ask questions like:
    * "Why did you select this passage as a key detail?" (Listen for approaches listed on the Determining the Main Idea and Key Details anchor chart.)
    * "What's the important thing to learn from this paragraph about how Chad Pregracke made a difference?"
• Refocus students' attention whole group. Direct students to their main idea statement. Ask them to discuss the following with their partners:
    * "Based on the key details that you identified, would you change your main idea statement? Why or why not?"
• Circulate as students discuss. Select a few highlights to share or a few students to share their thinking.
	• Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and promoting accountability. Any student who gives the signal is communicating readiness to share.
	• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.

Closing and Assessment	Meeting Students' Needs
A. Sharing Ways to Be Well Aware (10 minutes) • Tell students to turn to a new partner and share what they learned from Chad Pregracke's story about becoming well aware. Encourage students to use specific examples from the text. • Use **equity sticks** to call on at least three students to share their ideas. Add ideas to the Being Well Aware anchor chart. • Distribute the **Independent Reading recording form** to students and preview the homework.	• Mixing partners for the sharing serves two primary purposes: 1) to encourage sharing new information and 2) to allow students to work with someone new. If your class does not easily pair, either have students share with their existing partner or predetermine pairs.

Homework	Meeting Students' Needs
• When Chad Pregracke decided to clean up the river, he was being well aware. Share with someone at home three things that Chad did to make a difference. Which one of these ideas might you want to share in your VoiceThread to help others be well aware? • Continue reading your independent reading book. • Begin completing your Independent Reading recording form. *Note: Students work on their Independent Reading recording form for homework across several lessons.*	

NYS Common Core ELA Curriculum • G3:M4:U3:L3 • November 2013 • 8

EXPEDITIONARY LEARNING

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

(Continued from Lesson 2; new answers are in bold. Answers will vary based on the input of the students from homework, the text, and past research.)

Being Well Aware	
Learn More and Educate Others	• **Take pictures of the problem to share with others** • **Share your story with other groups**
Join Others	• Pass laws to encourage people to save water • **Work together to clean up a river (Adopt-a-Mississippi Mile)** • **Ask for money for or donate money to people who are doing good work**
Conserve Water	• Limit lawn watering • Use cool water from the shower to water plants • Use buckets to wash cars • Take short showers • Use water-saving showerheads • Limit baths • Turn off leaky faucets • Design houses that save water • Drink from a cup instead of the faucet • (Add student responses from homework.)
Protect Water	• **Clean up trash near waterways**
Improve Access	

"Tackling the Trash"

13 air conditioners • 8 anchors • 348 bottles of antifreeze • 18 duck decoys

28 toilets

350 propane tanks

56 stoves

46 washing machines

223 milk crates

Tackling the Trash
By Jill Esbaum

Not many people would spend their free time picking up other people's litter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and Illinois Rivers.

Why?

Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn't care where they threw their trash.

Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

"It was getting worse every year," Chad says. "And nobody was cleaning it up."

In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.

With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.

55 life jackets • 4,870 car tires • 28 garbage cans • 14,240 pounds of metal

3 baby pools — 968 buckets — 287 refrigerators — 1,109 55-gallon steel drums

Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.

But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.

First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much money to donate.

So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn't help either. But finally one company decided to lend a hand. Chad got his first small grant and the encouragement he needed to find others to help as well.

Chad began visiting other companies in person and found that his careful record keeping paid off. People couldn't help being impressed by his enthusiasm, or by the pictures of the junk he'd already hauled away. The next year, Chad received enough money to finish his summer's work with several volunteers to help him. In two years he raised enough money to buy two more boats and hire five helpers for the next summer.

In 1998, Chad's goal was to clean 1,000 miles of shoreline. Beginning in northern Iowa, he and his crew slowly worked their way south. Their final destination was St. Louis, Missouri. Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field. When he finished each area, he trucked the trash to the nearest landfill.

As the hot summer wore on, the work became more difficult. The farther south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small boatload at a time. Sheltered only by tents and tarps, Chad and his crew battled mosquitoes and summer storms. By summer's end only Chad and one helper remained

What has Chad taken out of the rivers? Here is a partial list of what he's pulled out as of July 2001.

Chad Pregracke made clean rivers his business.

on the job. When cold weather forced them to stop, they were just fifty miles from St. Louis.

Chad didn't spend the winter months catching up on sleep. He needed to raise more than $100,000. Part of the money would go toward finishing his work near St. Louis. The rest would fund his next project, cleaning the 270-mile shoreline of the Illinois River.

Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with community groups, conservation clubs, and Scout troops. He asked them to help keep the river clean.

People were eager to help. Someone even offered him a used houseboat for free. There was only one catch: it was resting on the muddy bottom of the Illinois River. "It was a real mess," Chad remembers. "The most totally trashed thing you've seen in your life."

After a lot of repair work and elbow grease, *The Miracle* became the crew's floating home and headquarters—a big step up from tents and tarps.

In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. "I want to get as many people involved as possible," he says.

Toward that goal, Chad encourages individuals and community groups to participate in his Adopt-a-Mississippi-Mile program, pledging to keep a mile of shoreline litter-free.

Chad did return to college in 2001 and received his associate's degree. But for now, Chad is devoting himself to the river, and cleaning it up has taken over his life.

But he doesn't mind one bit. "I work with good people who have become my best friends," he says. "I love it."

Illustrated by Ruth J. Flanigan

27 bicycles — 40 barbeque grills — 430 feet of steel cable — 15 boat bumpers — 75 water heaters

72 TV sets — 49 sinks — 2 swing sets — 171 coolers — 307 chairs

Determining the Main Idea and Key Details Task Card
Answers for Teacher Reference

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 the **main idea** of this text? On the **back** of your text, write a #1, then write a **main idea** statement.

(Answers will vary. Student answers may not be this complete on the first draft. Look for something about how Chad took action on pollution by cleaning up the river around his home and getting the help of others.)

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 answer about how and why Chad cleaned up the river and how he involved others. Some examples follow.)

• This time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.
• I could see the results day after day. It made me feel good to help my community.
• Chad got his first small grant and the encouragement he needed to find others to help.
• Chad received enough money to finish his summer's work with several volunteers to help him.
• His goal was to clean 1,000 miles of shoreline.
• He shared his story with community groups.
• In 2000, he began hosting community-wide cleanup days.

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

Grade 3: Module 4: Unit 3: Lesson 4

Determining the Main Idea and Key Details: "Ryan Hreljac: The Boy Who Built a Well"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can answer questions using specific details from informational texts. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can determine the meaning of unknown words in informational text. (RI.3.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can determine the main idea of "Ryan Hreljac: The Boy Who Built a Well." • I can determine the key details from "Ryan Hreljac: The Boy Who Built a Well."	• Students' annotated text "Ryan Hreljac: The Boy Who Built a Well" • Idea from "Tackling the Trash" to include in VoiceThread

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Reader: Being "Well Aware" (5 minutes)
 	
  B. Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Determining the Main Idea of "Ryan Hreljac: The Boy Who Built a Well" (15 minutes)
 	
  B. Answering Questions about "Ryan Hreljac: The Boy Who Built a Well" (10 minutes)
 	
  C. Finding Key Details and Revising the Main Idea Statement (15 minutes)
 	
3. Closing and Assessment
 	
  A. Sharing Ways to Be Well Aware (10 minutes)
 	
4. Homework
 	
  A. Choose one thing that should be done to conserve, protect, and provide access to clean water.
 	
  B. Continue reading your independent reading book.
 	
  C. Continue completing your Independent Reading recording form.
	• Students continue to think of ideas they might include in their VoiceThreads based on the texts they read in class. At the start of the lesson, students share possible details they might incorporate from "Tackling the Trash." Later, they consider possible details from "Ryan Hreljac: The Boy Who Built a Well."
	
	• Similar to Lesson 3, students perform a close reading of a text ("Ryan Hreljac: The Boy Who Built a Well") to determine its main idea and key details.
	
	• There is a wealth of information available about Ryan Hreljac (pronounced "Hurl-jak") and his foundation. Consider sharing this short video with students: http://www.youtube.com/watch?v=eUx4zHLcgmY. A similar version, with Spanish subtitles, is available here: http://www.youtube.com/watch?v=-R20srzOGmk.
	
	• Consider having students work with the same partners as in Lessons 2 and 3.
	
	• Students use Determining the Main Idea and Key Details task cards to complete their work synthesis of "Ryan Hreljac: The Boy Who Built a Well." These are the same task cards that were used in Lessons 2 and 3, as well as Unit 1, Lessons 6–11. In advance, decide whether students would benefit from having new copies of these task cards or if they can reuse the original ones.
	
	• In advance: Locate and post a world map. A Web search will produce many options.
	
	• Post: Learning targets.

Lesson Vocabulary	Materials
cause, foundation, donation (from Lesson 3)	• World map (one to display) • "Ryan Hreljac: The Boy Who Built a Well" (one per student and one to display) • Determining the Main Idea and Key Details task card (from Unit 1, Lesson 8) • Determining the Main Idea and Key Details task card (specific to today's lesson; answers, for teacher reference) • Document camera • Equity sticks • Determining the Main Idea and Key Details anchor chart (begun in Unit 1, Lesson 6) • Highlighters or colored pencils (one per student) • Being Well Aware anchor chart (begun in Lesson 2)

Opening	Meeting Students' Needs
A. Engaging the Reader: Being "Well Aware" (5 minutes) • Ask students: * "What is one idea about being well aware that you are thinking of including in your VoiceThread?" • Ask a few volunteers to share.	
B. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets and read them aloud. Ask students to turn and share with a partner: * "Just reading the title, what do you think you might learn about being well aware from 'Ryan Hreljac: The Boy Who Built a Well'?" • Cold call a few pairs to share out. Listen for answers like: "how a kid made a difference," or "how wells help people get water."	

NYS Common Core ELA Curriculum • G3:M4:U3:L4 • November 2013 • 4

Work Time	Meeting Students' Needs
A. Determining the Main Idea of "Ryan Hreljac: The Boy Who Built a Well" (15 minutes)	• In support of RI.3.10, students are asked to read this text independently. If students need support with the text, have them whisper-read with their partner or pull together a small group to whisper-read with your support .
• Tell students that today they will read a new text about a boy named Ryan Hreljac from Canada, who was determined to help others in a country across the world called Uganda.	
• Point out Canada and Uganda on the **world map**. Remind students that this is a map of the entire world and note the distance between the two countries.	
• Ask:	
∗ "Why might Ryan have wanted to help people who lived so far away?"	
• Cold call a few students to share out.	• Consider pulling small groups for support with the text .
• Distribute **"Ryan Hreljac: The Boy Who Built a Well"** and the **Determining the Main Idea and Key Details task card** to each student.	
• Remind students to be thinking about how they might use Ryan's story in their VoiceThread to help others become well aware.	
• Read the directions for the Determining the Main Idea and Key Details task card aloud. Tell students they have 10 minutes to Part 1 of the task card.	
• Observe students as they read. Give support with decoding only when necessary.	
• As students work on their main idea statements, ask questions like the following to individuals, small groups, or the whole class:	
∗ "What is helping you determine the main idea?"	
∗ "What is this text mostly about?"	
• You might ask follow-up questions like:	
∗ "The subtitle of this article is 'The Boy Who Built a Well.' How did Ryan build the well?"	
• Listen for ideas like: "doing chores," "raising money," "told his story to others," or "got others to help."	
• After 10 minutes, call students together.	
• Ask students to turn to a partner and share their main idea statements. If students have not yet written their main idea statements, they can write these with their partners.	
• Remind students to give their partners a chance to share ideas. Remind them that it is important to notice differences between their ideas and discuss why their ideas are different. Be sure students are using evidence from the text.	

Work Time (continued)	Meeting Students' Needs
• Circulate as students share and select a few strong main idea statements to share. It's OK if these are simple first drafts as long as they have the main idea that Ryan helped others by earning the money to build wells for people who didn't have clean water. • After a few minutes, call students together. Share the main idea statements that you selected.	

B. Answering Questions about "Ryan Hreljac: The Boy Who Built a Well" (10 minutes)
• Display a copy of "Ryan Hreljac: The Boy Who Built a Well" on a **document camera**.
• Direct students' attention to the display text.
• Call on a volunteer to read Paragraph 4 on page 2 that starts, "After four long months …" Then, let students know they should discuss the following questions with their partners. After they have had a minute or two to discuss, remind them you will use **equity sticks** to cold call a few pairs to share out. Ask:
  * "What words in the first sentence of this paragraph does the author use to show Ryan's determination?"(Answer: "four LONG months," "finally.")
  * "What word in the last sentence of paragraph 4 also signals Ryan's determination?" (Answer: "refused"; discuss this word if needed.)
• Read the last sentence in Paragraph 6 aloud: "When people learned what Ryan wanted to do, they began donating to his cause." Ask:
  * "What is a synonym for *cause* in this sentence?" (Answer: goal or work.)
• Ask for a volunteer to read Paragraph 4 in the second column on page 2 that starts, "Now a lot of people know Ryan's name …" Then ask:
  * "Based on that paragraph, what do you think a foundation does?"
• (A foundation is a company or organization that collects money and uses it for a good cause/to do good work.)
	• Consider posting the questions you ask to support visual learners .

Work Time (continued)	Meeting Students' Needs

C. Finding Key Details and Revising the Main Idea Statement (15 minutes)
• Redirect students' attention to the posted learning targets and ask for a volunteer to read the second learning target aloud.
• Tell students they now will complete Part 2 of the Determining the Main Idea and Key Details task card with their partners.
• Refer to the **Determining the Main Idea and Key Details anchor chart**. Remind students of the strategy they used yesterday for finding the key details (one paragraph at a time).
• Distribute **a highlighter or colored pencil** to each student.
• Give students about 10 minutes to complete Part 2.
• Circulate as students work. As needed, ask questions like:
   * "Why did you select this passage as a key detail?" (Listen for approaches from the Determining the Main Idea and Key Details anchor chart.)
   * "What's the important thing to know from this paragraph about how Ryan made a difference?"
• Refocus students' attention whole group. Direct students to their main idea statements. Ask students to discuss the following with their partners:
   * "Based on the key details that you identified, would you change your main idea statement? Why or why not?"
• Listen in on conversations. Select a few highlights to share or a few students to share their thinking.
	• Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and promoting accountability. Any student who gives the signal is communicating readiness to share.
	
	• Students may benefit from talking with a partner before sharing their answers. Consider using strategies like Think-Pair-Share.

Closing and Assessment	Meeting Students' Needs
A. Sharing Ways to Be Well Aware (10 minutes) • Tell students to turn to a new partner and share what they learned from Ryan's story about becoming well aware. Encourage them to use specific examples from the text. • Remind students that they may want to use these details in their VoiceThreads. • Use equity sticks to call on at least three students to share their ideas. Add ideas to the Being Well Aware anchor chart. • Preview the homework.	• Mixing partners for the sharing serves two primary purposes: 1) to encourage sharing new information and 2) to allow students to work with someone new. If your class does not easily pair, either have students share with their existing partner or predetermine pairs.
Homework	**Meeting Students' Needs**
• Over the past few lessons, we have read about how different people are well aware. Based on these texts, think about the one thing you think should be done to conserve, protect, and provide access to clean water. Be ready to share this in the next class. • Continue with your independent reading book. • Continue completing your Independent Reading recording form.	

NYS Common Core ELA Curriculum • G3:M4:U3:L4 • November 2013 • 8

EXPEDITIONARY LEARNING

Grade 3: Module 4: Unit 3: Lesson 4
Supporting Materials
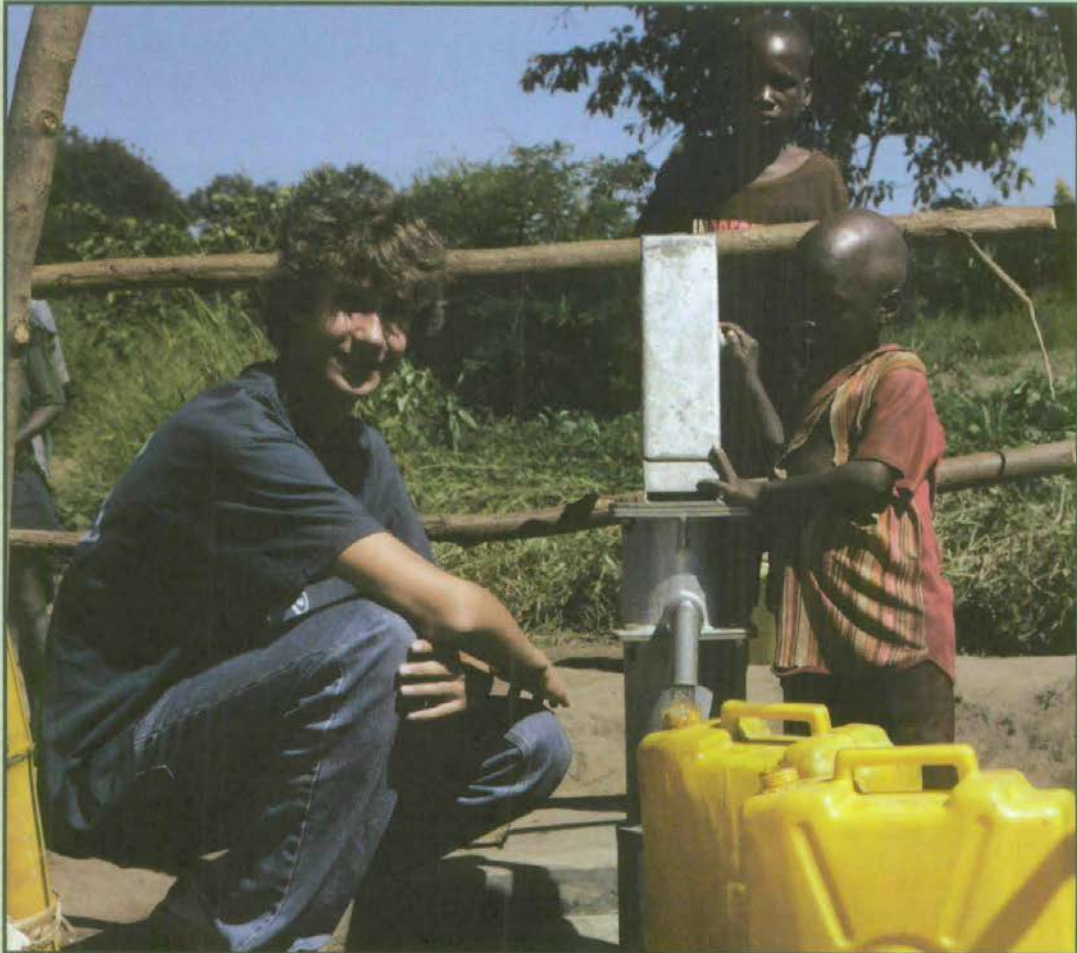
Cover and article photos courtesy of Ryan's Well Foundation

Ryan Hreljac: The Boy Who Built a Well
by Elisabeth Deffner

Ryan Hreljac's life changed when he was in first grade.

"We were talking about people who didn't have toys or Nintendo or even clean water," he recalls. Ryan's teacher had told the class about problems facing people in other parts of the world. One of the most serious problems was the lack of safe water, she explained. The teacher had a list from a local charity that said it would cost only $70 to build a well that could supply a village with safe, clean water.

"My teacher told us that people were dying because they didn't have clean water," says Ryan, now 17. "So I asked my mom and dad for the money."

His parents said if he wanted that much money, he'd have to earn it by doing extra chores.

10

Winner

"Ryan Hreljac: The Boy Who Built a Well"

So the Canadian boy from Kemptville, Ontario, washed windows. After a powerful ice storm he went around the neighborhood picking up fallen tree branches and collecting donations for his work. Along with his brothers, Jordan and Keegan, he gathered pinecones for his grandmother's arts and crafts projects.

He did other chores, too. It was hard work—especially vacuuming. "I hate vacuuming," Ryan admits. But he kept working.

"I couldn't believe that there were kids in the world who had to walk for miles to get a drink of clean water," he explains. "I just remember wanting to build a well so that these children wouldn't die anymore."

After four long months Ryan finally earned $70. He took his donation to WaterCan, a Canadian organization that builds wells. It was an exciting moment that turned into an upsetting one! That's because Ryan discovered that it would actually cost $2,000 to build a well in Africa. But he refused to quit.

"I said I would just do more chores," says the eleventh grader.

Ryan got back to work. A few newspapers published articles about his efforts. He was even featured on TV news. When people learned what Ryan wanted to do, they began donating to his cause.

After he raised the $2,000 he needed to build a well, Ryan wanted to keep going. The drill that was needed to dig the well—and many other wells afterward—cost $25,000. So he decided to raise the money for that, too.

Ryan had another dream. He wanted to visit his well one day. It was located next to Angolo Primary School in Uganda, where Ryan had a pen pal, Jimmy Akana.

After seeing how hard Ryan had worked, his neighbors decided to give their frequent flyer miles to the Hreljac family so that they could take a trip to Uganda. Ryan finally got to see his well! He also got to meet his pen pal in person. Jimmy, an orphan, now lives with the Hreljacs as Ryan's brother.

For Ryan, visiting Uganda felt almost like going home. "I loved Uganda from the start," he recalls. "It even smelled different. I felt so great when I was there."

Ryan's visit was everything he'd hoped it would be. The water in his well tasted delicious. The students at the school chanted his name when he arrived to see the well.

Now a lot of people know Ryan's name—though they probably don't chant it very often! He's received so many donations that his family started the Ryan's Well Foundation to make it easier to help people who need clean drinking water.

What's happening is called "the ripple effect." When you toss a stone into a pond, the ripples spread out farther and farther. Ryan's wish to build a well was like that stone. The ripples keep spreading—and people keep joining him to help build more wells.

So far Ryan and his foundation have built 461 wells and provided safe, clean water to nearly 600,000 people. Ryan plans to raise those numbers even higher. There are still a million people without clean water.

"I want clean water one day for everyone on the planet!" he says.

Want to help? Find out more about the Ryan's Well Foundation by going to www.ryanswell.ca and clicking on "Volunteer."

February 2009

QUESTIONS

❶ What made Ryan start fund-raising? What could you do to raise money for a good cause?

_____

_____

❷ Ryan was disappointed when he discovered that $70 wasn't enough to build a well—but he didn't give up. How would you have reacted to that news?

_____

_____

❸ What is "the ripple effect"?

_____

_____

_____

ACTIVITY

How can you start a ripple effect?

Brainstorm three ways you can positively affect other people. Maybe you could start a volunteering club at school, or set a good example for your brothers and/or sisters by doing chores at home without complaining. Write your three ideas below.

After you make your list, choose one item from it. Do that activity this week. Then watch the ripples spread!

1. _____

2. _____

3. _____

11

Deffner, Elizabeth. "Ryan Hreljac: The Boy Who Built A Well." Winner 52.6 (2009): 10

(Continued from Lessons 2 and 3; new possible responses are in bold. Answers will vary based on the input of the students from homework, the text, and past research.)

Being Well Aware	
Learn More and Educate Others	• Take pictures of the problem to share with others • Share your story with other groups • **Share your cause through the news**
Join Others	• Pass laws to encourage people to save water • Work together to clean up a river (Adopt-a-Mississippi Mile) • Ask for money for or donate money to people who are doing good work • **Set up a foundation**
Conserve Water	• Limit lawn watering • Use cool water from the shower to water plants • Use buckets to wash cars • Take short showers • Use water-saving showerheads • Limit baths • Turn off leaky faucets • Design houses that save water • Drink from a cup instead of the faucet • (Add student responses from homework.)
Protect Water	• **Clean up trash near waterways**
Improve Access	• **Help build wells for people who need them**

Determining the Main Idea and Key Details Task Card
Answers for Teacher Reference

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 the **main idea** of this text? On the **back** of your text, write a #1, then write a **main idea** statement.

(Answers will vary. Student answers may not be complete on the first draft. Look for something about how Ryan helped others by earning money to build wells for people who didn't have clean water.)

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 answers about how and why Ryan built the well and how he involved others.)

Part 3: Revising the Main Idea Statement

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

Grade 3: Module 4: Unit 3: Lesson 5
Discussion Circles: What's One Thing We Should Do?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets	Ongoing Assessment

• I can effectively participate in a discussion circle about one thing we should do to ensure there is clean water for everyone. This means:
 	
 • I can effectively participate in a discussion circle about one thing we should do to ensure there is clean water for everyone. This means:
 	
    a. I can follow our class norms when I participate in a conversation. (Review from Module 1 and 2A.)
 	
    b. I can prepare for the conversation by using evidence from research texts and *One Well: The Story of Water on Earth*.
 	
    c. I can ask questions so I am clear about what is being discussed.
 	
    d. I can ask questions on the topic being discussed.
	• Preparing Evidence and Questions for Discussion Circles recording form
	
	 • Discussion Circle Criteria Checklist

Agenda	Teaching Notes
1. Opening 　A. Engaging the Reader: Discussion Circles (5 minutes) 　B. Unpacking Learning Targets (5 minutes) 2. Work Time 　A. Preparing Evidence and Questions for the Discussion Circle (20 minutes) 　B. Conducting the Discussion Circle (20 minutes) 3. Closing and Assessment 　A. Debrief: How Has Your Thinking Changed or Grown? (10 minutes) 4. Homework 　A. Continue reading your independent reading book. 　B. Continue completing your Independent Reading recording form.	• In this lesson, students participate in a discussion circle, which is structured in much the same way as Science Talks, which students will be familiar with if they did Module 2A about freaky frogs. • Discussion circles serve several purposes: 　1. They support students' speaking and listening skills: Students share their opinion and build on one another's ideas. 　2. They provide a structure for students to develop their ability to orally express their opinion about one thing that can be done to conserve, protect, and provide access to clean water. Determining this opinion is the third component to students' VoiceThread presentations. 　3. They give teachers a window into students' thinking and help them assess what students know and what their misconceptions may be. • The Concentric Circles protocol was modified for this lesson (see Appendix and supporting materials). • Students will need access to their water journals, research texts, and recording forms from previous lessons to prepare their recording form: Preparing Evidence and Questions for the Discussion Circle. • In Advance: Create the Participating in a Discussion Circle anchor chart (see supporting materials). • Determine whether to use chairs or have students sit on the floor for the discussion circles. Set up the room accordingly. • Review Discussion Circle/Concentric Circles protocol (see supporting materials). • Post: Learning targets.

Lesson Vocabulary	Materials
participate, effectively, discussion, evidence	• Equity sticks • *One Well: The Story of Water On Earth* (book; one per student) • Preparing Evidence and Questions for the Discussion Circle recording form (one per student and one to display) • Document camera • Water journals and texts (from previous lessons; see Teaching Note above) • Discussion Circle/Concentric Circles protocol (one to display) • Participating in a Discussion Circle anchor chart (new; teacher-created) • Discussion Circle Criteria Checklist (for teacher reference)

NYS Common Core ELA Curriculum • G3:M4:U3:L5 • November 2013 • 3

Opening	Meeting Students' Needs
A. Engaging the Reader: Discussion Circles (5 minutes) • Tell students that today they will engage in a discussion circle about one thing that should be done to conserve, protect, and provide access to clean water. • Ask students: * "What are some of the many things we have read about that people are doing to be well aware?" • Invite volunteers to share out. Listen for answers like: "We read about Chad, who was cleaning up the trash in rivers"; "We read about how dry Australia is, and what people are doing to save water"; or "We read about Ryan building wells for people who didn't have access to clean water in their villages." • Tell students that the discussion circle will be a time to help them think about the many things people are doing to ensure everyone has clean water and decide on one thing they think should be done. • If students completed Module 2A on freaky frogs, explain that the discussion circle will be a lot like the Science Talks they engaged in. Ask students to discuss what they remember about Science Talks with a nearby partner. • Use **equity sticks** to call on one or two students to share. Listen for things like: "We talked about our research on frogs," "We followed discussion norms," or "We looked at all our notes first." • Tell students that today's discussion circle will be similar to a Science Talk, only instead of talking about things they learned about frogs, they are going to share their opinion about one thing that can be done to ensure everyone has clean water. • Explain that this discussion will support their work in the next lesson's Mid-Unit 3 Assessment, in which they will write about their opinions. • Say something like: "Today's discussion and the writing on the Mid-Unit 3 Assessment will help you think about the third and final part of your VoiceThread PSA or public service announcement: your opinion about one thing that can be done. Remember that discussions like this help experts build their understanding by sharing their own thoughts, as well as learning from what others say. Experts in the real world talk all the time to expand their thinking. Experts in the real world also talk about their ideas first before they put them together in a formal presentation, which is what you are going to do. In your PSA, you are the experts presenting."	• Making connections between past and present learning helps students solidify understanding. • Provide nonlinguistic symbols to support students' understanding of words in the targets (e.g., a question mark over the word question).

NYS Common Core ELA Curriculum • G3:M4:U3:L5 • November 2013 • 4

Opening (continued)	Meeting Students' Needs
B. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets. Invite one student to read the main learning target aloud: – "I can effectively participate in a discussion circle about one thing we should do to ensure there is clean water for everyone." Ensure that students understand the meaning of the words *effectively* and *participate*. • Invite students to identify the key words in the "this means" subtargets, listed as a–d. Guide them toward the words norms, *prepare*, and *evidence*. Review the meanings of the words as necessary.	

Work Time	Meeting Students' Needs
A. Preparing Evidence and Questions for the Discussion Circle (20 minutes) • Share the discussion circle question with the class: * "What's one thing we can do to ensure that everyone has access to clean water?" • Direct students' attention back to the learning targets. Refer to supporting learning target "b" for today: − "I can prepare for the conversation by using evidence from research texts and *One Well: The Story of Water on Earth*." • Explain the importance of experts sharing specific evidence from texts, such as ***One Well: The Story of Water on Earth***, in their discussions with others. • Distribute the **Preparing Evidence and Questions for the Discussion Circle recording form** to each student and display one copy on a *document camera.* • Briefly model how to fill out the recording form using evidence from students' **water journals and the texts** they have read. In the box describing one thing we should do to ensure everyone has clean water, you might model something like this: "I think one thing we should do is build wells." In one of the evidence boxes, your model could be: "Then people wouldn't have to walk long distances to get clean water. I read that in the article about Ryan Hreljac." • Tell students they will have 15 minutes to complete their Preparing Evidence and Questions for the Discussion Circle recording form. • During this time, circulate and confer as necessary, reminding students to use specific evidence from texts to support their thinking. Support their efforts by asking questions such as: * "Tell me what your opinion is about one thing we should do. In which text did you read about that solution?" * "Where might you find more information about cleaning up trash? Think about what you learned when we read about pollution in *One Well.*" • After 15 minutes, ask students to finish their recording forms and put away their water journals and any texts they used to prepare their recording form.	• Providing visual models of academic vocabulary supports language development and comprehension. • Allow ELLs and other students to use pictures and symbols as necessary on their recording forms. • Consider writing for struggling learners one or two of their reasons. This still allows them to do the thinking, but it supports their ability to participate in the discussion. • Provide sentence frames for students to use as they participate in the discussion circle: "One thing I think we should do is _____." "One reason I have is _____ because I read it in _____." "I wonder _____." • Struggling learners likely will rely more on reading their thinking aloud from the recording form rather than engaging in a conversation. This is still valuable practice for students' speaking skills. Support struggling learners with the sentence frames so that they have the confidence to converse. Consider standing near those students to encourage them to ask a question or make a connection.

Work Time (continued)	Meeting Students' Needs
B. Conducting the Discussion Circle (20 minutes) • Gather students in the whole-group area in concentric circles (inner circle facing outer circle, so each student is facing a partner). • Focus them whole group. Display the **Discussion Circle/Concentric Circles protocol** on the document camera. Review the protocol with students. • Then, direct students' attention to the Participating in a **Discussion Circle anchor chart** and briefly review this with students. Answer any clarifying questions. • Instruct students to use their Preparing Evidence and Questions for the Discussion Circle recording forms during discussion. Explain that they will begin their discussion with each person sharing their thinking from their recording form. Then they will have a conversation by asking their partner a question or making a connection to what their partner said. • If necessary, provide a model for making connections to each other's thinking such as: * "_____ might say: I think that one thing we should do is build wells. When I read how far people had to travel to get water, it made me think that this was one thing we could do to protect our clean water." • Then, _____ might say: I think that's a good idea. I remember reading that some people walk so far for water that they don't have time to go to school. Did you have another reason for building wells?" • Explain to students that each person should share his or her thinking and respond to his or her partner's thinking. • Tell students they will have an opportunity to talk to three people in this discussion circle so that they can hear lots of ideas and thinking. • Direct students to begin the discussion circle. • Use the **Discussion Circle Criteria Checklist (for teacher reference)** to monitor student progression toward the learning targets. Redirect and support students as needed, but avoid leading the conversation. • After 15 minutes, stop the discussion circle. Ask students to form one whole circle.	

Closing and Assessment	Meeting Students' Needs

A. Debrief: How Has Your Thinking Changed or Grown? (10 minutes)
• Provide students with specific feedback about the quality of their reasons that supported their opinion. For example: "I heard _____ refer to what she read on page 28 of One Well to support her opinion that one thing we should do is conserve water."
• Remind students that everyone might have a different opinion about what should be done, but what matters is that they use evidence to support their opinion.
• Direct students' attention to the main learning target for the discussion circle.
• Ask students:
  * "How has your thinking changed or grown?"
• Cold call a few students to share out.
• Then, ask students to discuss with a neighbor:
  * "Based on our main learning target, how could you improve your participation in our next discussion circle?"
• Cold call a few students to share out.
• Preview the homework.
	• Allowing students to work in small groups provides the opportunity for all students to share their voices.

Homework	**Meeting Students' Needs**
• Continue reading your independent reading book. • Continue completing your Independent Reading recording form.	

NYS Common Core ELA Curriculum • G3:M4:U3:L5 • November 2013 • 8

EXPEDITIONARY LEARNING

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

Preparing Evidence and Questions for the Discussion Circle

Name:
Date:

Question: What's one thing we can do to ensure that everyone has access to clean water?

One thing I think we should do to ensure everyone has access to clean water is …
My Reasons …   Evidence from my research texts, *One Well*, and recording forms

What I wonder about one thing we should do to ensure everyone has access to clean water:

Discussion Circle/Concentric Circles Protocol
For Teacher Reference

Tell students that they are now going to participate in a Discussion Circle, like real experts do. Remind students that this process is similar to the Science Talks they engaged in during Module 2A.

Have students gather in two concentric circles on the floor, with their Preparing Evidence and Questions for the Discussion Circle recording forms. Be sure each student in the inner circle is facing a partner in the outer circle.

Each person will share their opinions and reasons from their recording form. Then, partners will have a discussion by making connections to what their partner said or asking a question.

Pose the question:
- "What's one thing we can do to ensure that everyone has access to clean water?"

Invite students to begin the discussion.

After 5 minutes, ask students in the inner circle to move two places to the left. They now will be facing new partners.
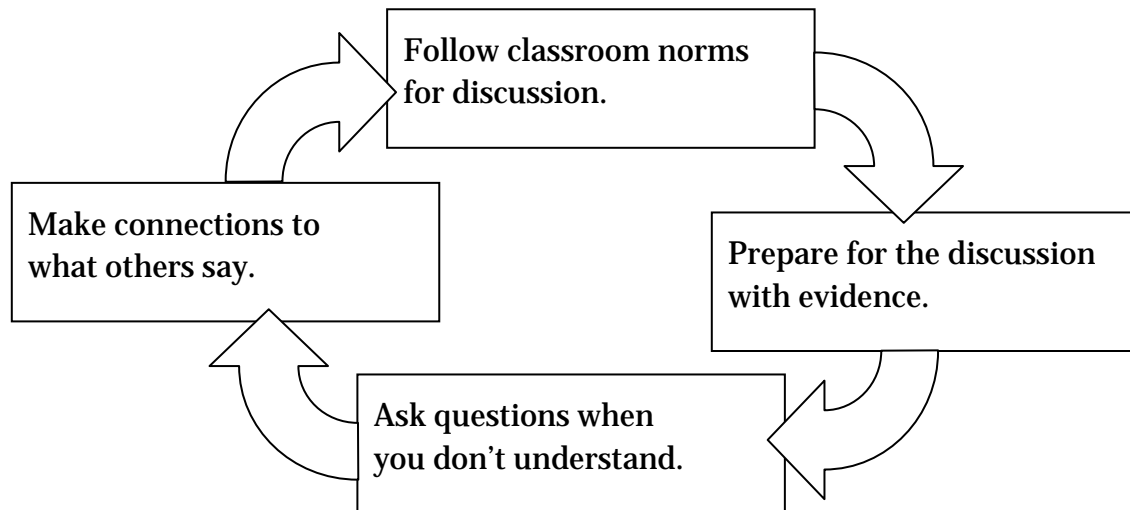
Ask these new pairs to discuss the same question.

After 5 minutes, ask students in the inner circle to move two places again.

As students talk in their pairs, circulate to note which students are speaking and what ideas they are sharing. Record on sticky notes any particularly intriguing comments and additional questions that may arise. Refer to these in future lessons.

NYS Common Core ELA Curriculum • G3:M1:U2:L17 • November 2013 • **11**

Participating in a Discussion Circle Anchor Chart

Follow classroom norms for discussion.

Prepare for the discussion with evidence.

Ask questions when you don't understand.

Make connections to what others say.

Discussion Circle Criteria Checklist
For Teacher Reference

Learning target:

I can effectively participate in a discussion circle about one thing we should do to ensure there is clean water for everyone. This means:

- I can follow our class norms when I participate in a conversation. (Review from Module 1.)

- I can prepare for the conversation by using evidence from research texts and *One Well*.

- I can ask questions so I am clear about what is being discussed.

- I can ask questions on the topic being discussed.

Student name	Norms	Prepare with evidence	Ask questions to clarify understanding	Make connections to what others say	Teacher comments
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	
	❑	❑	❑	❑	

NYS Common Core ELA Curriculum • G3:M1:U2:L17 • November 2013 • 13

Grade 3: Module 4: Unit 3: Lesson 6

Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write an opinion piece that supports a point of view with reasons. (W.3.1)
    a. I can introduce the topic of my opinion piece.
    b. I can create an organizational structure that lists reasons for my opinion.
    c. I can identify reasons that support my opinion.
    d. I can use linking words to connect my opinion and reasons.
    e. I can construct a concluding statement or section for my opinion piece.
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 write an opinion piece that tells my reader one thing we should do to ensure everyone has clean water.	• Mid-Unit 3 Assessment • Tracking My Progress, Mid-Unit 3 recording form

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Writer: Reviewing What We Have Learned about Becoming "Well Aware" (5 minutes)
 	
  B. Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Mid-Unit 3 Assessment, Part 1: Planning (15 minutes)
 	
  B. Mid-Unit 3 Assessment, Part 2: Opinion Writing (25 minutes)
 	
3. Closing and Assessment
 	
  A. Sharing Our Opinions (5 minutes)
 	
  B. Tracking My Progress (5 minutes).
 	
4. Homework
 	
  A. Continue reading your independent reading book.
 	
  B. Continue completing your Independent Reading recording form.
	• In this lesson, students complete the Mid-Unit 3 Assessment. This on-demand writing assessment serves as the writing for the third part of their VoiceThread presentation, in which students will state their opinion about what should be done to help people become more well aware.
	
	• Completing the Mid-Unit 3 Assessment occurs in phases. In the first phase, students unpack the assessment prompt with a partner to ensure they understand what the prompt is asking of them. Following this, students plan their writing using various materials including their water journals, One Well, "Tackling the Trash," "Ryan Hreljac: The Boy Who Built a Well," and their Discussion Circle recording form. Finally, they complete the writing assignment. During the writing phase, students may use the above resources as well as their planning sheets from the first phase.
	
	• Remind students of the differences between planning and writing. Encourage them to use the planning time to get their ideas on paper. They can do this in the form of notes; it shouldn't be formal or something they put effort into polishing. Rather, the bulk of their efforts should be placed on the actual writing, where they transform their ideas into more formal prose.
	
	• See an important teaching note at the end of this lesson regarding preparations for the second half of Unit 3.
	
	• Post: Learning targets.

Lesson Vocabulary	Materials
opinion (review)	• Water journals (one per student) • One Well, The Story of Water on Earth (book; one per student) • Becoming Well Aware anchor chart (begun in Lesson 2) • Equity sticks • Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone? (one per student and one to display) • Document camera • "Tackling the Trash" (from Lesson 3; one per student) • "Ryan Hreljac: The Boy Who Built a Well" (from Lesson 4; one per student) • "Dry Days in Australia" (from Lesson 2; one per student) • Discussion Circle recording form (from Lesson 5; one per student) • Mid-Unit 3 Assessment: Student Sample (for teacher reference) • Tracking My Progress, Mid-Unit 3 recording form (one per student) • Mid-Unit 3 Assessment Rubric (for teacher reference)

Opening	Meeting Students' Needs
A. Engaging the Writer: Reviewing What We Have Learned about Becoming "Well Aware" (5 minutes) • Gather students with their **water journals** and their text, *One Well: The Story of Water on Earth*. • Ask students to refer to their water journals, *One Well*, and **Becoming Well Aware anchor chart** and think for a moment: * "What do the texts we've read tell us about what people are doing to protect our water?" • Ask for volunteers to share or use **equity sticks** to call on students. Listen for students to share things like: "We read that Ryan found out that people didn't have access to water in Uganda, so he built wells," or "We read about how people like Chad clean up the rivers and pull out all the trash." • Guide students to share enough examples to get them thinking about the three challenges to having clean water for everyone (i.e., conserving, protecting, and providing it).	

Opening (continued)	Meeting Students' Needs

B. Unpacking Learning Targets (5 minutes)
 	
• Direct students' attention to the posted learning targets and invite one student to read the first one aloud.
 	
• Draw students' attention to the word opinion.
 	
• Ask students to discuss with a partner:
 	
   * "How is writing an opinion different from writing an informative piece?"
 	
• Use the equity sticks to call on a few students to share. Listen for things like: "When you write an opinion, you are saying what you think," or "When you write an opinion, you give reasons for your opinion."
 	
• Explain to students that today they will show what they know by writing about one thing they think should be done to conserve, protect, and provide access to clean water for everyone. This will serve as their Mid-Unit 3 Assessment. Remind students that they will use this writing to help them create the opinion part of their VoiceThread public service announcement or PSA presentation. Explain to students that the opinion part is the heart of their PSA, because that's how they are helping people become more well aware. Tell students that after this writing, they will move into creating their VoiceThread PSA.
 	
• Ask students to discuss with a partner:
 	
   * "What are the things you should think about in order to write a strong opinion?"
 	
• Use the equity sticks to call on few students to share their ideas. Listen for things like: "We have to give good reasons to support our opinion," "We should use what we learned to make our reasons," or "Our reasons should connect to our opinion."
 	
• Remind students of the opinion writing they have done before. Express confidence in their ability to do quality writing for their Mid-Unit 3 Assessment.	

Work Time	Meeting Students' Needs

A. Mid-End 3 Assessment, Part 1: Planning (15 minutes)
 	
• Distribute the **Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?** to each student and display a copy using a **document camera**.
 	
• Review the planning page with students. Remind them that this is the same planning document they have used in the past for their opinion writing. Answer any clarifying questions.
 	
• Read the Mid-Unit 3 Assessment prompt aloud:
 	
  * "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."
 	
• Remind students that for previous assessments, the first step was unpacking the prompt so they knew precisely what the prompt was asking of them.
 	
• Tell them they will do the same thing with the Mid-Unit 3 Assessment prompt, this time with a partner.
 	
• Ask students to turn and discuss with a partner:
 	
  * "What are the important words or phrases in this writing prompt that help me know what to do?"
 	
• Using equity sticks, invite several students to share important words they noted.
 	
• Listen for students to say things like: "Opinion is an important word—it tells us that we are writing an opinion," "We are writing about what we think is one thing to do to protect our water," or "Support your opinion with reasons—that means that we have to give reasons for our opinion."
	• ELLs receive extended time as an accommodation on NY State assessments.
	
	• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments—namely, writing to a prompt. While 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.
	
	• However, some struggling learners might need more support. Use teacher judgment to determine whether some students need support with the planning to be able 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 them to get their own thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions.

Work Time (continued)	Meeting Students' Needs

• As students identify important words and phrases, circle or highlight those on the displayed copy of the Mid-Unit 3 Assessment and use a bubble or arrow to explain what that particular word or phrase is telling them to do.
 	
• Point out that students know a lot about writing a strong opinion piece and they have many resources to help them think about reasons that support their opinion.
 	
• Tell students that next they will plan their writing using the planning sheet of the Mid-Unit 3 Assessment. They should use the following materials to help them think of examples:
 	
  – Water journal
  – *One Well*
  – **"Tackling the Trash"**
  – **"Ryan Hreljac: The Boy Who Built a Well"**
  – **"Dry Days in Australia"**
  – **Discussion Circle recording form**
 	
• Explain to students that the purpose of their planning is to identify what they want to say. They should not spend a great deal of time writing their ideas on their planning form. Instead, they should write just enough to help them know what they want to say in their actual writing. Remind students that a planning form is a way to "catch" thinking before the writing.
 	
• Give students 10 minutes to plan their writing. Circulate to support.
	• Remind students when they give a reason to write it down on the planning page so that they can refer to it later. Support struggling learners to be clear in what they want to communicate in their writing.
	
	• During the actual writing process, provide encouragement and focus, but give students the opportunity to do the writing on their own. If they were supported with the planning, note this on the rubric for reference.

B. Mid-Unit 3 Assessment, Part 2: Opinion Writing (25 minutes) • After 10 minutes, direct students to start their opinion writing. • Tell them that the most important guide for their writing should be the planning page they completed earlier; however, they may also continue to use their water journal, texts, and recording form to support their writing. • Give students 25 minutes to complete the Mid-Unit 3 Assessment. Circulate to provide encouragement and focus as students work. • Support their writing by refocusing them on the prompt and their planning page. Ask questions such as: "What is the prompt asking you to do?" "How are you supporting your opinion?" "What reasons are you giving?" • After 25 minutes, collect students' assessments. Provide specific praise and feedback about their writing. Note students who were diligent about using their planning page.	

Closing and Assessment	Meeting Students' Needs
A. Sharing Our Opinions (5 minutes) • Invite students to partner up and share orally some of what they wrote about. • As time permits, invite a few volunteers to share whole group.	
B. Tracking My Progress (5 minutes) • Distribute the **Tracking My Progress, Mid-Unit 3 recording form**. • Remind students that filling out this recording form at every assessment allows them to pause and reflect on their learning. Tell them that reflection is an important step in the learning process. • Give them a few minutes to complete the Tracking My Progress, Mid-Unit 3 recording form. Then collect the recording forms. • Gather the class as a whole. • Tell students that their next step will be to think about how to use their writing from the module to create a strong and powerful PSA that helps everyone become more well aware.	

Homework	Meeting Students' Needs

• Continue reading your independent reading book.
 	
 • Continue completing your Independent Reading recording form.
 	
 Note: In the next half of the unit, students will use their writing to craft their VoiceThread PSA. Review the lessons to get an overview of how their PSA will be structured. Ensure that students have the following:
    – *"Water on Earth" writing (from Unit 2, Lesson 2)*
 	
    – *End of Unit 2 Assessment writing (from Unit 2, Lesson 11); Challenges*
 	
    – *Mid-Unit 3 Assessment writing (from this lesson)*
 Review the VoiceThread supporting documents and plan for the technology.	

EXPEDITIONARY LEARNING

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

EXPEDITIONARY
LEARNING

**Mid-Unit 3 Assessment: On-Demand Opinion Writing:
What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?**

Name:

Date:

Learning Targets

- I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- I can introduce the topic of my opinion piece.

- I can create an organizational structure that lists reasons for my opinion.

- I can identify reasons that support my opinion.

- I can use linking words to connect my opinion and reasons.

- I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use the writing process to plan, revise and edit my writing.
(W.3.5)

**Mid-Unit 3 Assessment: On-Demand Opinion Writing:
What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?**

Name:

Date:

Part 1: Planning Page

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.

Introduction (Opinion):
Reason 1:
Reason 2:
Reason 3:
Conclusion:

Mid-Unit 3 Assessment: On-Demand Opinion Writing:
What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?

_____

Name:

_____

Date:

_____

Part 1: Opinion Writing

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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part 1: Planning Page

Introduction (Topic Sentence/ Opinion): One thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.
Reason 1: The first step is to build wells for people who don't have clean water in their town or village.
Reason 2: When water becomes dirty, people can get sick and even die.
Reason 3: Finally, building wells helps people have water to use every day.
Conclusion: saves people's lives helps make water clean and safe

Part 2: Opinion Writing

One thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water. The first step is to build wells for people who don't have clean water in their town or village. When water becomes dirty, people can get sick and even die. Finally, building wells helps people have water to use every day. Building wells would save people's lives and help protect the water on earth. It's one thing I think we should do to keep our water clean and safe.

Name:

Date:

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

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:

Mid-Unit 3 Assessment Rubric
For Teacher Reference

Criteria	CCCS	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	W.2 R.1-9 W.2 R.1-8	❑ clearly introduces topic in a manner that follows logically from the task and purpose ❑ demonstrates comprehension and analysis of the text —develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay	❑ clearly introduces a topic in a manner that follows from the task and purpose ❑ demonstrates grade-appropriate comprehension of the text —develops the topic with relevant facts, definitions and details throughout the essay	❑ introduces a topic in a manner that follows generally from the task and purpose ❑ demonstrates confusion about the text —partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant	❑ introduces a topic in a manner that does not logically follow from the task and purpose ❑ demonstrates little understanding of the text —demonstrates an attempt to use evidence, but develops ideas with only minimal, occasional evidence, which is generally invalid or irrelevant	❑ demonstrates a lack of comprehension of the text or task —provides no evidence or provides evidence that is irrelevant

Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged.

NYS Common Core ELA Curriculum • G3:M1:U2:L17 • November 2013 **• 15**

Criteria	CCCS	4	3	2	1	0
Organization (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 groups related information together ❏ skillfully connects ideas within categories of information using linking words and phrases ❏ provides a concludeing statement that follows clearly from the topic and information presented	❏ generally groups related information together ❏ connects ideas within categories of information using linking words and phrases ❏ provides a concluding statement that follows from the topic and information presented	❏ exhibits some attempt to group related information together ❏ inconsistently connects ideas using some linking words and phrases ❏ provides a concluding statement that follows generally from the topic and information presented	❏ exhibits little attempt at organization ❏ lacks linking words and phrases ❏ provides a concluding statement that is illogical or unrelated to the topic and information presented	❏ exhibits no evidence of organization ❏ does not provide a concluding statement

Mid-Unit 3 Assessment Rubric
For Teacher Reference

Criteria	CCCS	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	❑ demon-strates grade-appropriate command of conven-tions, with few errors	❑ demon-strates grade-appropriate command of conventions, with occasional errors that do not hinder compre-hension	❑ demon-strates emerging command of conventions, with some errors that may hinder compre-hension	❑ demon-strates a lack of command of conventions, with frequent errors that hinder compre-hension	❑ demon-strates minimal command of convention, 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.

NYS Common Core ELA Curriculum • G3:M1:U2:L17 • November 2013 • **17**

Grade 3: Module 4: Unit 3: Lesson 7

Crafting Your VoiceThread PSA Script:
Strengthening Reasons to Better Support Your Opinion

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can identify reasons that support my opinion. (W.3.1) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can revise my paragraph to strengthen my reasons to better support my opinion.	• VoiceThread PSA Script: Opinion recording form

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Listener: Listening to the VoiceThread PSA Model (5 minutes)
 	
  B. Introducing the VoiceThread PSA Performance Task Rubric (5 minutes)
 	
  C. Unpacking the Learning Target (5 minutes)
 	
2. Work Time
 	
  A. Mini Lesson: Revising Your Paragraph to Strengthen Reasons to Better Support Your Opinion (15 minutes)
 	
  B. Crafting VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion (25 minutes)
 	
3. Closing and Assessment
 	
  A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)
 	
4. Homework
 	
  A. Complete your VoiceThread PSA Script: Opinion recording form.
 	
  B. Read your VoiceThread PSA Script: Opinion recording form aloud to someone at home..
	• In Lessons 7–11, students revise their writing from the module to craft a script for their VoiceThread PSA.
	
	• Although W.3.1 is listed as a part of the performance task, the VoiceThread PSA itself is not a formal writing assessment. Students have already been assessed on the writing used to create their VoiceThread PSA. Here, the focus is on organizing and presenting their ideas logically and clearly through a public speaking task.
	
	• As outlined in Lesson 1, the VoiceThread PSA is composed of three parts. The first part is about water on earth, and students will use the paragraph they wrote in Unit 2, Lesson 2. The second part is about the challenges people face to have clean water. Students will use the paragraph they wrote about these challenges in Unit 2, Lesson 11, for the End of Unit 2 Assessment.
	
	• The third and final part of the VoiceThread PSA is students' opinion on the one thing that should be done to conserve, protect, or provide access to clean water for everyone. Students will use the paragraph they wrote in Lesson 6 of this unit for their mid-unit assessment.
	
	• The teacher model script of the VoiceThread PSA provided in the supporting materials of this lesson mirrors the work that students will do to complete the performance task. Students work with this model across Lessons 7–11. In order to best support students, the model contains the same content as what they are working on, using previous student models of writing from Unit 2, Lesson 2; Unit 2, Lesson 11; and Lesson 6 of this unit. As students craft their VoiceThread PSA, they will examine parts of the teacher model to understand how to use their own writing for this task. In this lesson, the teacher model is used during Work Time A.
	
	• The actual audio, the VoiceThread Model Recording, was created by Expeditionary Learning for instructional purposes. The audio file can be found at http://www.engageny.org/resource/grade-3-ela-module-4
	
	• Also in Work Time A, the teacher provides a think-aloud and revises Part 2 of Mid-Unit 3 Assessment: Student Sample. This revision is meant to strengthen reasons that support the opinion.
	
	• The most important aspect of this teacher modeling and think-aloud is to show students the thinking process that writers use to revise their work. Students need to see the decisions made along the way by the writer and be able to name these steps at the end of the think-aloud so they can apply those steps to their own work.

Agenda	Teaching Notes (continued)
	• Following this, students are released to revise their own opinion paragraphs from the Mid-Unit 3 Assessment, using the VoiceThread PSA Script: Opinion recording form as a guide.
	• In this lesson, students are introduced to the Performance Task Rubric. In the following lessons (8–11), students take a closer look at different aspects of this rubric in order to unpack the criteria on which they will be assessed.
	• The End of Unit 3 Assessment takes place during Lessons 12–13. By this time, students should be prepared to record their PSA; however, time is not provided for students to record using VoiceThread. Based on the school's technology capacity, make appropriate plans to record. For more detailed information about VoiceThread and the performance task, see Unit 3 Overview and supporting materials provided in Lesson 1.
	• In advance:
	• Review Work Time A to envision your think-alouds. Do not feel obligated to do this verbatim; the important thing is to model the decision-making a writer makes while revising.
	• Consider creating invitational groups for Work Time B based on students' Mid-Unit 3 Assessments.
	• In Work Time A of Lesson 8, several students will be asked to read aloud one sentence from the teacher model of the "Water on Earth" paragraph (from Unit 2, Lesson 2). Choose these students ahead of time and cut these sentences into strips. See Lesson 8 supporting materials.
	• In Lesson 8, students will need their Water on Earth paragraphs (from Unit 2, Lesson 2) and their Water Challenges paragraphs (from Unit 2, Lesson 11). Be prepared to distribute this work or ensure students have access to it.
	• Arrange to have technology available to play the VoiceThread PSA model. Students will listen to this model at various points in Lessons 7–11.
	• Create a Work Time B Steps to display in the classroom (see supporting materials).
	• Review: Fist to Five in Checking for Understanding Techniques and
	• Back-to-Back, Face-to-Face protocol (see Appendix).
	• Post: Learning target.

NYS Common Core ELA Curriculum • G3:M4:U3:L7 • November 2013 • 3

Lesson Vocabulary	Materials
revise, strengthen, support, PSA	• Performance Task Invitation (from Lesson 1; one to display)
	• Document camera
	• VoiceThread model recording, found at: http://www.engageny.org/resource/grade-3-ela-module-4
	• VoiceThread PSA: Teacher Model (script included in supporting materials, for teacher reference)
	• Computer, LCD projector, and speakers
	• VoiceThread PSA Performance Task Rubric (one for display)
	• VoiceThread Main Idea recording form (from Lesson 1; one for display)
	• Equity sticks
	• Part 2 of the Mid-Unit 3 Assessment: Student Sample (from Lesson 6; one to display)
	• VoiceThread PSA Script: Opinion recording form (one per student and one to display)
	• VoiceThread PSA Script: Opinion recording form (answers, for teacher reference)
	• *One Well: The Story of Water on Earth* (book; for teacher reference)
	• Asking and Answering Questions recording forms (from Unit 2, Lessons 3–7; one per student)
	• Water journals (one per student)
	• Work Time B Steps (one to display)
	• Mid-Unit 3 Assessments (from Lesson 6, returned in this lesson with teacher feedback)
	• Mid-Unit 3 Assessment Rubrics (from Lesson 6, returned in this lesson with teacher feedback)

Opening	Meeting Students' Needs
A. Engaging the Listener: Listening to the VoiceThread PSA Model (5 minutes) • Gather students in the whole-group area. Give students specific positive feedback for their efforts on the Mid-Unit 3 Assessment yesterday. • Share with students that now they will use their writing from the entire module to create a strong and powerful PSA. • Review the meaning of PSA, saying something like: "A public service announcement is something that people create to teach others about a topic." • Display the **Performance Task Invitation** using a **document camera** and read it aloud. Invite students to read along silently. • Explain that over the next week, they will craft a script and practice presenting their PSA in order to prepare to record their performance task. • Remind students of the VoiceThread PSA model they listened to in Lesson 1. Tell them they will listen to it again today and several more times throughout the unit. Explain that listening to a VoiceThread model will help prepare them to create their own. • Play the entire **VoiceThread model recording** for students, using a **computer, LCD projector, and speakers**. • Ask students to turn and talk to their elbow partner about what the speaker was trying to teach the listener. • Cold call students to share their thinking. Listen for students to share things like: "The speaker was trying to teach us about building wells," or "The speaker was teaching us about water and the challenges to having clean water for everyone.	• Provide ELLs with a sentence starter to aid in language production. For example, "The speaker was trying to _____."

Opening (continued)	Meeting Students' Needs
B. Introducing the VoiceThread PSA Performance Task Rubric (5 minutes) • Display the **VoiceThread PSA Performance Task Rubric**. • Explain that this rubric will be used to assess students on their performance task. • Point out the criteria categories in the left-hand column: Speaking, Ideas, and Presentation. Share with students that they will unpack the criteria one by one over the following week. • Then direct students' attention to the column labeled "3." Read the criteria in this column aloud and tell students their goal is to earn a score of 3.	• Unpacking the criteria from the rubric allows students to envision a clear picture of what earning a score of "3" looks and sounds like as they craft their script and practice their presentation. Research shows that involving students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all students, but it supports struggling learners the most. • Discussing and clarifying the language of learning targets helps build academic vocabulary.

Opening (continued)	Meeting Students' Needs
C. Unpacking the Learning Target (5 minutes) • Display the **VoiceThread Main Idea recording form**. • Then ask students to briefly discuss with a partner the three parts of the VoiceThread PSA. • Use **equity sticks** to call on students to share their thinking. • Confirm the three parts of the VoiceThread PSA: • The first part teaches the listener about water in the world. • The second part teaches the listener about the challenges to protecting water. • The third part tells the reader what the speaker thinks should be done to conserve, protect, or provide access to clean water for everyone. • Point out to students that they already have written paragraphs for all of these parts! Share with them that they will use the writing they did in past lessons to create their VoiceThread PSA script. Tell them that today they will focus on the third part of the VoiceThread PSA script: the opinion. • Direct students' attention to the posted learning target and read it aloud: * "I can revise my paragraph to strengthen my reasons to better support my opinion." • Circle the words revise and strengthen. Ask students: * "What do the words 'revise' and 'strengthen' mean?" • Cold call a few students to share out about the word revise. Note that students have revised and discussed the meaning of this word in past modules, so the word should not be new. • Listen for answers such as: "It means I have to make changes in my paragraph so it makes sense." • Then cold call a few students to share what the word strengthen means. Look for the answer: "It makes something stronger." • Tell students they will revise their writing today to strengthen the reasons that support their opinion. Say something like: "When you strengthen something, you make it stronger. Today you are going to strengthen your reasons to help support your opinion." • Use the Fist to Five protocol to gauge students' understanding of today's learning target. Clarify any questions they have.	• Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets.

Work Time	Meeting Students' Needs
A. Mini Lesson: Revising Your Paragraph to Strengthen Reasons to Better Support Your Opinion (15 minutes)	

- Display **Part 2 of the Mid-Unit 3 Assessment: Student Sample**. Say to students: "This is my opinion paragraph, just like the one you wrote yesterday. Today I'm going to revise my writing to strengthen my reasons to better support my opinion."

- Read aloud the paragraph. Ask students to discuss with a partner:

  * "What was the structure you followed to compose your paragraph?"

- Use equity sticks to call on students to share.

- Confirm the structure as needed:

  – Introduction

  – Reason 1

  – Reason 2

  – Reason 3

  – Conclusion

- Next, display the **VoiceThread PSA Script: Opinion recording form**. Explain to students that they will use this recording form to craft their script.

- Ask students to discuss the following with an elbow partner:

  * "What similarities do you notice between the structure of the Mid-Unit 3 Assessment paragraph and the new recording form?

- Cold call a few students to share the similarities they notice.

- Say to students: "Yes! I already have most of the writing to create my VoiceThread PSA script. I have an introduction, three reasons, and a conclusion. I wrote this paragraph on demand. This is my opportunity to return to my writing and strengthen my reasons to better support my opinion."

- Tell students you are going to show them how to revise to strengthen your reasons to better support your opinion. Ask them to watch and listen carefully and track what you do. Explain that they will do the same thing in just a few minutes.

Work Time (continued)	Meeting Students' Needs
• First, read aloud the introduction (opinion) from the Mid-Unit 3 Assessment: Student Sample: "One thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water." • Write the sentence on the VoiceThread PSA Script: Opinion recording form in the "Introduction (Topic Sentence/Opinion)" box. • Think aloud: "I think this is a strong introductory statement. It's my opinion and clear to me what I am trying to tell my listener. I don't think I need to make any changes. I really need to focus on making my reasons stronger so they support my opinion—reasons that will explain how and why it's important to help people have close access to clean water." • On the Mid-Unit 3 Assessment: Student Sample, underline the first reason provided that supports the opinion. • Read the reason aloud: "The first step is to build wells for people who don't have clean water in their town or village." • Ask students to turn to an elbow partner and discuss: * "Does this reason need to be revised to better support your opinion?" • Cold call a few students to share their ideas. • Think aloud: "I don't think I need to make any changes here either. I think this reason explains what we need to do to help people have close access to clean water: build wells. My sentence makes sense." • Write the sentence on the VoiceThread PSA Script: Opinion recording form in the "Detail/Reason 1" box. • Underline the next reason on the Mid-Unit 3 Assessment: Student Sample: "When water becomes dirty, people can get sick and even die." • Think aloud: "Hmm … does this reason explain why it's important to help people have close access to water? Sort of, except it mostly explains what happens if people don't have clean water. I don't think it's a strong connection to my opinion. I want to make my reason positive to show what would happen if we helped to build wells." • Ask students to turn to an elbow partner and discuss what revisions you might make to strengthen your reason and better support your opinion. • Cold call students to share out their suggestions. • Ponder what words might work to revise this reason. Write the revised reason in the "Detail/Reason 2" box of the VoiceThread PSA Script: Opinion recording form and read it aloud: "If we build wells where they are needed, people would be healthier."	

Work Time (continued)	Meeting Students' Needs
• Think aloud: "The word 'healthier' helps my listener understand why it's important to build wells. This strengthens my reason and better supports my opinion." • Underline the final reason on the Mid-Unit 3 Assessment: Student Sample: "Finally, building wells helps people have water to use every day." • Think aloud: "This reason could be stronger. It's too broad or vague. I need to be specific about how having access to water every day will help people. I remember reading about how people use water for agriculture in One Well." • Model using the index of *One Well: The Story of Water on Earth* to find the word "agriculture." • Turn to page 16, "People at the Well," and model skimming the page. • Ask a student to volunteer to read aloud the following sentence: "The remaining 69 percent of the freshwater we use goes into agriculture. Farms use huge amounts of water for crops and livestock." • Think aloud: "People use water every day to grow food that we eat! That's a specific reason that would best support my opinion and explain why we need to build wells." • Have students once again turn to an elbow partner to discuss what possible revisions you might make to strengthen your reason. • Cold call students to share their ideas. • Ponder what words might work to revise this reason. Write the revised reason in the "Detail/Reason 3" box of the VoiceThread PSA Script: Opinion recording form and read it aloud: "Finally, building wells helps provide clean water for agriculture." • Take a moment to write in the conclusion and read aloud the revised paragraph on the VoiceThread PSA Script: Opinion recording form. • Give students a moment to discuss with their elbow partner how you strengthened your reasons to better support your opinion. • Cold call students to have them briefly share the changes you made to your reasons to strengthen them. • Tell students you feel confident that the revisions you made meet today's learning target, that you have strengthened your reasons and they better support your opinion.	

Work Time (continued)	Meeting Students' Needs

B. Crafting VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion (25 minutes)
 	
• Distribute a **VoiceThread PSA Script: Opinion recording form** to each student.
 	
• While you are doing this, ask students to take out their **Asking and Answering Questions recording forms** and **water journals**.
 	
• Explain to students that it's now their turn to revise their paragraphs to strengthen their reasons to better support their opinion.
 	
• Post **Work Time B Steps**. Remind students that as they revise, they should do the following:
 	
• Read over each sentence in your paragraph.
 	
• Decide if your reasons need to be strengthened to better support your opinion. If so, revise.
 	
• Write the introduction (opinion), reasons, and conclusion on your VoiceThread PSA Script: Opinion recording form.
 	
• Use your Asking and Answering Questions recording forms and water journals to help you find stronger reasons.
 	
• Return students' **Mid-Unit 3 Assessments** along with their scored **Mid-Unit 3 Assessment Rubrics**. Give students a few minutes to review your feedback.
 	
• Students may work with a partner but should revise their own work.
 	
• Give students 20 minutes to complete the VoiceThread PSA Script: Opinion recording form.
 	
• As they work, circulate and confer with students. Questions you might ask are:
 	
  * "How does that reason support your opinion?"
 	
  * "Tell me about the reason you chose."
 	
  * "How can you strengthen your reason?"
 	
• Pull invitational groups as needed. For example, students may need support locating reasons from their research and reading. They also may need help identifying what reasons must be strengthened.	

NYS Common Core ELA Curriculum • G3:M4:U3:L7 • November 2013 • 11

Closing and Assessment	Meeting Students' Needs
A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes) • Gather students in the whole-group area. Review the Back-to-Back, Face-to-Face protocol with them. • Invite students to find a partner and stand back-to-back with him or her. • Ask: ∗ "What is one reason you revised in order to strengthen it? How does your revised reason support your opinion better now?" • Give students a minute to think about what they want to share. • Then say, "Face-to-face" and ask students to share. Remind students to listen carefully when their partner is speaking and be sure to make eye contact. • Give the signal for students to find a new partner. Repeat as many times as time allows.	• Use of protocols (like Back-to-Back, Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. • Provide a sentence frame for students who struggle to produce language orally. For example, "I changed the reason _____ to _____. I think it supports my opinion better because _____."
Homework	**Meeting Students' Needs**
• Complete your VoiceThread PSA Script: Opinion recording form. • Read your VoiceThread PSA Script: Opinion recording form aloud to someone at home.	

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

VoiceThread PSA: Teacher Model
For Teacher Reference

Teacher Directions: The teacher model of the VoiceThread PSA mirrors the work that students will do to complete the performance task. To best support students, the model contains the same content as what they are working on, using previous student models of writing from Unit 2, Lesson 2; Unit 2, Lesson 11; and Lesson 6 of this unit. As students craft their VoiceThread PSA, they will examine the teacher model to understand how to use their own writing for this task.

Hook:	When you look down at the earth from space, you see a whole lot of blue. That's water!
Introduction (Topic Sentence/Opinion):	Water is everywhere on earth.
Detail/Reason 1:	The surface of the earth is made up of almost 70 percent water.
Explain/Evidence from the Text:	Most of this water comes from our oceans, but it's also found in lakes, rivers, and even under the ground.
Detail/Reason 2:	The water that is on earth today is the same water from billions of years ago.
Explain/Evidence from the Text:	So even though we can find water in all these places, the water we have on earth never grows or changes.
Detail/Reason 3:	That's because our water falls from the sky and goes back up again in something called the water cycle.
<u>**Explain/Evidence from the Text:**</u>	Water cycles through a process of precipitation, evaporation, and condensation.
Conclusion:	Water is important because we use it everywhere! We use it every day for things like cleaning, cooking, growing crops, and even to make computers.

VoiceThread PSA: Teacher Model
For Teacher Reference

Hook:	If water is in all these places, we must have plenty of water to use, right? Wrong!
Introduction (Topic Sentence/Opinion):	Unfortunately, there are three significant challenges to keeping our water safe and clean.
Detail/Reason 1:	First of all, not everyone can easily access clean water to drink and use.
Explain/Evidence from the Text:	For example, in Uganda, people sometimes had to walk as far as 12 miles to get clean water. For some kids this meant they couldn't go to school because getting water took too much time.
Detail/Reason 2:	Another challenge to our global water source is pollution.
Explain/Evidence from the Text:	When fertilizer runs off the soil, it can pollute our water. Pollution from factories can also make the water unsafe to drink.
Detail/Reason 3:	Finally, the third challenge we face is wasting our limited water resource.
Explain/Evidence from the Text:	In America, we use too much water! For example, we let the faucets run all the time, we water our lawns too much, and we just don't think about how much water we use.
Conclusion:	These challenges make it hard to keep our water clean and safe for everyone around the world.

NYS Common Core ELA Curriculum • G3:M1:U2:L17 • November 2013 • 15

VoiceThread PSA: Teacher Model
For Teacher Reference

Hook:	Everyone should become "well aware" because without water, you couldn't survive!
Introduction (Topic Sentence/Opinion):	The one thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.
Detail/Reason 1:	The first step is to build wells for people who don't have clean water in their town or village.
Explain/Evidence from Text:	If we were to provide access to clean water close to their homes, people would not have to walk 15 minutes or more to get water and spend time waiting in long lines. This would give them more time to do important things, like go to school!
Detail/Reason 2:	Also, if we built wells where they are needed, people would be healthier.
Explain/Evidence from Text:	People can get sick and even die not only from drinking dirty water, but from not being able to wash their hands and not having clean bathrooms.
Detail/Reason 3:	Finally, building wells helps provide clean water for agriculture.
Explain/Evidence from Text:	With close access to clean water, farmers could grow crops—and schools could even build gardens to feed their students!
Conclusion:	Building wells would save people's lives and help protect the water on earth. It's the one thing I think we should do to keep our water clean and safe.

VoiceThread PSA Performance Task Rubric

Criteria	CCCS	4	3	2	1	0
Speaking	SL.4 SL.5 SL.6 L.3.3b	❑ The speaker pronounces all words precisely so the listener is engaged and easily understands the speaker's message. ❑ The speaker varies his or her volume and expression to add emphasis and interest to his or her message. ❑ The speaker varies his or her rate and adds pauses to emphasize his or her message.	❑ The speaker pronounces all words clearly so the listener easily understands the speaker's message. ❑ The speaker varies his or her volume and expression to present his or her message. ❑ The speaker talks at an understandable pace: not too slow, not too fast.	❑ The speaker pronounces most words correctly. ❑ The speaker attempts to vary his or her volume to present his or her message; however, at times, the speaker is too loud or too quiet. ❑ The speaker uses expression to present his or her message; however, at times the speaker uses expression inappropriately in places that would make sense or not at all.	❑ The speaker pronounces many of the words incorrectly, making it difficult for the listener to understand the speaker's message. ❑ The speaker talks too soft or low (quiet) that the listener cannot follow the speaker's message. ❑ The speaker uses little or no expression.	❑ No evidence.

VoiceThread PSA Performance Task Rubric

Criteria	CCCS	4	3	2	1	0
Speaking (Cont'd)				❑ The speaker mostly talks at an understandable pace; however, at times, the speaker talks too fast or too slow.	❑ The speaker talks too fast or too slow, making it difficult to understand his or her message.	

VoiceThread PSA Performance Task Rubric

Criteria	CCCS	4	3	2	1	0
Ideas	SL.4	❏ The speaker uses appropriate facts and descriptive details from the research to strengthen his or her message.	❏ The speaker uses appropriate facts and descriptive details from the research to support his or her message.	❏ The speaker uses some appropriate facts and descriptive details from the research; it may not support the speaker's message or may be incorrect.	❏ The speaker uses very few or no facts and details from the research.	❏ No evidence.
Presentation	SL.5	❏ The speaker uses two or more digital images to support his or her message.	❏ The speaker uses one digital image that supports his or her message.	❏ The speaker uses a digital image; however, it does not support his or her message.	❏ The speaker uses a digital image; however, it is unrelated to the topic.	❏ No evidence.

VoiceThread PSA Script: Opinion Recording Form

Name:

Date:

Hook:	
Introduction (Topic Sentence/Opinion):	
Detail/Reason 1:	
Explain/ Evidence from Text:	
Detail/Reason 2:	
Explain/ Evidence from Text:	
Detail/ Reason 3:	

VoiceThread PSA Script: Opinion Recording Form

Explain/ Evidence from Text:	
Conclusion:	

EXPEDITIONARY
LEARNING

VoiceThread PSA Script: Opinion Recording Form
For Teacher Reference

Hook:	
Introduction (Topic Sentence/Opinion):	The one thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.
Detail/Reason 1:	The first step is to build wells for people who don't have clean water in their town or village.
Explain/Evidence from Text:	
Detail/Reason 2:	If we built wells where they are needed, people would be healthier.
Explain/Evidence from Text:	
Detail/Reason 3:	Finally, building wells helps provide clean water for agriculture.
Explain/Evidence from Text:	
Conclusion:	Building wells would save people's lives and help protect the water on earth. It's the one thing I think we should do to keep our water clean and safe.

Work Time B Steps:

1. Read over each sentence in your paragraph.
2. Decide if your reasons need to be strengthened to better support your opinion. If so, revise.
3. Write the introduction (opinion), reasons, and conclusion on your VoiceThread PSA Script: Opinion recording form.
4. Use your Asking and Answering Questions recording forms and water journals to help you look for stronger reasons.

Grade 3: Module 4: Unit 3: Lesson 8
Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can pronounce all words clearly so the listener easily understands my message. I can organize my ideas logically to send a clear message to my listener.

Supporting Learning Targets	Ongoing Assessment
• I can pronounce all words clearly so the listener easily understands my message. • I can organize my ideas logically to send a clear message to my listener.	• VoiceThread PSA Script: Water on Earth, Water Challenges, and Opinion recording forms

Agenda	Teaching Notes

1. Opening
 	
    A. Engaging the Speaker: Reviewing the Speaking Criteria of the Performance Task Rubric (10 minutes)
 	
2. Work Time
 	
    A. Mini Lesson: Organizing Your Ideas Logically to Send a Clear Message (10 minutes)
 	
    B. Guided Practice (10 minutes)
 	
    C. Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message (25 minutes)
 	
3. Closing and Assessment
 	
    A. Previewing Homework (5 minutes)
 	
4. Homework
 	
    A. Complete your VoiceThread PSA Script: Water Challenges recording form.
 	
    B. Practice reading your script aloud. Focus on saying the words correctly and clearly.
	• In the Opening of this lesson, as well as Lessons 9–11, students take a closer look at specific criteria on the Performance Task Rubric. This rubric will be used during the End of Unit 3 Assessment and the performance task. The purpose of unpacking these criteria is to translate them into student-friendly language and ensure students understand what a "proficient" score (a "3") looks like.
	
	• In this lesson, students review the criteria of "clarity" when speaking and unpack what it means to pronounce words clearly so the listener understands their message. Students have an opportunity to practice these skills for homework.
	
	• At the beginning of Work Time A, seven students are asked to read aloud one sentence from the Water on Earth paragraph model. In advance, cut up the sentence strips and choose seven students to participate in the activity.
	
	• Similar to Lesson 7, students make revisions to writing from previous lessons and units in this module. In this particular lesson, they focus on revising their ideas to be more logically sequenced. In order to do this, students need access to their Water on Earth paragraph and Water Challenges paragraph.
	
	• These revisions are completed after the teacher walks students through a think-aloud mini lesson on making revisions to ensure that ideas are logically ordered. Students should complete their revisions independently. If they need further support, consider creating invitational groups and providing a copy of the think-aloud mini lesson (see supporting materials).
	
	• Some students may need additional time to complete their revisions. Although they are given this time at home as a part of their homework, consider extending this lesson's revision allotment over two sessions based on the needs of your students.
	
	• In advance: Ensure students have access to their VoiceThread PSA Script: Water on Earth, Water Challenges recording forms, VoiceThread PSA Script: Opinion recording forms, Asking and Answering Questions recording forms, and water journals. They will need these in Lesson 9.
	
	• In Lesson 9, the mini lesson follows a "capture and release" pattern. If possible, review students' recording forms in advance to identify students who will need additional support during this time.

Agenda	Teaching Notes (continued)
	• Create a new anchor chart called Criteria from the Performance Task Rubric, composed of three columns: the criteria, Learning Target and "This means …" (see supporting materials). The purpose of the anchor chart is to visually document what each criterion means in student-friendly language, and it will be co-created with students during this lesson as well as subsequent lessons.
	• Create a copy of Work Time C Steps to display (see supporting materials).
	• Post: Learning targets.

Lesson Vocabulary	Materials
pronounce, clearly, logically	• Document camera
	• Performance Task Rubric (from Lesson 7; one to display)
	• Equity sticks
	• Criteria from the Performance Task Rubric anchor chart (new; co-created with students during Opening)
	• VoiceThread PSA Script: Opinion recording form (answers, for teacher reference) (from Lesson 7)
	• Water on Earth sentence strips (one set)
	• Water on Earth paragraph, teacher model (from Unit 2, Lesson 2)
	• VoiceThread PSA Script: Water on Earth recording form (one per student and one to display)
	• VoiceThread PSA Script: Water on Earth recording form (answers, for teacher reference)
	• Water on Earth paragraphs (from Unit 2, Lesson 2; one per student)
	• Clipboards (one per student)
	• Pencils (one per student)
	• Work Time C Steps (one to display)
	• Think-aloud Model for Mini Lesson (for teacher reference)
	• Water Challenges paragraphs (from Unit 2, Lesson 11; one per student)
	• VoiceThread PSA Script: Water Challenges recording form (one per student and one to display)

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 3

Opening	Meeting Students' Needs

A. Engaging the Speaker: Reviewing the Speaking Criteria of the Performance Task Rubric (10 minutes)
 	
 • Ask students to gather in the whole-group area.
 	
 • Say something like: "Today we're going to a take a some time to look at the speaking criteria on the Performance Task Rubric. This will help us think about what you need to do when you practice presenting your PSA this week."
 	
 • Using the **document camera**, display the **Performance Task Rubric**, focusing on the speaking criteria. Remind students that their goal is to score a 3 on the rubric.
 	
 • Highlight the first point in this column and read the text aloud: "The speaker pronounces all words clearly so the listener easily understands the speaker's message."
 	
 • Direct students' attention to the posted learning targets and read the first one aloud:
 	
   * "I can pronounce all words clearly so the listener easily understands my message."
 	
 • Connect the learning target to the speaking criteria you read on the rubric.
 	
 • Next, circle the words *pronounce* and *clearly*. Ask students to Think-Pair-Share what these words mean.
 	
 • Use **equity sticks** to call on students to share. Listen for them to say something like: "'Pronounce' means to say or speak a word correctly," and "'Clearly' means the listener understands the words you are speaking."
 	
 • Start a new **Criteria from the Performance Task Rubric anchor chart** and record students' answers in the "This means ..." column.
 	
 • Display the **VoiceThread PSA Script: Opinion recording form (answers, for teacher reference)**. Read the model aloud to demonstrate how to pronounce all words clearly.
 	
 • Then, intentionally mispronounce the word "agriculture." Stop and explain to students that this is a tricky word to pronounce!
 	
 • Ask students:
 	
   * "What is a strategy I could use so I know how to pronounce this word correctly?"
	• Unpacking the criteria from the rubric allows students to clearly envision what earning a score of "3" looks and sounds like as they craft their scripts and practice their presentations. This practice helps all students, but it supports struggling learners the most.
	
	 • Discussing and clarifying the language of learning targets helps build academic vocabulary.
	
	 • Provide ELLs with a sentence starter to aid in language production. For example, "A strategy I use to figure out how to say a word is _____."

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 4

Opening (continued)	Meeting Students' Needs

• Cold call students to share a few strategies with the class. Strategies to listen for include:
 	
  – Breaking apart the word, looking for smaller, familiar words or prefixes and suffixes
 	
  – Using an online dictionary to hear the word
 	
  – Asking someone to pronounce the word for you
 	
• Share with students how you noticed the familiar word "culture" and then said the word out loud with the prefix "agri-." Add that then you read the word aloud to a friend to confirm the pronunciation.
 	
• Explain to students that when a speaker pronounces many of the words incorrectly, it makes it difficult for the listener to understand the message. Emphasize how important it is that students practice reading their script aloud repeatedly over the course of the week.	

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 5

Work Time	Meeting Students' Needs

A. Mini Lesson: Organizing Your Ideas Logically to Send a Clear Message (10 minutes)
 	
• Gather students in the whole-group area.
 	
• Choose seven volunteers and ask them to stand up, side-by-side. Give each student a **Water on Earth sentence strip** and ask him or her to read it silently. Note that if they are not sure how to pronounce something, they can use a strategy from the list they just discussed.
 	
• Share with the class that each sentence strip represents a sentence from the teacher model paragraph about where water is on earth.
 	
• Display the sentence strips so students can follow along as each student reads aloud. Make sure the sentences are read in the order distributed. They should be jumbled up, and the sentences should not make sense as a whole.
 	
• Ask all students to discuss with a partner:
 	
  ∗ "Did this paragraph make sense to you? Why or why not?"
 	
• Then pull equity sticks to have a few students share their thinking. Listen for students to say things like: "No! This didn't make sense. It was hard to follow because it was in an order that confused me," or "It was just a bunch of facts that didn't go together. They weren't organized in a way that I could understand what you were trying to say."
 	
• Direct students' attention again to the posted learning targets and read the second one aloud:
 	
  ∗ "I can organize my ideas logically to send a clear message to my listener."
 	
• Circle the word *logically*. Confirm for students that your sentences or ideas were in fact not organized logically; the message about water on earth was certainly not clear!
 	
• Ask students to turn to an elbow partner and discuss what the word "logically" means.
 	
• Cold call a few students to share their ideas. Listen for students to respond with answers such as: "Logically means in an order that makes sense," and "When we want to say something to someone, we need to place our ideas in an order that makes sense or organize them logically."
 	
• Say: "I need to now organize my ideas logically. What structure will help me connect my ideas and organize them logically or in an order that makes sense?"
	• For students who struggle with following multistep directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.
	
	• For students who struggle with organizing their ideas in a logical manner, consider creating sentence strips from each of their paragraphs. That way students can physically manipulate the sentences and tape them to their scripts.
	
	• For students needing additional support, consider providing a partially filled-in recording form.

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 6

Work Time (continued)	Meeting Students' Needs

• Pull equity sticks and have a few students share their responses. Confirm that the paragraph writing structure that would help you is the following:
  – Topic sentence
  – Reasons/details
  – Concluding sentence
 	
• Invite students to help you organize your ideas logically using this structure. Tell them to direct the students holding the sentence strips to move to a new place in line to organize your ideas in a logical order. Each time a suggestion is made, ask for a volunteer to read the paragraph until it is organized logically.
 	
• Next, display the **Water on Earth paragraph, teacher model** and review the structure of your paragraph.
 	
• Then, display the **VoiceThread PSA Script: Water on Earth recording form**. Point out to students that this is the same recording form they used yesterday to strengthen the reasons that support their opinion.
 	
• Ask students:
  * "What do you notice is similar about this recording form compared with the structure you used to write your paragraph about water on earth?"
 	
• Cold call students to share.
 	
• Say: "Yes! The structure is the same. This structure helped me organize my ideas logically to send a clear message to my listener."
 	
• Then ask students to discuss with a partner:
  * "Why is it important to organize your ideas logically?"
 	
• Ask for a few students to share their thinking with the whole group. Listen for ideas such as: "If your ideas aren't in order, the listener won't understand what you are trying to say," and "The order of your ideas needs to be logical so it make sense to your listener."	

NYS Common Core ELA Curriculum • G3:M4:U3:L8 • November 2013 • 7

Work Time (continued)	Meeting Students' Needs
B. Guided Practice (10 minutes) • Have students remain in the whole-group area. • Say: "Today you are going to revise your writing so your ideas in your VoiceThread PSA are organized logically. As you organize your ideas, you will also need to make sure that your main idea is clearly stated in your topic sentence." • Explain to students that you are first going to share with them how you revised your main idea. • Redisplay the Water on Earth paragraph, teacher model, and read aloud the first sentence: "When you look down at the earth from space, you see a whole lot of blue." • Say: "Hmm ... does that tell my listener what the main idea is? Not really. I need to reread my paragraph to determine my main idea." • Model reading through the paragraph to determine the main idea. • Say: "OK, so really what I'm trying to say is water is everywhere on earth." • Switch documents and display the VoiceThread PSA Script: Water on Earth recording form. • Write the sentence on the Voice Thread PSA Script: Water on Earth recording form in the "Introduction (Topic Sentence/Opinion)" box: "Water is everywhere on earth." • Next, distribute students' **Water on Earth paragraphs**, a VoiceThread PSA: Water on Earth recording form, a **clipboard**, and **pencil** to each student. • Explain to students that it's their turn to determine their main idea. Invite them to look over their paragraph. • Say: "Read over your topic sentence. What's your main idea? If it's not clear what you're trying to say to your reader, make any necessary revisions until your main idea is clear. Ask an elbow partner for support if needed." • Give students a few minutes to read over their topic sentences and make revisions. Circulate and provide support when needed. • Ask students to give a thumbs-up when they've revised their topic sentence to clearly reflect their main idea.	

Work Time (continued)	Meeting Students' Needs

C. Crafting Your VoiceThread PSA Script: Organizing Your Ideas Logically to Send a Clear Message (25 minutes)
 	
 • Explain to students that now they will revise their paragraphs to organize their ideas logically.
 	
 • Display and read aloud **Work Time C Steps**:
   1. Read over your paragraph and identify the topic sentence, details/reasons, and conclusion that you used to structure your writing.
   2. Make sure your topic sentence reflects the main idea you want to convey to your listener.
   3. Decide what three details/reasons support this main idea.
   4. Organize these details/reasons logically to send a clear message to the listener.
   5. Record the revisions on the appropriate recording forms.
 	
 • Point out that students need only three details or reasons to support the main idea. Note that the other sentences in their paragraph may be used in the script as they continue to revise over the next few days.
 	
 • Students may work with a partner but should revise their own work.
 	
 • Give students 20 minutes to work. As they work, circulate and confer with students. Questions you might ask are:
   * "Read the order of your ideas out loud. Does it make sense to you?"
   * "Tell me about the details you chose. How do they support your main idea?"
 	
 • If some students need more time with guided practice, provide them with the **Think-aloud Model for Mini Lesson (teacher reference)**.
 	
 • If students complete this work before the end of the Work Time, return their **Water Challenges paragraphs**.	

Closing and Assessment	Meeting Students' Needs

A. Previewing Homework (5 minutes)
 	
• Gather students in the whole-group area. Give students specific, positive feedback. Name one or two examples of the work observed today. For example:
 	
    * "I noticed many of you were thinking hard about how to put your details in order, to make sense to the listener."
 	
    * "I noticed _____ was stuck for a minute, but he read his ideas aloud to _____ to see if his ideas were organized logically."
 	
• Tell students that tonight's homework is to complete the **VoiceThread PSA Script: Water Challenges recording form**.
 	
• Distribute the VoiceThread PSA Script: Water Challenges recording form (and students' Water Challenges paragraphs, if you haven't already).
 	
• Say to students: "When you wrote your End of Unit 2 Assessment about water challenges, you wrote two paragraphs. Use the first paragraph for your script. This is the paragraph about each of the three challenges of water you researched: access, pollution, and water usage. Revise this first paragraph to organize your ideas logically so your listener understands what you are trying to say."	

Homework	**Meeting Students' Needs**
• Complete your VoiceThread PSA Script: Water Challenges recording form. • Practice reading your script aloud. Focus on saying the words correctly and clearly	

EXPEDITIONARY LEARNING

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

Criteria from the Performance Task Rubric Anchor Chart

Criteria	Learning Target	This means …
Speaking	I can <u>pronounce</u> all words <u>clearly</u> so the listener easily understands my message.	"'Pronounce' means to say or speak a word correctly." "'Clearly' means the listener understands the words you are speaking."

Water on Earth Sentence Strips

Teacher Directions: *At the beginning of Work Time A, seven students from the class are asked to read aloud one sentence from the teacher model of the Water on Earth paragraph (from Unit 2, Lesson 2). In advance, cut up the paragraph into seven sentence strips.*

Water is important because there will never be new water on earth.

When you look down at the earth from space, you see a whole lot of blue.

Water cycles through a process of precipitation, evaporation, and condensation.

That's because our water falls from the sky and goes back up again in something called the water cycle.

Even though our earth is made up of that much water, we won't ever get more.

The surface of the earth is made up of almost 70 percent water.

The water that is on earth today is the same water from billions of years ago.

VoiceThread PSA Script: Water on Earth Recording Form

Name:

Date:

Hook:
Introduction (Topic Sentence/Opinion):
Detail/Reason 1:
Explain/Evidence from Text:
Detail/Reason 2:
Explain/Evidence from Text:
Detail/Reason 3:
Explain/Evidence from Text:
Conclusion:

VoiceThread PSA Script: Water on Earth Recording Form
Answers for Teacher Reference

Hook:
Introduction (Topic Sentence/Opinion): Water is everywhere on earth.
Detail/Reason 1: The surface of the earth is made up of almost 70 percent water.
Explain/Evidence from Text:
Detail/Reason 2: The water that is on earth today is the same water from billions of years ago.
Explain/Evidence from Text:
Detail/Reason 3: That's because our water falls from the sky and goes back up again in something called the water cycle.
Explain/Evidence from Text:
Conclusion: Water is important because we use it everywhere! We use it every day for things like cleaning, cooking, growing crops, and even to make computers.

Work Time C Steps

- Read your paragraph and identify the topic sentence, details/reasons, and conclusion that you used to structure your writing.

- Make sure your topic sentence reflects the main idea you want to convey to your listener.

- Decide what three details/reasons support this main idea.

- Organize these details/reasons logically to send a clear message to the listener.

- Record the revisions on the appropriate recording forms.

Directions: If students need more guided practice, consider using the following think-aloud.

- Tell students that today they will revise their writing to organize their ideas logically. Explain that, like yesterday, you are first going to share with them how to revise using the models. Ask them to watch and listen carefully and track what you do.

- Remind students that the first part of the VoiceThread PSA is to teach the listener about water on earth and that this is the paragraph you'll revise for today's think-aloud.

- First, read aloud the first sentence from the Water on Earth paragraph, teacher model: "When you look down at the earth from space, you see a whole lot of blue."

- Think aloud: "Hmm … does that tell my listener what the main idea is? Not really. I need to reread my paragraph to determine my main idea."

- Model reading through the paragraph and determine the main idea.

- Think aloud: "OK, so really what I'm trying to say is water is everywhere on earth."

- Write the sentence on the recording form in the "Introduction (Topic Sentence/Opinion)" box: "Water is everywhere on earth."

- Point out to students they need only three details or reasons to support the main idea. Note that the other sentences in their paragraph may be used in the script as they continue to revise over the next few days.

- Read through the Water on Earth paragraph, teacher model and underline the details that strengthen the main idea:

  - The surface of the earth is made up of almost 70 percent water.

  - The water that is on earth today is the same water from billions of years ago.

  - That's because our water falls from the sky and goes back up again in something called the water cycle.

- Think aloud: "Are my ideas organized logically or in an order that makes sense to the listener?"

- Place sticky notes with the details prerecorded on them on the recording form and try out a different order of ideas, reading each configuration aloud. Pause at the order listed above.

- Think aloud: "I think this order makes the most sense to me. It's in an order that connects each idea and supports my main idea."

- Write each sentence in the appropriate boxes on the recording form.

- Finally, read aloud the conclusion from the Water on Earth paragraph, teacher model: "Water is important because there will never be new water on earth."

- Think aloud: "I already said this. I want to emphasize how water is important, so I'm going to revise my conclusion. I remember reading in *One Well* that we need to conserve and protect our water because we use it for so many things."

- Turn to page 16 in *One Well* and skim to Paragraph 2, which begins: "Today, water is essential in our homes …" Revise the conclusion using this information.

- Write the new sentence in the "Conclusion" box on the recording form and read it aloud: "Water is important because we use it everywhere! We use it every day for things like cleaning, cooking, growing crops, and even to make computers."

- Then, ask students:

   – "Why is it important to organize your ideas logically?"

- Give students a minute to discuss with a partner. Have a few share their thinking with the whole group. Listen for ideas such as: "If your ideas aren't in order, the listener won't understand what you are trying to say," or "The order of your ideas needs to be logical so it makes sense to your listener."

VoiceThread PSA Script: Water Challenges Recording Form

Name:

Date:

Hook:
Introduction (Topic Sentence/Opinion):
Detail/Reason 1:
Explain/Evidence from Text:
Detail/Reason 2:
Explain/Evidence from Text:
Detail/Reason 3:
Explain/Evidence from Text:
Conclusion:

Grade 3: Module 4: Unit 3: Lesson 9

Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use appropriate facts and descriptive details from the research to support my message. (SL.3.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can vary my volume and expression to present my message. • I can use linking words and phrases to connect my ideas. • I can choose specific and interesting words to "hook" my listener	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Listener: Reviewing the Ideas Criteria of the Performance Task Rubric (5 minutes)
 	
2. Work Time
 	
   A. Mini Lesson: Identifying Appropriate Facts and Descriptive Details to Support Your Message (20 minutes)
 	
   B. Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message (30 minutes)
 	
3. Closing and Assessment
 	
   A. Debrief (5 minutes)
 	
4. Homework
 	
   A. Complete your VoiceThread PSA Script so all three parts include appropriate facts and descriptive details.
	• In the Opening of this lesson, as in the previous lessons, students take a closer look at specific criteria on the Performance Task Rubric. This rubric will be used during the End of Unit 3 Assessment and the performance task. The purpose of unpacking these criteria is to translate them into student-friendly language and ensure students understand what a "proficient" score (a "3") looks like. In this lesson, students look at the "Ideas" section.
	
	• The mini lesson in Work Time A is designed to follow a "catch and release" instructional pattern. Enlist students' aid while modeling how to identify appropriate facts and include descriptive details in writing. Then "release" students to practice using their own writing while you circulate and confer with students as needed. This practice time may take more or less time than the suggested amount depending on the needs of your students.
	
	• In Work Time B, students independently revise their VoiceThread PSA scripts to include appropriate facts and descriptive details. If students need further support, consider creating invitational groups based on your observations during Work Time A.
	
	• In advance:
	
	• In Lesson 10, you will play the VoiceThread PSA model for students. Ensure the technology for this is available.
	
	• Also in Lesson 10, students will add "hooks" to their scripts to capture their listeners' attention. Consider composing several hooks for struggling writers to choose from.
	
	• Create a copy of Work Time B Steps to display (see supporting materials).
	
	• Post: Learning targets; Linking Words and Phrases anchor chart from Lesson 2.
	
	• Some students may need additional time to finish revising their VoiceThread PSA scripts to include appropriate facts and descriptive details. Although they are given this time at home as a part of their homework, consider extending this lesson's revision allotment time over two sessions based on the needs of your students.

NYS Common Core ELA Curriculum • G3:M4:U3:L9 • November 2013 • 2

Lesson Vocabulary	Materials
appropriate facts, descriptive details	• Document camera • Performance Task Rubric (from Lesson 7; one to display) • Equity sticks • Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8) • Computer, LCD projector, speakers • VoiceThread PSA model (link needed) • Asking and Answering Questions recording form (from Unit 2, Lessons 3–7, one per student and one to display) • Asking and Answering Questions recording form (from Unit 2, Lesson 5; answers, for teacher reference) • Sticky notes (10 per student; one for the teacher) • Water journal (one per student) • VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student) • Clipboards (one per student) • Pencils (one per student) • Work Time B Steps (one to display) • VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student) • VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)

NYS Common Core ELA Curriculum • G3:M4:U3:L9 • November 2013 • 3

Opening	Meeting Students' Needs
A. Engaging the Listener: Reviewing the Ideas Criteria of the Performance Task Rubric (5 minutes) • Gather students in the whole-group area. Tell them they will continue crafting their VoiceThread PSA script today. • Then, say something like: "Let's look at the Ideas criteria on the Performance Task Rubric. This will help us think about what you need to do as you rework and revise your writing today." • Using the **document camera**, display the **Performance Task Rubric**. Remind students that their goal is to score a 3 on the rubric. • Read aloud the text in the "3" column: "The speaker uses appropriate facts and descriptive details from the research to support his or her message." • Direct students' attention to the posted learning target and read it aloud: * "I can use appropriate facts and descriptive details from the research to support my message." • Connect the target to the Ideas criteria of the rubric. • Circle the words "appropriate" and "descriptive." Invite students to turn and talk to an elbow partner about what these two words mean. • Use **equity sticks** to call on a few students to share the meaning of "appropriate." Listen for students to say something like: "The word 'appropriate' means the right one, or a good fit." • Confirm the meaning for students and tell them that the word also means relevant. Point out that the word "appropriate" is used in the learning target to describe the word "facts." Tell them *appropriate facts*, then, "means you are expected to use the facts from your research that are relevant to support your message." • Then, direct students to the word "descriptive." Ask students what other words are like this word. Listen for answers like: "describe" and "description." Remind students that they have worked on describing or using description in their writing in past modules. • Point out that this word is also used in today's learning target to describe another word: "details." Invite students to share what *descriptive details* means. Listen for them to say something like: "It means we need to use vivid words," or "It's like when we wrote about freaky frogs and had to use precise verbs and adjectives." • After students have shared, say: "As you add details to your writing today, you will need to make them descriptive by using words and phrases that create an image for the listener, that help the listener see, feel, and hear what you are trying to say." • Record the meaning of the learning target on the **Criteria from the Performance Task Rubric anchor chart** posted in the classroom.	• Discussing and clarifying the language of learning targets helps build academic vocabulary. • ELLs and other students may benefit for pictorial representations of learning targets. For example, for targets involving details you might use a magnifying glass.

Work Time	Meeting Students' Needs
A. Mini Lesson: Identifying Appropriate Facts and Descriptive Details to Support Your Message (20 minutes) • Have students remain in the whole-group area. • Say: "Today you are going to revise your VoiceThread script to include appropriate facts and descriptive details for all three parts of your script." • Explain to students that you first need their help revising your script. • Display the **VoiceThread PSA Script: Opinion recording form, teacher model**. • Say to students: "Let's look together again at my opinion from my VoiceThread PSA script. So far, I have revised my paragraph to strengthen my reasons to better support my opinion: Building wells is important to provide access to clean water for everyone." • Read the model aloud and ask students: ∗ "What's missing?" • Pause so students can respond. Listen for them to say you are missing appropriate facts and descriptive details. • Say: "Yes! I don't have appropriate facts and descriptive details. All of my reasons are strong and support my opinion now, but I need to identify appropriate facts and descriptive details that will support these reasons and teach the listener why building wells is important." • Direct students to the first reason on the displayed VoiceThread PSA Script: Opinion recording form. • Invite a student to read the sentence aloud: "The first step is to build wells for people who don't have clean water in their town or village." • Say: "I know this reason is strong, but the listener doesn't know why it's important. I have to add an appropriate fact from my research that will explain why it's important to build wells in the towns. What fact will help me do this?" • Display a copy of the **Asking and Answering Questions recording form**. • Ask students to read the form with a partner and identify an appropriate fact that supports your first reason. Tell them to give a thumbs-up when they have identified a fact. • When they have indicated they are ready, cold call students to share which fact best supports your reason. • Confirm for students the fact from the recording form, and read aloud the line: "1 billion people have to walk 15 minutes or more to get water."	• To further support struggling writers, students should use the Fact Frenzy sentence strips (Unit 2, Lessons 1 and 2) to help with word retrieval and language production. • Consider transcribing for students as you confer. • Pull invitational groups as needed. An invitational group could look closely at the two other paragraphs from the teacher model. They could also review a students' work thus far, and provide feedback and suggestions.

NYS Common Core ELA Curriculum • G3:M4:U3:L9 • November 2013 • **5**

Work Time (continued)	Meeting Students' Needs

• Say: "Aha! This is indeed a fact that is appropriate or relevant to my reason. It explains why we need to build wells in the towns and villages."
 	
• Write the fact on a **sticky note** and stick it to the "Explain/Evidence from the Text" box below Detail/Reason 1 on the VoiceThread PSA Script: Opinion recording form, teacher model. Leave space for revisions below the writing on the sticky note.
 	
• Invite a student to read the reason and fact aloud: "The first step is to build wells for people who don't have clean water in their town or village. 1 billion people have to walk 15 minutes or more to get water."
 	
• Ask students to discuss the following with an elbow partner:
 	
  * "This is an appropriate fact, but I don't think it connects well or links the ideas together. What changes do I need to make so my ideas flow well? Give a thumbs-up when you are ready to share your ideas."
 	
• Cold call students to share how you should revise your writing so it connects or links your ideas together well.
 	
• Cross out the fact on the sticky note and write the revised sentence below it: "If we were to build wells in towns and villages, people would not have to walk 15 minutes or more to get to water."
 	
• Read it aloud again along with the reason, and tell students that it now helps the listener understand how the fact supports your reason.
 	
• Explain to students that it's now their turn to identify an appropriate fact that supports the first reason of their opinion paragraph and revise it to make sure it connects to the reason.
 	
• Say: "Read through your research using your **water journal** and your own Asking and Answering Questions recording form. When you find a fact, write it on a sticky note and place it on your script, just like I did. Then, whisper-read your reason and fact. Make any revisions you think are necessary so it connects or links your ideas together well."
 	
• Next, distribute or ask students to take out:
 	
  – **VoiceThread PSA Script: Opinion recording form**
  – Asking and Answering Questions recording form
  – Water journals
  – **Clipboard**
  – One sticky note per student
  – **Pencil**	

![Expeditionary Learning logo]

GRADE 3: MODULE 4: UNIT 3: LESSON 9
Crafting Your VoiceThread PSA Script:
Identifying Appropriate Facts and Descriptive Details to Support Your Message

Work Time (continued)	Meeting Students' Needs
• Invite students to sit eye-to-eye and knee-to-knee with a partner as they work on this step. Tell them they must complete their own work but can talk to their partner for support. • Circulate and confer with students as they work. Take note of which students will benefit from further support. • Once you've determined most students can complete this task independently, ask students to return their attention to your script. Reassure them that they will have time to continue working on identifying appropriate facts for their script later. • Explain that now that everyone has started to identify a fact and revise it so it connects the ideas together, the next thing to do is make sure the writing is descriptive. • Display the VoiceThread PSA Script: Opinion recording form, teacher model again. • Ask students: * "Do I use words and phrases to create an image for my listener? Can the listener hear, see, or feel what I'm trying to say? Turn to an elbow partner and reread my sentences. Discuss what changes I could make when I have descriptive details. Give a thumbs-up when you are ready to share your ideas." • Cold call students to share how you should revise your writing so it includes descriptive details. • Write the final sentences on the VoiceThread PSA Script: Opinion recording form, teacher model in the "Explain/Evidence from Text" box and read it aloud: "If we were to provide access to clean water close to their homes, people would not have to walk 15 minutes or more to get to water and spend time waiting in long lines. This would give them more time to do important things, like go to school!" • Ask students how the new sentences help the listener hear, see, or feel what you are trying to say. • Pull equity sticks and have a few students share. Listen for students to say something like: "The details about how waiting in long lines for water takes education away from people creates an image in my mind." • Remind students that using synonyms is another way for them to make their writing more interesting and descriptive, as they learned in Lesson 3. • Explain to students that it's their turn to revise their writing so it includes descriptive details. • Say: "Reread your sentences, your reason, and your appropriate fact to your partner. Does the writing help the listener see, hear, or feel what you are trying to say? If not, revise your writing so it does." • Invite students to return to sitting eye-to-eye and knee-to-knee with a partner as they work on this step. Remind them they must complete their own work but can talk to their partner for support.	

Work Time (continued)	Meeting Students' Needs
• Circulate and offer support as needed. Take note once again of students who will benefit from further support. • Once you've determined most students can complete this task independently, ask: * "What will be important for you to think about as you continue to craft your script today?" • Have students share their thinking with their partner. • Then, pull a few equity sticks to hear student responses. Listen for answers like: "We need to make sure the facts we identify match or are relevant to the reasons we have," and "We should make sure we use descriptive details to create an image for our listener."	

Work Time (continued)	Meeting Students' Needs

B. Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message (30 minutes)
 	
• Tell students they will now continue to independently revise their script to include appropriate facts and descriptive details for all three parts of their script.
 	
• Display and read aloud **Work Time B Steps:**
   1. Read through your research and identify facts and details that will support each Detail/Reason. Use sticky notes to record your writing.
   2. Revise the facts and details you identified to make sure they are relevant or connect to the Detail/Reason.
   3. Revise the facts and details to make sure they are descriptive and help the listener see, hear, or feel what you are trying to say.
   4. Record your final sentence(s) in the "Explain/Evidence from Text" box on your script.
 	
• Distribute or ask students to take out their **VoiceThread PSA Script: Water on Earth recording form** and **VoiceThread PSA Script: Water Challenges recording form**.
 	
• Give students 25 minutes to work.
 	
• As they work, circulate to confer. Look at their scripts and ask:
  * "Let's read your sentence aloud. Does it help the listener see, hear, or feel what you are trying to say?"
  * "Let's look up some synonyms to help make your writing more descriptive."
  * "Show me the fact you chose to support your reason."
  * "How can you revise your sentence to make sure it connects to your reason?"
  * "What words or phrases could you add to help create an image for your listener?"	

NYS Common Core ELA Curriculum • G3:M4:U3:L9 • November 2013 • 9

Closing and Assessment	Meeting Students' Needs

A. Debrief (5 minutes)
 	
• Direct students' attention whole group. Give students specific, positive feedback. Name one or two examples of the work observed today. For example:
 	
  * "I noticed many of you were thinking hard about how each fact was appropriate and connected to your reasons."
 	
  * "I noticed _____ was stuck for a minute, but she returned to her recording forms and found a fact that made sense."
 	
  * "I noticed many of you added descriptive details that helped the listener see, hear, or feel what you were trying to say."
 	
• Then, ask students:
 	
  * "How did including facts and details from the research change your script?"
 	
• Guide students to think about how facts and details strengthen their PSA's message, making it both effective and engaging for the listener.	

Homework	**Meeting Students' Needs**
• Complete your VoiceThread PSA Script so all three parts include appropriate facts and descriptive details.	

EXPEDITIONARY LEARNING

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

1. Read through your research and identify facts and details that will support each Detail/Reason. Use sticky notes to record your writing.

2. Revise the facts and details you identified to make sure they are relevant or connect to the Detail/Reason.

3. Revise the facts and details to make sure they are descriptive and help the listener see, hear, or feel what you are trying to say.

4. Record your final sentence(s) in the "Explain/Evidence from Text" box on your script.

Grade 3: Module 4: Unit 3: Lesson 10

Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can speak clearly and at an understandable pace. (SL.3.4) With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) I can use linking words and phrases to connect ideas within categories of information. (W.3.2) I can express ideas using carefully chosen words. (L.3.3)

Supporting Learning Targets	Ongoing Assessment
• I can vary my volume and expression to present my message. • I can use linking words and phrases to connect my ideas. • I can choose specific and interesting words to "hook" my listener	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • 1

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)
 	
2. Work Time
 	
   A. Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas (20 minutes)
 	
   B. Crafting Your VoiceThread PSA Script: Choosing Specific and Interesting Words to "Hook" Your Listener (25 minutes)
 	
3. Closing and Assessment
 	
   A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)
 	
4. Homework
 	
   A. Complete all the revisions for your script tonight.
 	
   B. Practice varying your volume and expression as you present your script to your family.
	• In many lessons, students unpack the learning targets in the Opening; however, in this lesson, students unpack them when a target directly relates to a specific part of the lesson. Careful attention to learning targets throughout the lesson engages, supports, and holds students accountable for their learning.
	
	• As in Lessons 8 and 9, students take a closer look at specific criteria from the Performance Task Rubric that will be assessed both during the End of Unit 3 Assessment and the final performance task. In this lesson, students unpack the criteria of volume and expression when speaking.
	
	• Students revise their writing to include linking words and phrases to connect their ideas. Over the course of the year, students have had many experiences working with linking words and phrases. Students were expected to use linking words and phrases when they originally wrote the three paragraphs for their VoiceThread PSA scripts; therefore, they should not need to make many changes. If needed, however, create invitational groups to model revising to include linking words and phrases for struggling students.
	
	• In Work Time B, students listen to the "hooks" used throughout the VoiceThread PSA model and then add "hooks" to their own scripts. If students are familiar with and have completed writing around the concept of "hooks," you may choose to move more quickly through this part of the lesson and treat it as a review.
	
	• Post: Learning targets

Lesson Vocabulary	Materials
vary, volume, expression, linking words and phrases, hook	• Document camera • Performance Task Rubric (from Lesson 7; one to display) • Equity sticks • Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8) • Computer, LCD projector, speakers • VoiceThread PSA model (link needed) • Work Time A Steps (one for display) • Linking Words and Phrases anchor chart (begun in Lesson 2) • Chart paper (one piece

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • 3

Opening	Meeting Students' Needs

A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)
 	
• Ask students to gather whole group. Tell them that today they are looking more closely at another area of speaking criteria of the Performance Task Rubric.
 	
• Using the **document camera**, display the **Performance Task Rubric**. Remind students that their goal is to score a 3 on the rubric.
 	
• In the "3" column, highlight the second point and read the text aloud to the class: "The speaker varies his or her volume and expression to present his or her message."
 	
• Direct students' attention to the posted learning targets and read the first one aloud:
 	
    ∗ "I can vary my volume and expression to present my message."
 	
• Connect the target to the speaking criteria on the rubric.
 	
• Next, circle the words *vary, volume*, and *expression*. Invite students to turn and talk to an elbow partner about what these words mean.
 	
• Use **equity sticks** to call on a few students to share the meaning of *vary*. Listen for students to say something like: "Vary means to change or make something different."
 	
• Confirm the meaning of the word and explain that in this learning target, they must change their volume and expression so they're not always the same.
 	
• To check for understanding of the word *volume*, ask students to turn up the volume of their voices. Once the room becomes loud with chatter, ask them to turn down the volume of their voices.
 	
• Next, ask students:
 	
    ∗ "Often when you are asked to read aloud, teachers ask you to use *expression*. What does it means to speak with *expression*?"
 	
• Cold call a few students to answer. Listen for answers and guide students to understand that: "When you speak and use expression, it means you show emotions or feelings; like when you say something in an excited voice because something is going to be fun."
	• Unpacking the criteria from the rubric allows students to clearly envision what earning a score of 3 looks and sounds like as they craft their script and practice their presentation. This practice helps all learners, but especially struggling learners.
	
	• 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 details you might use a magnifying glass.
	
	• For students who need more processing time, consider stopping the audio when playing the model at the end of each section before listening to the next part.

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • 4

Opening (continued)	Meeting Students' Needs
• Connect the concept of speaking with expression to work students have done around reading fluency throughout the year. • Demonstrate the opposite of using expression by speaking in a monotone voice. • Record what the learning target means on the **Criteria from the Performance Task Rubric anchor chart** in the "This means …" column. • Next, tell students they will now listen via a **computer, LCD projector**, and **speakers** to the **VoiceThread PSA model**. • Invite them to listen for when the speaker uses volume or expression. Suggest they put a thumb up every time they hear changes in volume and expression to maintain focus as they listen • Play the entire VoiceThread PSA model. • Then ask students to share with an elbow partner an example of when the speaker varied her volume and expression. • Have a few students share their examples whole group. For example, a student might say: "I noticed the speaker used expression when she said, 'If water is in all these places, we must have plenty of water to use, right? Wrong!' She emphasized the word 'wrong' and then presented a new idea in a serious voice and lowered her volume." • Explain to students that when a speaker varies his or her volume and expression, it brings important ideas to the listener's attention and creates an effective PSA that engages the listener.	• In addition to playing the VoiceThread PSA model, consider displaying the completed script using the document camera. This may be better for students who are visual learners or struggle with auditory processing.

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • **5**

Work Time	Meeting Students' Needs
A. Crafting Your VoiceThread PSA Script: Using Linking Words and Phrases to Connect Ideas (20 minutes) • Direct students' attention to the posted learning targets and read the second one aloud: 　∗ "I can use linking words and phrases to connect my ideas." • Tell students they will revise their script to include linking words and phrases to connect their ideas. Remind them they have done this many times before in their writing. • Confirm or remind them of examples from past modules, such as the Freaky Frog paragraph and Peter Pan summary. • Say: "In fact, you were expected to include linking words and phrases when you wrote the paragraphs you used for your script. You did this in earlier lessons in this module. That means you may not have many changes to make today!" • Display and read aloud the **Work Time A Steps** for revising their work: 　1. Read each part of your script aloud. 　2. Highlight the linking words and phrases you used. 　3. Decide if there are places in your script that need a linking word or phrase to connect ideas. 　4. Revise using the **Linking Words and Phrases anchor chart** (begun in Lesson 2). • Students may work with a partner as they complete this task; however, they must do their own revisions. • Give students 15 minutes to work on this task. • Circulate to offer support. If needed, pull invitational groups to support struggling students.	• If needed, pull invitational groups to model how to revise the script to include linking words and phrases for struggling writers. • In addition to playing the VoiceThread PSA model, consider displaying the completed script with the document camera. This may be better for visual learners or students who struggle with auditory processing. • Compose "hooks" for struggling writers and have them choose the ones they want to use in their script.

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • 6

Work Time (continued)	Meeting Students' Needs

B. Crafting Your VoiceThread PSA Script: Choosing Specific and Interesting Words to "Hook" Your Listener (25 minutes)
 	
• Ask students to gather whole group.
 	
• Give them specific, positive feedback on the work they completed during Work Time A. Note any evidence of persistence or stamina as they revised their writing to include linking words and phrases to connect their ideas.
 	
• Explain to students that another way to connect ideas in their script is by using a hook.
 	
• Direct students' attention to the posted learning targets and read the last one aloud:
 	
  * "I can choose specific and interesting words to 'hook' my listener."
 	
• Circle the word *hook*. Ask students,
 	
  * "What does the word *hook* mean?"
 	
• Cold call students to share a few definitions of the word. Some answers might include: "It's something we use to hang our coats on," "I use a hook when I go fishing with my grandpa."
 	
• Acknowledge that there are different definitions of the word, but all of them are intended to catch, hold, or grab something. Explain that in this case, a *hook* is a sentence that grabs the listeners' attention and keeps them engaged in what the speaker is saying.
 	
• Ask students to listen to the VoiceThread PSA model again. Tell them to put a thumb up when they hear a *hook*.
 	
• Play the model and pause it after the first sentence: "When you look down at the earth from space, you see a whole lot of blue. That's water!"
 	
• Ask:
 	
  * "What did the speaker do to hook you, the listener?"
 	
• Cold call students, and listen for something like: "The speaker used a descriptive detail, so I could imagine what she was trying to say."
 	
• Point out the speaker's expressive tone when saying this line.
 	
• Continue playing the model and pause it after the next hook:
 	
• "If water is in all these places, we must have plenty of water to use, right? Wrong!"
 	
• Ask again:	

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • 7

Work Time (continued)	Meeting Students' Needs

* "What did the speaker do here to hook the listener?"
 	
 • Listen for and guide students to an answer that might sound like: "The hook grabs the listener's attention by connecting the ideas with a question."
 	
 • Again, make the connection to the way the speaker uses expression to deliver the hook.
 	
 • Finish playing the model, pausing at the final hook: "Everyone should become well aware, because without water, you couldn't survive!"
 	
 • Invite students to share how the speaker caught the listener's attention in this final hook. Students should notice the speaker:
 	
   – Used specific, academic language
 	
   – Used the phrase "well aware" and brought to the listener's attention how important it is be "well aware"
 	
   – Used expression
 	
 • Tell students it's their turn to add hooks to their VoiceThread PSA scripts so they include specific and interesting words to capture their listeners' attention. Remind them that as they write their hooks, they could:
 	
   – Use a descriptive detail.
 	
   – Ask the listener a question.
 	
   – Use specific words to connect one part to the next and/or bring what's important about your message to the listener's attention.
 	
 • Write this list on the whiteboard or a piece of **chart paper**. Struggling learners can return to these guidelines to make sure they are on track as they work.
 	
 • Students may work with a partner as they complete this task, but they must write their own hooks.
 	
 • Give students 15 minutes to work on this task. As they work, circulate and offer support as needed. When conferring, ask students:
 	
   * "How does this hook grab your listener's attention?"
 	
   * "Tell me about the specific or interesting words you chose to hook your listener."
 	
   * "How does this hook connect your ideas?"
 	
 • If needed, pull invitational groups to support struggling students.	

![Expeditionary Learning logo](ED EXPEDITIONARY LEARNING)

GRADE 3: MODULE 4: UNIT 3: LESSON 10
Crafting Your VoiceThread PSA Script:
Using Linking Words and Phrases to Connect Ideas

Closing and Assessment	Meeting Students' Needs
A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes) • Gather students whole group. Tell them to find a partner and stand back-to-back with him or her. • Ask: * "What is one hook you wrote and how does it grab your listener's attention?" • Give students a minute to think about what they want to share. • Then say: "Face-to-face." Students turn to face their partners and share. • Remind students to listen carefully when their partners speak and make eye contact. • Give the signal for students to find a new partner. • Repeat as many times as time allows.	• Use of protocols (such as Back-to-Back, Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. • Provide a sentence frame for students who struggle to produce language orally. For example: "My hook is_____. I think it grabs my listener's attention because _____."

Homework	Meeting Students' Needs
• Complete all the revisions for your script tonight. • Practice varying your volume and expression as you present your script to your family. *Note:* • *In Lesson 11, students practice their VoiceThread PSA scripts and receive feedback using the Praise-Question-Suggest protocol. This serves as preparation for the End of Unit 3 Assessment. In advance, review this protocol (see Appendix) and create strategic partnerships for this activity.* • *In Lesson 11, you will play the VoiceThread PSA model for students. Ensure the technology for this is available.*	

NYS Common Core ELA Curriculum • G3:M4:U3:L10 • November 2013 • 9

EXPEDITIONARY LEARNING

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

1. Read each part of your script aloud.

2. Highlight the linking words and phrases you used.

3. Decide whether there are places in your script that need a linking word or phrase to connect ideas.

4. Revise using the Linking Words and Phrases anchor chart.

Grade 3: Module 4: Unit 3: Lesson 11

Preparing to Record Your VoiceThread PSA Script: Using Peer Feedback to Speak Fluently in an Engaging Manner

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can speak clearly and at an understandable pace. (SL.3.4) I can compare how people use language when they write versus when they talk. (L.3.3) I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) I can use facts and details to tell about a story or experience. (SL.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can speak at an understandable pace: not too fast and not too slow. • I can describe the difference between how to use language when I write versus when I talk. • I can speak clearly so my listener easily understands my message. • I can speak with varied volume and expression to present my message.	• VoiceThread PSA Script: Water on Earth recording form • VoiceThread PSA Script: Water Challenges recording form • VoiceThread PSA Script: Opinion recording form • Praise-Question-Suggest protocol recording forms

Agenda	Teaching Notes

1. Opening
   A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)
2. Work Time
   A. Mini Lesson: Understanding the Difference between Spoken and Written Language (10 minutes)
   B. Practicing Your VoiceThread PSA Script (15 minutes)
   C. Peer Critique of VoiceThread PSA Script: Praise-Question-Suggest Protocol (20 minutes)
3. Closing and Assessment
   A. Sharing Your Next Steps: Concentric Circles Protocol (5 minutes)
4. Homework
   A. In preparation for tomorrow's End of Unit 3 Assessment, practice presenting your VoiceThread PSA script. Focus on the Next Steps you identified today in class after the Praise-Question-Suggest protocol.
	• In this lesson, students explore the difference between spoken and written language. First, they participate in a mini lesson, where the teacher reads sections of the VoiceThread PSA model aloud and points out sentences that made sense when read silently, but don't flow when read aloud. After listening to these examples, students turn to their own VoiceThread PSA scripts.
	
	• As students practice presenting their scripts in Work Time B, they should revise their work using their new understanding of how spoken language is different than written language. Their goal is to present the script in a fluent and engaging manner.
	
	• From here, students move to presenting their scripts for a partner. These partnerships should be predetermined by the teacher in order to ensure success for all students.
	
	• Students not only present their scripts to a partner, but also offer their partner feedback using the Praise-Question-Suggest protocol. Students will use the Praise-Question-Suggest recording form during this protocol to capture revision suggestions, which will help them decide on next steps and how best to revise their presentations. In general, this protocol should help students see what is working in their VoiceThread PSA oral presentation, and then consider questions and suggestions from their peers.
	
	• It is important that students understand the focus of the protocol: offering feedback on students' oral presentations using the criteria from the Performance Task Rubric, since this is the criteria on which students will be assessed in the End of Unit 3 Assessment.
	
	• Review: Praise-Question-Suggest protocol, Concentric Circles protocol (see Appendix).
	
	• In advance: Create Praise-Question-Suggest protocol anchor chart (see supporting materials).
	
	• Create strategic partnerships for the Praise-Question-Suggest protocol.
	
	• In preparation for the End of Unit 3 Assessment, which takes place in Lessons 12–13, organize students into strategic groups of three to four students and make a presentation schedule to post in the classroom.
	
	• Post: Learning targets; Praise-Question-Suggest protocol anchor chart

Lesson Vocabulary	Materials
understandable pace, versus, fluent (fluently)	• Document camera • Performance Task Rubric (from Lesson 7; one for display, one per pair) • Equity sticks • Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8) • VoiceThread PSA Script: Water Challenges recording form, teacher model (from Lesson 7; one to display) • Water on Earth Sample Sentences (one for display) • VoiceThread PSA Script: Water on Earth recording form, teacher model (from Lesson 7; one to display) • VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student) • VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student) • VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student) • Praise-Question-Suggest adapted protocol anchor chart (new; teacher-created; see supporting materials) • Praise-Question-Suggest protocol (for teacher reference) • Praise-Question-Suggest protocol recording form (one per student; one to display)

NYS Common Core ELA Curriculum • G3:M4:U3:L11 • November 2013 • 3

Opening	Meeting Students' Needs

A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)
• Ask students to gather whole group. Tell them today they are going to take a look at the final area of speaking criteria of the Performance Task Rubric.
• Using the **document camera**, display the **Performance Task Rubric**. Remind students that their goal is to score a 3 on the rubric.
• Highlight the second point in the "Speaking" column and read the text aloud: "The speaker talks at an understandable pace: not too slow, not too fast."
• Direct students' attention to the posted learning targets and read the first one aloud:
    * "I can speak at an understandable pace: not too fast and not too slow." Connect the target to the speaking criteria on the rubric.
• Next, circle the phrase *understandable pace*. Invite students to turn and talk to an elbow partner about what this phrase means.
• Pass out **equity sticks** to the class and have a few students share the meaning of the word *pace*. Listen for students to say something like: "Pace means rate or speed."
• Then, ask students:
    * "What do you think it means to speak at an understandable pace?"
• Cold call a few students to share the meaning of "understandable pace" with the class. Listen for answers and guide students to say: "This means you speak at a speed that people can understand: not too slow and not too fast."
• Record the meaning of the learning target on the **Criteria from the Performance Task Rubric anchor chart** in the "This means …" column.
• Next, display the **VoiceThread PSA Script: Water Challenges recording form, teacher model**.
• Read the script at different paces: too fast, too slow, and then at an understandable pace.
	• Unpacking the criteria from the rubric allows struggling learners to clearly envision what earning a score of 3 looks and sounds like as they craft their scripts and practice their presentations.
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.
	• Some students may benefit from being privately prompted before a cold call. Although cold calling is a participation technique that necessitates random calling, a supportive tone can make the cold call a positive experience for all.

Opening (continued)	Meeting Students' Needs
• Ask students: * "As I read the script, when were you able to best understand what I said?" • Cold call a few students to share out. • Listen for students to say something like: "I could understand what you said when you didn't speak too fast or too slow." • Explain to students that when a speaker presents his or her VoiceThread PSA at an understandable pace, the listener can easily follow the message, creating an effective and engaging PSA.	

Work Time	Meeting Students' Needs

A. Mini Lesson: Understanding the Difference between Spoken and Written Language (10 minutes)
 	
• Direct students' attention to the posted learning targets and read the second one aloud:
   ∗ "I can describe the difference between how to use language when I write versus when I talk."
• Circle the word *versus*. Tell students the word *versus* in this learning target can be replaced with "compared with."
• Say to students: "Sometimes writing sounds different when you read it aloud. When I practiced reading the VoiceThread PSA model, I noticed sometimes it was difficult to say parts of the script aloud. It sounded fine in my head, but certain words or combinations of words and sentences didn't flow when I said them out loud. Let's look at some of the model to help us understand this idea better."
• Display the **Water on Earth Sample Sentences**. Ask for volunteers to read the sentences aloud:
   ∗ "Most of this water comes from our oceans."
   ∗ "It's also found in lakes and rivers."
   ∗ "Water is even found under the ground.
• Tell students that these are sentences from a draft written before the final script.
• Say: "When I practiced reading these sentences aloud, I realized it was made up of too many short sentences and was choppy when I read it. I couldn't present the script fluently."
• Review the meaning of *fluent* (fluently). Confirm for students that speaking fluently means speaking in a smooth and flowing manner.
• Display the **VoiceThread PSA Script: Water on Earth recording form, teacher model**. Read the third sentence aloud.
• Then, say something like: "These simple sentences were combined to create a compound sentence. When I read it aloud with the script, it sounded smooth and flowed well. I was able to read it fluently."
• Read aloud the first few sentences of the model to demonstrate fluency.
	• For ELL students, understanding where their script doesn't flow when they read it aloud may not come easily. In advance, identify sentences for these students to revise. If possible, have a support person work one-on-one with the student. Consider asking students to use what they know about creating simple, compound, and complex sentences to help them revise.

Work Time (continued)	Meeting Students' Needs

B. Practicing Your VoiceThread PSA Script (15 minutes)
 	
• Tell students they are now going to practice presenting their script. Ask them to take note of places that don't feel smooth or where the script doesn't flow. When this happens, they should stop and revise.
 	
• Direct students to the criteria from the Performance Task Rubric anchor chart. Remind students to focus on learning targets related to the speaking criteria listed: pronouncing all words correctly, varying their expression and volume, and speaking at an understandable pace.
 	
• Distribute or ask students to take out their:
 	
  – **VoiceThread PSA Script: Water on Earth recording form**
 	
  – **VoiceThread PSA Script: Water Challenges recording form**
 	
  – **VoiceThread PSA Script: Opinion recording form**
 	
• Give students 10 minutes to practice reading and revising their scripts. As they work, circulate and offer support as needed.
 	
• If needed, pull invitational groups to support struggling students.	

NYS Common Core ELA Curriculum • G3:M4:U3:L11 • November 2013 • 7

Work Time (continued)	Meeting Students' Needs
C. Peer Critique of VoiceThread PSA Script: Praise-Question-Suggest Protocol (20 minutes) • Direct students' attention to the whole group. • Place students in predetermined pairs. Explain that they will present their VoiceThread PSA script to their partner and receive feedback from them. To do this, they will use the Praise-Question-Suggest protocol for critiques. • Direct students to the posted **Praise-Question-Suggest adapted protocol anchor chart**. Remind them that they have used this protocol in the past. Review the steps. • Next, display the **Praise-Question-Suggest protocol recording form**. • Read aloud the directions for Parts 1 and 2. Then, model for students how to capture this information on the recording form. It's important that students understand the focus should be on offering feedback about the speaker's oral delivery. • Emphasize that students are expected to use this feedback to practice and improve their presentation before recording their script for the performance task. • Distribute the Praise-Question-Suggest recording form to each student and a copy of the Performance Task Rubric to each pair. • Encourage students to give feedback using language from the Performance Task Rubric. • Clarify any questions students have about this protocol. • Give students 15 minutes for this protocol. As they work, circulate and offer support as needed. For example, model for partners what they may say when providing feedback.	

Closing and Assessment	Meeting Students' Needs
A. Sharing Your Next Steps: Concentric Circles Protocol (5 minutes) • Invite students to bring their Praise-Question-Suggest protocol recording forms and gather whole group. • Ask half of the students to form an inside circle, facing out; ask the other half to form an outside circle, facing in. All students should be facing a partner. If numbers are uneven, use a trio. • Invite students to look at their classmate sitting in front of them and share their Next Steps. Prompt them to use Part 2 of their recording form for guidance. • Once students have shared with one partner, have them rotate to the left. Repeat within the time remaining.	

Homework	Meeting Students' Needs
• In preparation for tomorrow's End of Unit 3 Assessment, practice presenting your VoiceThread PSA script. Focus on the Next Steps you identified today in class after the Praise-Question-Suggest protocol.	

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

"Most of this water comes from our oceans."

"It's also found in lakes and rivers."

"Water is even found under the ground."

Praise-Question-Suggest Adapted Protocol Anchor Chart
For Teacher Reference

This protocol was adapted from Expeditionary Learning's "Praise-Question-Suggestion Critique Protocol" document in order to provide students with more scaffolding and steps specific to this lesson's task.

Before the group begins this protocol, each group member must first present his or her VoiceThread script. While the speaker is presenting, the listeners fill out the End of Unit Assessment Rubric for the speaker. Allow for time for the listeners to complete the rubric after the speaker has finished.

Procedure
In this protocol there is a **speaker** (the person presenting his or her VoiceThread script) and **listeners** (the people giving feedback).

1. Praise	Example of how this might sound
The speaker begins by asking what worked well in his or her VoiceThread presentation. The listeners take turns giving the speaker specific praise about what worked well. Use the sentence starters and the language of the rubric: "I like how …" "I noticed you …"	**Speaker:** *What worked well in my presentation*?
	Listener: "I like how you used expression to emphasize the importance of building wells."
	Listener: "I noticed you used appropriate facts, like how much water is on earth, to describe why water on earth is important to protect."
	Listener: "You really varied your volume when you read your hooks, like when you said the word 'Wrong!' I was really engaged in listening to what you had to say!"
2. Question, Suggest	Example of how this might sound
Then, the speaker asks if the listeners have any questions and helpful suggestions. The listeners ask questions and offer helpful suggestions.	**Speaker:** *What questions and suggestions do you have about my presentation?*
	Listener: "I was confused by what you were saying because you talked too fast when you were presenting the challenges of water. It would be helpful to the listener if you slowed down during this part."

Praise-Question-Suggest Adapted Protocol Anchor Chart
For Teacher Reference

2. Question, Suggest, cont.	Example of how this might sound, cont.
Use the sentence starters and language of the rubric: "I was confused …" "It was unclear to me …" "I didn't understand …" "Maybe you could …" "I wonder if …" "It would be helpful to the listener if …"	**Listener:** "I didn't understand why people would have to miss school because they were getting water. I wonder if you need to add more details about this so I know why it's important to build wells in the town."
	Listener: "I thought you used too much expression. That made it hard to follow your message. Maybe you could find the words and phrases you want to highlight for the listener and add expression there."
3. Next Steps	**Example of how this might sound**
Finally, the speaker responds by stating what suggestions he or she will try and thanks the group.	**Speaker:** *Thank you for your feedback. My Next Step is going to be practicing slowing down as I present the challenges of water we are faced with on earth. I'm also going to decide what words and phrases really need expression to emphasize my message and practice speaking with expression in these areas of my script.*

Repeat these steps until every speaker has received praise, questions, and suggestions.

NYS Common Core ELA Curriculum • G3:M4:U3:L11 • November 2013 • **13**

Praise-Question-Suggest Protocol Recording Form

Name:

Date:

Part 1: Feedback from My Peers

Listen carefully as your peers give you praise, ask you questions, and suggest possible changes on the presentation of your VoiceThread script. Use the chart below to capture their feedback.

Peer's Name:	
Praise	
Question	
Suggest	

Part 2: Sharing Your Next Steps

Thank you for your feedback.

My next step is going to be

I'm also going to

Grade 3: Module 4: Unit 3: Lesson 12
End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script and Giving Peer Feedback

EXPEDITIONARY
LEARNING

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can speak clearly and at an understandable pace. (SL.3.4) I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) I can use facts and details to tell about a story or experience. (SL.3.4) I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)

Supporting Learning Targets	Ongoing Assessment
• I can speak clearly so my listener easily understands my message. • I can speak with varied volume and expression to present my message. • I can speak at an understandable pace: not too fast and not too slow. • I can use appropriate facts and descriptive details from the research to support my message.	• End of Unit 3 Assessment • Exit Ticket: Successes and Challenges

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Speaker: Reviewing What We Have Learned about Speaking Fluently (5 minutes)
 	
   B. Unpacking Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. End of Unit 3 Assessment: Presenting Your VoiceThread Script: Praise-Question-Suggest Protocol (45 minutes)
 	
3. Closing and Assessment
 	
   A. Exit Ticket: Successes and Challenges (5 minutes)
 	
4. Homework
 	
   A. Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.
	• The End of Unit 3 Assessment takes two 60-minute periods to complete. The goal is to assess half of the class during Lesson 12 and the remainder during Lesson 13. Adjust the timing of the lessons as needed based on students' needs and class size.
	
	• Students and the teacher use the End of Unit 3 Assessment Rubric to assess and provide feedback to each student during their presentations.
	
	• Once each student has presented, the group independently engages in a Praise-Question-Suggest protocol. Students used this protocol in Lesson 11, but review it with them again. They must understand that the focus should be offering feedback on the speaker's delivery.
	
	• Do not participate in the Praise-Question-Suggest protocol. Instead, once each student in the group has been assessed, move on to the next group.
	
	• When students are not being assessed, they may practice presenting their VoiceThread PSA scripts to another member of their small group. Once they have done this, they may continue to practice on their own or choose to read their independent reading book.
	
	• Return students' End of Unit 3 Assessment Rubrics before they record their VoiceThread PSA scripts. This will give students time to review and incorporate the feedback into their performance task.
	
	• Make arrangements with the school's media specialist for students to record their scripts using the VoiceThread program online.
	
	• In advance: Review the Praise-Question-Suggest protocol (see supporting materials in Lesson 11). Create an anchor chart version of this protocol.
	
	• Strategically organize students into presentation groups of three or four students.
	
	• Create presentation schedule for Lessons 12 and 13.
	
	• Post: Learning targets; presentation schedule.

Lesson Vocabulary	Materials
clarity, varied volume and expression, pace, understandable pace, clearly, praise	• Document camera • End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (one per student and one to display) • End of Unit 3 Assessment Rubric (five per student presenting and one to display) • Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8) • Equity sticks • Presentation schedule (new; teacher-created) • Praise-Question-Suggest adapted protocol anchor chart (begun in Lesson 11) • VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student) • VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student) • VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student) • Independent reading books (one per student) • Praise-Question-Suggest protocol recording form (one per student) • Exit Ticket: Successes and Challenges (one per student and one to display)

NYS Common Core ELA Curriculum • G3:M4:U3:L12 • November 2013 • 3

Opening	Meeting Students' Needs
A. Engaging the Speaker: Reviewing What We Have Learned about Speaking Fluently (5 minutes) • Gather students whole group. Tell students: "You have worked hard to create your VoiceThread PSA scripts and practiced presenting them orally. Today, you will present your script to me and a small group as your End of Unit 3 Assessment." Using the **document camera**, display the **End of Unit 3 Assessment: VoiceThread Script Presentation and Critique** and discuss it briefly. • Next, display the **End of Unit 3 Assessment Rubric**. Explain that this rubric will be used during today's End of Unit 3 Assessment, and the criteria should look familiar. Point out that the speaking criteria have been broken down into specific sections: "clarity," "varied volume and expression," and "pace." Remind students of the work they completed around the speaking and ideas criteria over the past couple of lessons and direct their attention to the **Criteria from the Performance Task Rubric anchor chart**. • Ask students to turn and discuss with a partner: ＊ "What does it mean to speak fluently? Use the language from the rubric to help explain your answer." • Listen in on conversations as students share their ideas with one another. • Use **equity sticks** to call on a few students to share out. • Listen for students to share ideas that relate directly to the three speaking criteria (clarity, varied volume and expression, and pace) on the rubric, such as: – "Speaking fluently means I pronounce all my words clearly." – "In my VoiceThread script, I use varied volume and expression. I place an emphasis on specific words to draw attention to important ideas so my listener stays engaged." – "My listener can follow my ideas because I speak at an understandable pace. I don't speak too fast, and I don't speak too slowly."	• Consider providing a sentence frame, sentence starter, or cloze sentence for students who struggle to produce language orally. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also remind students and teachers about the intended learning behind today's assessment.

NYS Common Core ELA Curriculum • G3:M4:U3:L12 • November 2013 • 4

Opening (continued)	Meeting Students' Needs
B. Unpacking Learning Targets (5 minutes) • Direct students' attention to the posted learning targets and read the first four aloud. • Underline or highlight the words and phrases: "clearly," "varied volume and expression," "understandable pace," "appropriate facts and descriptive details." • Connect them to the answers students provided moments ago. For example, this might sound like: "I heard Josie say speaking fluently means that she pronounces all words clearly. This connects to today's first learning target: I can speak clearly so my listener easily understands my message." • Next, tell students that during today's End of Unit 3 Assessment, they will present their VoiceThread scripts to the teacher and a small group of students. • Redirect student attention to the End of Unit 3 Assessment Rubric displayed on the document camera. Direct students to column "3" and point out that the learning targets just reviewed are the criteria from this column. Tell them their goal is to earn a score of "3" on the rubric.	

NYS Common Core ELA Curriculum • G3:M4:U3:L12 • November 2013 • 5

Work Time	Meeting Students' Needs

A. End of Unit 3 Assessment: Presenting Your VoiceThread PSA Script: Praise-Question-Suggest Protocol (45 minutes)
• Direct students' attention to the posted **presentation schedule**.Tell students: "I can't assess everyone at the same time, so I've created a schedule of who will be assessed when. This also includes what group you will be a part of."
• Then, explain the assessment process to students:
  – Each group member presents his or her VoiceThread PSA script.
  – While the speaker is presenting, the listeners fill in an End of Unit 3 Assessment Rubric for the speaker.
  – After everyone in the group has presented, you will participate in the Praise-Question-Suggest protocol with the group following Steps 2 and 3 of the protocol.
• Direct students to the posted **Praise-Question-Suggest adapted protocol anchor chart**. Remind them that they used the protocol described on this chart yesterday. Review the steps.
• Say to students: "If you are not being assessed, your task is to practice presenting your script with a partner from your group. The person listening should practice giving feedback using the End of Unit 3 Assessment Rubric. When you feel prepared and ready for the assessment, you may read your independent reading book quietly. Remember, though, we've talked a lot about how practice, practice, practice will improve your speaking fluency. Students who have been assessed may follow these same directions."
• At this time, distribute or ask students to take out:
  – **VoiceThread PSA Script: Water on Earth recording form**
  – **VoiceThread PSA Script: Water Challenges recording form**
  – **VoiceThread PSA Script: Opinion recording form**
  – **Independent reading books**
• Ask students to take these materials and join their assessment groups.
• Then, distribute the **Praise-Question-Suggest protocol recording forms** and the End of Unit 3 Assessment Rubrics for each group being assessed today.
• Allow 35 to 40 minutes to assess half of the class.
	• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
	
	• If needed, provide additional time for ELLs to practice before formally assessing them.
	
	• For students who struggle with following multiple-step directions, displaying the step-by-step instructions in the Praise-Question-Suggest anchor chart assists students in completing this protocol independently. In addition to the anchor chart, consider creating handouts of the protocol for each group. This may be better for students with visual impairments or ELL students.
	
	• Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of their learning targets.

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Successes and Challenges (5 minutes) • Bring the class together whole group. • Distribute the **Exit Ticket: Successes and Challenges** to each student and display it on the document camera. • Explain to students that today they all presented their VoiceThread PSA script, whether it was for assessment or not. • Using the End of Unit 3 Assessment Rubric and today's learning targets, ask students to identify at least one success and one challenge they encountered while presenting their script. • Have students take a minute to complete the Exit Ticket: Successes and Challenges. • Then say something like: "Look over your exit ticket. Based on what you said, what are your Next Steps? What do you need to do to improve your presentation? Write this down and share with your elbow partner."	• The exit ticket is a self-assessment and reflection that supports all learners, but research shows it supports struggling learners most. • Consider providing a sentence frame, sentence starter, or cloze sentence to assist students who struggle to produce language. For example: "A success I had today was ..." "A challenge I encountered while practicing today in class was ..." "My Next Steps tonight for homework are ..."
Homework	**Meeting Students' Needs**
• Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.	

EXPEDITIONARY LEARNING

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

End of Unit 3 Assessment: VoiceThread Script Presentation and Critique

Name:

Date:

VoiceThread Public Service Announcement

After researching the importance of freshwater, create a PSA (public service announcement) 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 examples from the texts you have read about water.

Today, you get to practice delivering your PSA to some of your peers. You will get useful feedback that will help you prepare for your final PSA recording.

End-of-Unit 3 Assessment Rubric

Speaker's Name:

Listener's Name:

Date:

Criteria	CCCS	4	3	2	1	0
Speaking Clarity	SL.4 SL.5	☐ The speaker pronounces all words precisely so the listener is engaged and easily understands the speaker's message.	☐ The speaker pronounces all words clearly so the listener easily understands the speaker's message.	☐ The speaker pronounces most words correctly.	☐ The speaker pronounces many of the words incorrectly, making it difficult for the listener to understand the speaker's message.	No evidence.
Speaking Volume & Expression	SL.4 SL.5	☐ The speaker varies his or her volume and expression to add emphasis and interest to his or her message.	☐ The speaker varies his or her volume and expression to present his or her message.	☐ The speaker attempts to vary his or her volume to present his or her message; however, at times, the speaker is too loud or too quiet. ☐ The speaker uses expression to present	☐ The speaker talks so soft or low (quiet) that the listener cannot follow the speaker's message. ☐ The speaker uses little or no expression.	No evidence.

End-of-Unit 3 Assessment Rubric

Criteria	CCCS	4	3	2	1	0
Speaking Volume & Expression, cont.				his or her message; however, at times the speaker uses expression inappropriately or not at all in places that would make sense.		
Speaking Pace	SL.4 SL.5	☐ The speaker varies his or her pacing and adds pauses to emphasize his or her message.	☐ The speaker talks at an understandable pace: not too slow, not too fast.	☐ The speaker mostly talks at an understandable pace; however, at times, the speaker talks too fast or too slow.	☐ The speaker talks too fast or too slow, making it difficult to understand his or her message.	No evidence.
Ideas	SL.4	☐ The speaker uses relevant facts and descriptive details from the research to strengthen his or her message.	☐ The speaker uses appropriate facts and descriptive details from the research to support his or her message.	☐ The speaker uses some facts and details from the research; it may not support the speaker's message or be incorrect.	☐ The speaker uses very few or no facts and details from the research.	No evidence.

EXPEDITIONARY
LEARNING

Praise-Question-Suggest Protocol Recording Form

Name:

Date:

Part 1: Feedback from My Peers

Listen carefully as your peers give you praise, ask you questions, and suggest possible changes on the presentation of your VoiceThread script. Use the chart below to capture their feedback.

Peer's Name:	
Praise	
Question	
Suggest	
Peer's Name:	
Praise	
Question	
Suggest	
Peer's Name:	
Praise	
Question	
Suggest	

Praise-Question-Suggest Protocol Recording Form

Part 2: Sharing Your Next Steps
Thank you for your feedback.

My next step is going to
be
_____

_____

I'm also going
to
_____

_____

Exit Ticket: Successes and Challenges

_____

Name:
_____

Date:
_____

Success:	Challenges:

Next Steps:

EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 3: Lesson 13
End of Unit 3 Assessment, Continued:
Presenting Your VoiceThread PSA Script and Giving Peer Feedback

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can speak clearly and at an understandable pace. (SL.3.4) I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) I can use facts and details to tell about a story or experience. (SL.3.4) I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)

Supporting Learning Targets	Ongoing Assessment
• I can speak clearly so my listener easily understands my message. • I can speak with varied volume and expression to present my message. • I can speak at an understandable pace: not too fast and not too slow. • I can use appropriate facts and descriptive details from the research to support my message.	• End of Unit 3 Assessment • Tracking My Progress, End of Unit 3 recording form

NYS Common Core ELA Curriculum • G3:M4:U3:L13 • November 2013 • 1

EXPEDITIONARY LEARNING

Agenda	Teaching Notes

1. Opening
    A. Reviewing Learning Targets: Quiz-Quiz-Trade Protocol (10 minutes)
2. Work Time
    A. End of Unit 3 Assessment, Continued: Presenting Your VoiceThread PSA Script: Praise-Question-Suggest Protocol (45 minutes)
3. Closing and Assessment
    A. Tracking My Progress (5 minutes)
4. Homework
    A. Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.
	• The End of Unit 3 Assessment takes two 60-minute periods to complete. The goal is to finish assessing the remaining students during today's lesson. Adjust the timing of the lessons as needed, based on students' needs and class size.
	• As in Lesson 12, students and the teacher use the End of Unit 3 Assessment Rubric to assess and provide feedback to each student during their presentations.
	• Once each student has presented, the group independently engages in a Praise-Question-Suggest protocol. Students used this protocol in Lessons 11 and 12, but review it with them as necessary. They must understand that the focus should be offering feedback on the speaker's delivery.
	• Students are expected to use this feedback to practice and improve their presentation before recording their VoiceThread PSA script for the performance task.
	• As in Lesson 12, do not participate in the Praise-Question-Suggest protocol. Instead, once each student in the group has been assessed, move on to the next group.
	• When students are not being assessed, they may practice presenting their VoiceThread PSA scripts to another member of their small groups. Once they have done this, they may continue to practice on their own or read their independent reading book.
	• Return students' End of Unit 3 Assessment Rubrics before they record their VoiceThread PSA scripts. This will give students time to incorporate the feedback into their performance task.
	• Make arrangements with the school's media specialist for students to record their scripts using the VoiceThread program online.
	• In advance: Create Quiz-Quiz-Trade cards. You will need one card per student (see supporting materials).
	• Review: Quiz-Quiz-Trade protocol and Praise-Question-Suggest protocol (see Appendix).
	• Post: Learning targets.

Lesson Vocabulary	Materials
clarity, varied volume and expression, pace, understandable pace, clearly, praise	• Quiz-Quiz-Trade cards (one card per student) • Document camera • End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (from Lesson 12; one to display) • End of Unit 3 Assessment Rubric (from Lesson 12; five per student presenting and one to display) • Presentation schedule (from Lesson 12) • Praise-Question-Suggest adapted protocol anchor chart (begun in Lesson 11) • VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student) • VoiceThread PSA Script: Water Challenges recording forms (from Lesson 8; one per student) • VoiceThread PSA Script: Opinion recording forms (from Lesson 7; one per student) • Praise-Question-Suggest protocol recording forms (from Lesson 12; one per student) • Tracking My Progress, End of Unit 3 recording forms (one per student)

NYS Common Core ELA Curriculum • G3:M4:U3:L13 • November 2013 • 3

Opening	Meeting Students' Needs
A. Reviewing Learning Targets: Quiz-Quiz-Trade Protocol (10 minutes) - Gather students whole group. Tell them that today they will continue presenting their VoiceThread PSA scripts. Students who have not yet been assessed will formally present to the teacher in his or her small group today. - Direct students' attention to the posted learning targets and read them aloud. - Explain they are going to play a round of Quiz-Quiz-Trade to review today's learning targets. - Remind students how to play. Say: "I am going to give you each a card. Show the learning target on your card to a partner. Your partner will tell you what this learning target means. It's okay if your partner doesn't get it exactly right. You can help by sharing the example on the back of the card. Once you have both had a turn, trade cards and find a new partner. Remember, the learning targets are all related to speaking fluently." - Pass out one **Quiz-Quiz-Trade card** to each student. Give them 4 or 5 minutes to quiz and trade. - Gather students whole group. Ask: * "What learning target will you focus on today? Turn and share with a partner." - Invite a few students to share out.	- Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also remind students and teachers about the intended learning behind today's assessment. - Consider providing a sentence frame, sentence starter, or cloze sentence for students who struggle to produce language orally.

Work Time	Meeting Students' Needs
A. End of Unit 3 Assessment, Continued: Presenting Your VoiceThread Script: Praise-Question-Suggest Protocol (45 minutes) • Using the **document camera**, display the **End of Unit 3 Assessment: VoiceThread Script Presentation and Critique** (from Lesson 12). Remind them that half of the class had a chance to receive feedback in the previous lesson; today, the other half will have a turn. • **End of Unit 3 Assessment Rubric**. Remind students this rubric will be used during today's End of Unit 3 Assessment, and their goal is to score a 3. • Direct students' attention to the **presentation schedule**. Note which groups will be assessed today and in what order. • Review the assessment process with students: – Each group member presents his or her VoiceThread PSA script. – While the speaker is presenting, the listeners fill in an End of Unit 3 Assessment Rubric for the speaker. – After everyone in the group has presented, you will participate in the Praise-Question-Suggest protocol with your group following Steps 2 and 3. • Direct students to the posted **Praise-Question-Suggest adapted protocol anchor chart**. Remind them that they used the protocol described on this chart yesterday. Review the steps and clarify any questions. • Students who are not being assessed should practice their scripts with a partner from their group or may read their independent reading book silently. • At this time, distribute or ask students to take out: – **VoiceThread PSA Script: Water on Earth recording form** – **VoiceThread PSA Script: Water Challenges recording form** – **VoiceThread PSA Script: Opinion recording form** – **Independent reading books** • Ask students to take these materials and join their assessment groups. • Then, distribute the **Praise-Question-Suggest protocol recording forms** and the End of Unit 3 Assessment Rubrics to groups being assessed today. • Allow 35 to 40 minutes to assess the remainder of the class	• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment. • If needed, provide additional time for ELLs to practice before formally assessing them. • For students who struggle with following multiple-step directions, displaying the step-by-step instructions in the Praise-Question-Suggest anchor chart assists students in completing this protocol independently. In addition to the anchor chart, consider creating handouts of the protocol for each group. This may be better for students with visual impairments or ELL students. • Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of their learning targets.

Closing and Assessment	Meeting Students' Needs
A. Tracking My Progress (5 minutes) • Distribute the **Tracking My Progress, End of Unit 3 recording forms**. • Explain to students they have the opportunity after every assessment to pause and reflect on their learning. Remind them that reflection is an important step in their learning process. • Give them a few minutes to complete the Tracking My Progress, End of Unit 3 recording form. • Collect the forms and gather students whole group. • Give students specific, positive feedback for their engagement in the End of Unit 3 Assessment and feedback process. • Explain that their Next Step is to record their scripts using the VoiceThread program online. Share with them how and when they will begin this Step. • Also, tell them that they will receive their End of Unit 3 Assessment Rubrics with feedback to perfect their performance task.	
Homework	**Meeting Students' Needs**
• Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.	

NYS Common Core ELA Curriculum • G3:M4:U3:L13 • November 2013 • 6

EXPEDITIONARY LEARNING

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

Directions:

- Create the cards using index cards.
- The learning target is on one side, and the meaning of the learning target is on the other side.
- Make enough so each student has a card.

Learning Target (one side of the card)	This means … (on the other side of the card)
I can pronounce all words clearly so the listener easily understands my message.	"Pronounce means to say or speak a word correctly." "Clearly means the listener understands the words I am speaking."
I can use appropriate facts and descriptive details from the research to support my message.	"This means I am expected to use facts from my research that are relevant to support my message." "I use descriptive details in my script by using words and phrases that create an image for the listener; that help the listener see, feel, or hear what I am trying to say."
I can vary my volume and expression to present my message.	"When I vary my volume and use expression, it means I am showing emotions or feelings. It also places emphasis on something important that I want the listener to pay attention to."
I can speak at an understandable pace: not too fast and not too slow.	"This means I speak at a speed that people can understand: not too slow and not too fast."

Tracking My Progress
End of Unit 3

Name:

Date:

A. Learning target: I can speak clearly so my listener easily understands my message.

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:

B. Learning target: I can speak with varied volume and expression to present my message.

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:

_____

_____

NYS Common Core ELA Curriculum • G3:M4:U3:L13 • November 2013 • **10**

C. Learning target: I can speak at an understandable pace: not too fast and not too slow.

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:

_____

_____

_____

D. Learning target: I can use appropriate facts and descriptive details from the research to support my message.

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:

_____

_____